

**Analysis of the Concept of “beogeom (Unmanageable)”  
Experienced by Nursing Students**

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**Abstract**

**Purpose:** This study is aimed at summarizing and clearly investigating the ambiguous concept of ‘beogeom (unmanageable)’ that nursing students are experiencing.

**Methods:** Method of Walker and Avant (2005) was applied to analyze the concept of ‘beogeom (unmanageable)’ of nursing students.

**Result:** As the results of analysis of the concept of ‘beogeom (unmanageable)’ experienced by nursing students, prerequisites were found to be external situations, personal characteristics, social support and measures taken, while conceptual attributes were found to be extreme situational excess, burden that exceeds personal capabilities, negative emotional experiences and deviating behavior, understanding of unmanageable, understanding of personal characteristics and mediation strategy, and results were found to be adaptation and maladaptation. Prerequisites of unmanageable experienced by nursing students differ in that they are external situations that continue over prolonged prescribed period rather than a triggering event that occurs suddenly under crisis situation and that has temporal concept. Even if external situations recognized as being ‘beogeom (unmanageable)’ continue to exist, if nursing students can utilize them as opportunistic factor by maximally drawing out their potentials, they could act as affirmative effect on successful adaptation to university life and on their future career.

**Conclusion:** Appropriate intervention of ‘beogeom (unmanageable)’ of nursing students can fortify the competencies of individuals and elevate the level of happiness by maintaining and enhancing their physical and psychological health.

**Keywords:** Nursing student, beogeoum (unmanageable)

## **Introduction**

### **Need for the Study**

University life is the stage of undergoing important changes in life. As such, students are at an important phase in life of undergoing internal growth as preliminary members of working society after having undergone adolescence of having been immersed in preparation for college entrance. Accordingly, they are under enormous stress for having to prepare the working society and establish foundation for independent life (Cha & Lee, 2014). Unlike high school years in which they led dependent and passive life, students are urged to make choices and be responsible for such choices for a diverse range of issues experiences throughout university life, which could lead the university life in itself to become the cause of stress (Won, 2015). Students in Korea enroll into university after having lived in the midst of immense study stress arising from the burden of college entrance up until high school only to experience mental and psychological risks of alcohol abuse, game addiction and suicide due to stress arising from studying as in the case of high school as well as stress arising from the uncertainty of future, difficulties in finding desirable employment and cut-throat competition at the university (Kong & Kang, 2012).

Stresses experienced by university students during their university life are highly diversified, including accommodation of social and psychological value system, study issues, interpersonal relationship, future career and employment, economic issues and opposite sexes, etc. Recently, stresses arising from the issues of future career and employment due to rapid increase in youth unemployment rate associated with socioeconomic difficulties, and high cost of tuition are being compounded (Yang, Bang, & Kim, 2012).

In particular, nursing students, in addition to the stresses that general university students experience as they are adapting to the university life after completion of high school life, are experiencing an extensive range of added difficulties due to the special nature of nursing. These include stricter educational curriculum, excessive amount of knowledge to be studied, stricter behavioral norms, psychological oppressive feeling of having to pass national nursing qualification exam, practicum under diversified clinical situations and responsibilities for patients in comparison to other academic disciplines (Son, Choi & Song, 2010). It is also reported in overseas countries that their nursing students are experiencing similar difficulties and burdens due to exams, assignments, school system, various factors related to studying and lack of personal free time, etc. (Timmins & Kaliszer, 2002).

Stress and depression are utilized as indices of mental health of university students and it is known that the students with high level of stress have higher risk of suffering depression (Cha & Lee, 2014). If depression continuously increases in nursing students, it could lead to the situation in which the nurses would not be able to efficiently cope with their future nursing career due to degraded health conditions, interpersonal relationship, level of satisfaction and confidence on their major (Park & Jang, 2010).

Nursing students of Korea who are exposed to such social and cultural characteristics and educational environment appear to have difficulties in managing and overwhelmed by such external environment. We refer to such exposure to the new changes that demand such adaptation as 'being confronted with crisis' and those that act as excessive burden in excess of our ability to cope with as being 'stress'. Generally, stresses defined as 'subjective psychological and physical state of tension that individuals perceive due to situations that occur internally and externally, which are difficult to adapt to'. In addition, crisis defined as 'rapidly aggravated situation to the extent of not being able to cope with the individual's capabilities or dangerous circumstances that could bring collapse of a person'.

Preceding studies reported that excessively demanding external situations due to clinical practices and academic workloads of nursing students impart adverse effects on the adaptation of nursing students to their university life, which can also affect their growth as nurses equipped with necessary competencies and personality at the time of commencement of career as clinical nurses as the overall aspects of their lives (Kim, 2015). Then, should those being recognized and experienced as excessive burden by all the nursing students due to external environment be defined as 'crisis' or 'stress'? Or, should the current situation of nursing students be defined as 'not being happy'?

Although researches are being conducted on the 'crisis of nursing students' (Kim & Hwang, 2012), 'stress of nursing students' (Son, Choi & Song, 2010; Won, 2015) and 'happiness of nursing students' (Jo, 2011; Cho, 2015), there is no concept that expresses the what the nursing students are 'experiencing as excessive burden and overwhelming'. Accordingly, it will be examined in this study whether such experiences can be defined with the concept of 'beogeom (unmanageable)' and conceptual analysis will be made on their attributes.

This study is aiming to present clear attributes through conceptual analysis of 'beogeom (unmanageable)' that nursing students are experiencing.

### **Purpose of the Study**

The purpose of this study is to summarize and clearly investigate the ambiguous concept of 'beogeom (unmanageable)' experienced by the nursing students in order to establish foundation on which to establish the system of appropriate nursing education and intervention program for better management of beogeom (unmanageable) of nursing students.

### **Research Method**

#### **Research Design and Data Collection**

In order to analyze the concept of beogeom, key works including "unmanageable" and "nursing students and unmanageable" were searched through the websites of Korea Education and Research Information Service (RISS), Korea Studies Information (KISS), National Digital Science Library (NDSL), Nurimedia (DBpia), Korea Citation Index (KCI) and Article in Korea, and CINAHL, Pub med, Medline and Wiley Online Library overseas. A total of 10 theses among

domestic and overseas these published up to the time were selected for consideration. Interviews were conducted with 6 currently enrolled nursing students. Searched materials were read repetitively several times and analyzed to deduce the meaning, attributes, prerequisites and results of beogeom (unmanageable).

### **Data Analysis**

Method of Walker and Avant (2005) was applied for the analysis of the concept of unmanageable of nursing students, and the specific process was as follows:

- 1) Select the concept.
- 2) Set the purpose of conceptual analysis.
- 3) Check all uses of the concept through literature review and on-site research.
- 4) Determine the provisional standard list and attributes.
- 5) Present model cases.
- 6) Present additional cases (alert cases, relevant cases, opposing cases and created cases).
- 7) Check the prerequisites and results.
- 8) Determine experiential criteria.

### **Research Results**

#### **Determine the Purpose of Conceptual Analysis of Beogeom (Unmanageable)**

The purpose of analysis is to further clarify the meaning of the concept of 'beogeom (unmanageable)' and to develop more efficient nursing intervention program by diversely broadening the subjects of nursing through development of operand definition. Moreover, it is aimed at providing base data for expansion of the domain of nursing theory development. Although beogeom (unmanageable) is being used as a concept that expresses the phenomenon that occurs in various humanities areas, the attributes of this concept is not clear with even inadequate in the area of nursing. Therefore, this study is aimed at expanding the nursing domain and specialization by discerning diversified attributes of beogeom (unmanageable) and analyzing the concept of beogeom (unmanageable) from nursing perspectives.

#### **Literature Review on the Use of the Concept**

##### **Dictionary Definition**

The term 'crisis's originated from the Greek, 'Krisis' with innate meaning of 'decisive or turning point'. Websters-online-dictionary defines crisis as the following: 1. An unstable situation of extreme danger or difficulty; 2. A crucial stage or turning point in the course of something; 3.

Decisive moment; and 4. The change in a disease which indicates whether the result is to be recovery or death. The Korean standard unabridged dictionary of the National Institute of Korean Language defines it as 'dangerous critical moment or time'. When temporary situation necessitates reorganization of psychological structure and behavior of human beings due to rapid changes of status in personal life or emotionally special incident cannot be resolved with the past mechanism of overcoming such situation and even becomes threatening, this is referred to as crisis (Park & Park, 2004). Such crisis encompasses the dual meaning of 'threat' and 'opportunity' simultaneously (Aguillera, 1994). W.L. Thomas asserted that 'crisis elevates the level of mental health by enabling one to discard aged habits and by fortifying the adaptation capabilities of individuals as the key element that brings about new responses and development'. Moreover, James Tyhurst stated that, 'although one may reach critical situation by getting oneself into a fix, crisis state is not a disease. Rather, it is an opportunity for growth, thereby needing common therapy in order to overcome such predicament by means of the strength of growth and advancement of individuals'. In addition, Gerald Caplan (1964) emphasized that appropriate intervention is necessary since crisis is a threat to homeostasis with imbalance between the severity of problem and available resources inducing confusion.

The term stress is originated from a Latin term, 'stringer', which means 'tightening tautly'. The Korean standard unabridged dictionary of the National Institute of Korean Language defines stress as the psychological and physical state of tension experienced when one is confronted with environment or conditions that cannot be adapted to easily. It also explains that, if such conditions are sustained for prolonged period of time, various physical diseases such as cardiac disorders, gastric ulcer and high blood pressure can be induced and psychological symptoms such as insomnia, neurosis and depression can be manifested. Stress theories that provide explanations from physiological perspectives view stress induces fight-flight response (Water Cannon, 1930) and is non-specific response of the human body (Hans Selye, 1936). It is also viewed from psychosocial perspectives as changes from the previous equilibrium state, that is, all daily life changes that require adaptation (Homes & Rahe 1967) and from mutual interactive perspectives as being evaluated as burden that imparts threat to the wellbeing of individuals or burden in excess of the adaptation capabilities of individuals (Richard & Lazarus, 1984), as from psychological perspectives as manifestation of peculiar physiological responses in various aspects of limbic system (Henry & Ely, 1976). Moreover, it is viewed as internal and external stimulation that induces degradation of immune function from immunology perspectives. Although such stress can enhance learning effects if slight, it can reduce work capabilities and threaten mental health as well as cause physical and mental diseases if excessive stress continues chronically.

When stress is deemed to be psychologically and physically tensed state towards internal and external stimulation, dictionary meaning of 'beogeom' includes 'cannot be coped with easily and is burdensome to one's capabilities', 'difficult to manage', 'beyond one's capacity' and 'too much for one to deal with'. That is, individuals perceive frustrating and burdensome situations with the implication of some task being too excessive and difficult to handle. Similar terminologies include 'arduous' and 'burden'. Arduous refers to the lack of capabilities

experienced by a person due to ‘difficulties in handling the task at hand’ and ‘difficulties in coping with the task at hand’. When interpreted only on the basis of the aforementioned definitions, it can be discerned that the principal of beogeom (unmanageable) is the situation while that of arduous is the subject. Meanwhile, burdensome refers the ‘feeling of not being comfortable due to excessive troublesomeness of the task at hand’, that is, complex and negative response at physical, mental, social and economic levels due to the experience of being burdened with the obligation or responsibility arising from certain task. Researches related to burden include burdens due to physical dependency that entails obligations or responsibilities including those of families of stroke patients, alcoholic addition patients and schizophrenic patients, burdens of parents of hospitalized patients, etc., as well as those arising from psychological conflicts, social point of view and economic losses. Although the term beogeomis a concept used in preceding researches, the reality is that the subjects of its application is still highly restricted due to the lack of specific and comprehensive analysis of the concept of beogeom (unmanageable).

### **Literature Review Related to the Concept of Beogeom (Unmanageable)**

#### **Application of Concept of Beogeom (Unmanageable)in Other Academic Disciplines**

Researches that directly applied concept of beogeom (unmanageable) were rare, and qualitative researches in the areas of social welfare, psychology, occupational therapy, rehabilitation welfare and nursing mainly applied it as a terminology for categorization of the results of analysis as a phenomenological research method.

In the research that executed in-depth interview with 3<sup>rd</sup> year students majoring in social welfare in order to assess the difficulties that the students are experiencing in their practicum and the actual aspects of the measures taken to overcome such difficulties, the internal conflicts or burdens experienced including exhaustion of physical strength in having to travel to the venue of practicum that is situated too far on daily basis, lack of sleep, personal exhaustion due to hypersensitivity towards the difficulties experienced by the subjects of social welfare, practical education and personal conversation with other staffs of institutions, and the efforts being put in to ensure they is no setbacks in provision of services to clients in spite of the excessive workload they are subjected to in the sites of their daily lives are being expressed as beogeom (unmanageable)(Bae, Kim, & Ahn, 2014).In addition, in the research on the meaning of the parent running away from home as experienced by children, difficulties and arduousness of having to solve all the daily life needs on their own, situation of having to handle the tasks that adults should be handling, and unjust and resentful situation of having to cope with those that are not the responsibilities of children are being expressed as beogeom (unmanageable)(Yoo, 2005).

In psychology, in the research for confirmation of the essence and meaning of experiences after having executed group arts activities aimed at improvement of relationship between children of violent family and mothers, children expressed their resentment towards parents due to the environment established by the violent family, not being able to easily mingle with friends and

adapting to new friends as being beogeom (unmanageable). Whenever there are such beogeom (unmanageable) situations, they are found to display unstable emotional states or deviant behaviors such as exercising violence on younger sibling or friend, resisting against attending childcare center, and throwing tantrum, getting mad and/or crying and shouting while keeping eyes on the feeling of mother in order to be better understood by the mother (Kang & Shin, 2014).

In occupational therapy, in phenomenological research on the students of clinical practicum for occupational therapy while living in extremely small studio unit, students expressed their accumulation of fatigue and psychological unstable states arising from insufficient sleep, desolate and stuffy environment, and severance of interaction with outside in such studio unit to the extent of preventing productive thinking as being beogeom (unmanageable) (Hwang, Jeon, & Choi, 2011). In rehabilitation welfare, in phenomenological research on caring of cerebral palsy child by aged mother, burden experienced by the mother in nursing disabled child due to physical limitations due to aging is expressed as being beogeom (unmanageable) (Choi, 2008).

### **Application of the Concept of Beogeom (Unmanageable) in Nursing**

Application of concept related to beogeom (unmanageable) is relatively poor in the area of nursing. In a preceding research in overseas on the awareness of nursing students on the behavior of alienating others, burden experienced due to excessive workload or unrealistic due date for assignments are expressed as being beogeom (unmanageable) (Cooper, Walker, Askew, Robinson, McNair, 2011). In addition, in research on the awareness of nursing educators on the role of clinical educations, key issues experienced by nursing educators including sense of gap between the practical works and theories, and academic workloads that are difficult to bear are expressed as being beogeom (unmanageable) (Mchunu, 1997).

In a preceding qualitative research in Korea on application of base theory method on the experiences of nursing students in major-related voluntary service studies, basic socio-psychological problems shared by the participants of research including burdensome and negative emotional experiences due to the enlargement of obligations and responsibilities that have not been experienced previously are expressed as being 'beogeom (unmanageable)'. The process of adaptation to resolves such problems were manifested as basic social process of 'enlightening oneself'. Moreover, it was reported that the process of enlightening oneself until experiencing the feeling of fulfillment by confirming one's capabilities by solving the unfamiliar, uncomfortable and burdensome experiences was being acclimatized by being manifested sequentially (Kwon, 2011).

In the base theory research on the 'experiencing of the process of transcending the beogeom (unmanageable) situations by students of Ph.D. degree in nursing' (Lee et al., 1996), 'beogeom (unmanageable)' was found to be the core phenomenon as an experience on emotional and physical situations with burdens such as 'excessive roles, economic burden and classroom burden', etc. as the causal conditions for beogeom (unmanageable). That is, students experience beogeom (unmanageable) to greater extent if the burden is larger. It was reported that

beogeom (unmanageable) phenomenon was manifested through interaction with family relationship, personal characteristics and classroom characteristics, etc. From such context, beogeom (unmanageable) was manifested as different outcome in accordance with the 'personal characteristics' and 'results of the types of efforts'. It is explained that categories of 'reactive role and actions', 'redefinition of structural role' and 'redefinition of personal role' as the problem-oriented measures taken, and 'emotion-centered strategy', etc. as emotional measures taken exist as mediation strategy. In conclusion, it is viewed that the core phenomenon of beogeom (unmanageable) is being developed as temporal process of undergoing 3 stages of generation-internalization-resolution.

### **Standard List and Attributes of Concept**

Conceptual attributes of beogeom (unmanageable) situations experience by nursing students on the basis of the aforementioned literary review can be summarized as follows.

First, beogeom (unmanageable) situations for nursing students, in comparison to ordinary university students, include exceeding excessiveness related to the nature of nursing discipline. Externally imparted situations are exceedingly excessive objectively.

Second, beogeom (unmanageable) situations of nursing students are burden experienced in excess of the personal capabilities and are personal crisis situations.

Third, beogeom (unmanageable) situations of nursing students can induce negative emotional experiences and deviating behaviors.

Fourth, understanding of beogeom (unmanageable) and personal characteristics, and temporal phenomenon of mediation strategy brings about reactive results of adaptation and maladaptation.

### **Development of Model Case**

Model case includes all attributes of the concept but not the attributes of other concepts, and illustrates the essential aspects of the concept in order for people to use the concept accurately.

Miss S who is a 2<sup>nd</sup> year nursing student displayed outstanding academic performances and harmonious interpersonal relationship with classmates. However, she voluntarily broke out of a group of 6 students due to conflict that manifested with them. Reason for the conflict is that the others preferred to spend more time in entertainment districts rather than studying. Although the other students wanted to resume amicable relationship with Miss S who is an exemplary student highly recognized at the school, Miss S did not want to rejoin this group. "Although other students at the university have no problem even if they do not attend classes not even once and take rest whenever they want, I believe that is not possible for nursing students. Due to enormous workload, if I were to take a bit of rest and be delayed with the academic progresses at the school, then, I can only manage to catch up by spending several times more efforts. Moreover, if I make a mistake, the ensuring responsibility is too great to the extent of not being able to cope with such responsibility. Accordingly, I get scared and whenever I am doing anything other than



studying, I repeatedly ask myself whether I should be doing such other thing. Although I have no objection to being responsible for things that I have done, it seems that the university life is just a continuation of high school life of being told what to do without the opportunity to make my own choice. I am suffocated by the workload and strict rules at the school. It is not that I do not want to mingle with my friends but I am more worried about becoming a dropout if I do not fully concentrate on my studies. Accordingly, I am very sorry to them for assuming excessively cold attitude towards them. I think I am being very selfish towards them.” Although the professors and senior students treated Miss S extremely favorably since she is a model student, her friends began to display jealousy towards her (excessive external situations). Eventually, one of her friend voluntarily dropped out of school and Miss S began to experience sense of guilt and anxiety about the situation that occurred (crisis situation due to burden). She displayed dignified attitude outwardly by saying ‘why should anyone drop out of school of such reason and that wouldn’t ruin her life anyway’ to her friends. However, as soon as she is at home, she would cry incessantly and displayed severe fluctuation in her emotions with the sense of guilt that she might have really dropped out of school because of her. She even got mad and swore to her mother and refused to come to school or participate in clinical practicum (experiencing of negative emotion and deviant behavior). However, ceaseless consultations and support of her parents eventually enabled Miss S to regain her composure and realized that the dropping out of her friend from school is not her responsibility. After having found that her friend is adapting other her new life and expressed gratitude for the outstanding support she is getting from her parents. As such, she began to gradually concentrate on her studying and school life again (adaptive response).

### **Composition of Additional Case**

#### **Borderline Case**

These are the examples of the use of concept that includes only a portion of important attributes of the concept that assist examination of why the cases are not true or model cases and confirmation of clarity or important attributes of true concept (Walker & Avant, 1995).

Mr. C, a 3<sup>rd</sup> year nursing student with a lot of friends due to his outstanding look and personality, bis experiencing extensive range of difficulties due to excessive workloads and assignments since he became a 3<sup>rd</sup> year student. He would get up at 6AM, leave home at 6:30 and arrive at school by 7:10. He would then take internet lesson on English from 7:30. His regular academic courses begin at 9:30 until lunch time. He would take only about 10 minutes for lunch to complete the assignment he has not finished yet. Afternoon classes begin at 2:30PM and end at 6:30PM. He would return home thereafter only to attend private English academy after having showered and had snack. By the time he returns home again, it is already 11 at night. He will then do his assignments from school before going to bed at about 1AM on the next day (exceedingly excessive). Mr. C says that he is pursuing such life schedule not for himself but rather for his parents. “There are so many classes to take along with excessive amount of assignments. I am being suffocated by this ambience of having to do nothing else by to study.

Moreover, competitions among students are so severe. Although I ended up majoring in nursing for some reason, I really don't want to go to school because I detest paying tuition fees to be stressed. I chose to major in nursing in order to secure relatively stable job but what I am required to do is too much. I consistently experience enormous urge to drop out of school. I don't think I have any real friends because of the cut-throat competition. I become a subject of jealousy if I excel and disliked if I do not excel. Attending school has become too tiring. Accordingly, I am gradually missing school occasionally, roam around the streets and play games in internet café for 5 hours in a row as well as beginning to lie to my parents on how I am doing at school"(experiencing of negative emotion and deviant behavior).

Above case is included in the category of borderline case since it does not include reactive results of adaptation and maladaptation as a temporal phenomenon of understanding of beogeoum(unmanageable) and personal characteristics, and mediation strategy.

### **Related Case**

Although such case has relevance with certain aspects of researchconcept, they do not include important attributes, thereby having significance different from those of the concept being analyzed (Walker & Avant, 1995).

Miss Y who is in her 3<sup>rd</sup> year of nursing is tired of the perpetual nagging of her mother. In particular, whenever her mother has conflict with her father, she would vent out her anger to Miss Y. Her father always leaves home early in the morning and returns home after midnight every day due to his heavy workload at the company. Although he puts efforts to spend time with his family over the weekends, he would go to work even during weekends. At such time, nagging by her mother gets severe by making issue of all aspects of life including tidying up the room, academic performances, manner of speaking and habits in eating meals, etc. Although she says that she is nagging for the good of Miss Y, Miss Y does not believe this to be true. At times, she wishes to block her ears but her mother would then start nagging about not listening to her attentively. As such, Miss Y is extremely frustrated and wishes to quarrel with her mother by asking why she is venting her anger due to her relationship with father to the child. However, she perseveres with her frustration.

The above case appears to be a stressful situation rather than anbeogeoum (unmanageable) case. Although nagging by her mother induces negative emotion as an unavoidable situation, it does not include all the important attributes of beogeoum (unmanageable) situation.

### **Opposing Case**

Opposing case does not include any of the attributes of the concept that demonstrate it does not correspond to the said concept (Walker & Avant, 1995).

Mr. J who is in his 2<sup>nd</sup> year of nursing is a student with conflicts arising from the 'hair style that is befitting a nursing student' in accordance with the regulations on hair during clinicalpracticum. Since he became a university student, he began to pay attention to his external appearances and

began to experience conflict with his fellow students, senior students and professors in charge of clinical practicum. Regulations on clinical practicum stipulated hair style befitting students but the standards on this hair style differ from the standard he has on the hair style befitting a student. He believes it is wrong to evaluate students in clinical practicum on the basis of outer appearance. With the belief that external appearance is a means of expressing himself and that he has his own preferences, he is frustrated by being told what to do and being evaluated under the standards for practicum regulations. He is determined to maintain his hair style and will change it whenever he wishes as well as resist excessive regulations. He also wants to tint his hair he likes with resolution not to pay attention to the standards of others who feel what he is doing is not right.

It is included in opposing case since his attitude of adhering to his beliefs rather than finding the excessively strict standards of clinical practicum on external appearances to be beogeom (unmanageable) cannot be deemed as any of exceedingly excessive, crisis situation of burden, experiencing of negative emotion and deviant behavior, which are the attributes of beogeom (unmanageable) situation.

### **Prerequisites and Confirmation of Results**

Prerequisites refer to the incidents and things that occur prior to the manifestation of the concept while the results refer to things or incidents that occur as the results of the concept (Walker & Avant, 1995). Accordingly, it is possible to more clearly analyze the attributes of beogeom (unmanageable) if the prerequisites and results of concept are determined. On the basis of the attributes of beogeom (unmanageable) experienced by nursing students through literature review, excessive external situations, individual's characteristics, social support and resources for the measures to be taken are deemed to be the key prerequisites.

The first requisite of beogeom (unmanageable) situations, which nursing student experiences, is the external situation. If external situations being perceived as being burdensome occur, students experience difficulties in coping with them physically, psychologically, socially and economically. External situations of nursing students are subjected to social and cultural effects greatly due to the nature of specialized occupation of nursing. Therefore, for external situations as the prerequisite of beogeom (unmanageable) situations, external situations of individuals including the sociocultural situations must be considered.

The second prerequisite is the individual's characteristics. Categories and domains of individual's characteristics are classified into physical, psychological development, social, intellectual and spiritual aspects. University life is a stage of undergoing important changes in life. Since students are still in internal growth stage in various domains, external situations can be perceived as being more beogeom (unmanageable) if individual's characteristics are less mature. Nursing students experience excessively beogeom (unmanageable) situations in comparison to ordinary university students due to overwhelmingly severe external situations.

Third prerequisite is the social support and resources for measures to be taken. Once changes in external situations occur, student will resort to the use of sources that they normally use for measures to be taken. If the external situations cannot be adjusted through such resources for the measures to be taken and social support, they will experience that the given situations are beogeom (unmanageable).

Results refer to the incidents that manifest as the outcome of the occurrence of the concept (Walker & Avant, 1995). Results of beogeom (unmanageable) situation described in the literatures were manifested as adaptation and maladaptation (Lee et al., 1996). Maladaptive results of beogeom (unmanageable) situation can progress not only into wrongdoing or dehumanization but also into threat to mental health and socio-pathological phenomenon, transcending the boundaries of negative emotion and deviant behaviors (Park, 2010; Lee, 2012). However, if adaptive results can be achieved by overcoming burdensome external situations by displaying individual's potentials, and acquiring appropriate social support and resources for measures to be taken, it would become the foundation on which to grow as mature adult.

### **Experiential Criteria on the Concept of Beogeom (Unmanageable)**

Walker & Avant(1995) stated that experiential criteria signify the classification and categorization of actual phenomenon as an issue of what should be done if the existence of experience was to be measured in the actual experiential world. Experiential criteria on beogeom (unmanageable) will be centered-around the attributes and prerequisites described in this study and measurement tool should be developed after having set more specific key words and categories of the concept through phenomenological research on beogeom (unmanageable) with nursing students as the subjects.

### **Conclusion**

As the results of analysis of the concept of beogeom (unmanageable) situations experienced by nursing students, prerequisites included external situations, personal characteristics, social support and measures taken, while conceptual attributes included extreme situational excess, burdens that exceed personal capabilities, negative emotional experiences and deviating behavior, understanding of beogeom (unmanageable) and personal characteristics, and mediation strategy, and results included adaptation and maladaptation. These are results similar to those of 'crisis' and 'stress'. However, they differ in that the prerequisites of beogeom (unmanageable)situations experienced by nursing students are the external situations that are maintained for prolonged prescribed period rather than triggered incidents that occur suddenly with spatial concept as in the case of crisis(Park & Park, 2004). However, even if external situations perceived as being beogeom (unmanageable) continue to exist, they could act as affirmative influence on successful adaptation to university life and career after graduation if the nursing students can utilize them as opportunistic factors by maximally drawing out their potentials. It is deemed that appropriate intervention of the beogeom (unmanageable) situations of nursing students can fortify the competencies of individuals as well as elevate the level of happiness through maintenance and enhancement of physical and mental health.

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