



The relationship of personal competencies, social adaptation, and job adaptation on job satisfaction



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ABSTRACT

Background: Personal competencies are associated with successful job performance. Job satisfaction is directly related to nursing turnover, and is a critical indicator of their performance and quality of patient care. However, little is known about the relationship between personal competencies, social adaptation, and job adaptation on job satisfaction for nurses.

Objectives: The purpose of this study was to explore the relationship between personal competencies, social adaptation, and job adaptation on job satisfaction for nurses.

Design: This study was conducted with secondary data analysis.

Settings: We targeted nursing alumni in a large university in Taiwan.

Participants: The target population was nursing alumni, and the sample consisted of 280 from the Office of Student Affairs database.

Methods: Personal competencies, social adaptation, job adaptation, and job satisfaction were measured using a secondary data analysis. Relationships between the variables were analyzed to determine which variable explained the most variance in job satisfaction.

Results: Of the 280 participants, participation of extracurricular activities was reported by 70.4%, and over 22.5% had a leadership role in extracurricular activities. The results demonstrated that nursing alumni with either extracurricular activities involvement or a leadership role had higher level of personal competencies and better job satisfaction. Further, these results showed the number of years in the extracurricular activities ($r = 0.174, p = .003$), the perceived level of personal competencies ($r = 0.341, p = .000$), social adaptation ($r = 0.411, p = .000$) and job adaptation ($r = 0.575, p = .000$) were positively and significantly correlated with job satisfaction. The job adaptation, the perceived level of personal competencies, and alumni who had a leadership role accounted for 37.1% of variance in job satisfaction.

Conclusions: Results of this study suggest that job adaptation, personal competencies, and having had a leadership role in extracurricular activities are important concepts to improving nurses' job satisfaction.

1. Background

Nursing education needs to foster clinical professional core competences which inspire application of competency to clinical assessment, interventions, evaluation, professional role development thus enabling provision and maintenance of quality, safe and effective patient care (AACN, 2008). Spencer and Spencer (1993) found that professional competencies were associated with the knowledge and skills necessary for successful job performance. Personal competencies were

associated with individual motives, traits and the self-concepts necessary for successful job performance. According to the Council for the Advancement of Standards in Higher Education (2009), the content of learning for higher education students, in addition to academic achievements, should include the development of other orientations and capabilities. These included the ability to integrate the application of knowledge, high level cognitive ability, intrinsic development of the individual, interpersonal ability, humanitarian and citizen investment, and practical ability. Tsai (2013) identified that current undergraduate

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students not only need professional competencies but also personal competencies, such as creativity, dedication, teamwork ability, interpersonal relationship and global views. These are thought to empower individuals to fully self-employ and integrate into society. Personal competencies are similar to soft skills, in that they have the ability to affect others to get what one wants and to assist the individual in dealing with critical issues that require multilateral cooperation among multiple relationships (Nye, 2005). It has been widely acknowledged however that clinical practice to a nursing student/nurse presents a significant personal and professional challenge, and these challenges may increase nursing turnover rates and intention to leave the profession (Sabanciogullari and Dogan, 2015; Phillips et al., 2014). Therefore, nursing students/nurses not only need to develop professional competencies but also personal competencies to assist them to adjust and develop in a challenging clinical practice environment.

International data indicate that the shortage of nurses is a global phenomenon (Johnson et al., 2016). In the USA, researchers and government organizations have estimated that there will be a shortage of nurses of between 300,000 and 1 million by 2020 (Juraschek et al., 2012). Compared to the nursing turnover rate in Asia, Taiwan ranks highly at 10.5%, which is similar to Japan (10.8%) (Alliance of Asian Nurses Association, 2017). The literature demonstrates that job satisfaction is directly related to nursing turnover (Simone et al., 2018; Stacy and Hardy, 2011), and is also a critical indicator of their performance and quality of patient care (Mari et al., 2018; Orgambidez-Ramos and de Almeida, 2017; Stacy and Hardy, 2011). Many studies reported variables that have been shown to positively affect job satisfaction. These include job type, authority management, tenure, annual income, work engagement, patient satisfaction, and emotional exhaustion (Tarcn et al., 2017; Simone et al., 2018).

An individual's decision to stay or leave their job is determined by the meeting the individuals' professional and personal expectations and the reality of their current employment and living experience (Cosgrave et al., 2018). Nurses' coping can influence individual stress perception, help individuals cope with pressure and reduce the negative impact of stress on mental and physical health (Sun et al., 2017; Giffkins et al., 2017). According to Piaget's theory, 'adaptation' is the basic mode of changing individual life; it is a progressive reorganization of mental processes as a result of biological maturation and environmental experience (Wadsworth, 2003). Life adaptation is a two-way adjustment between the individual and the environment (Calhoun and Acocella, 1983) which includes job adaptation, family adaptation, interpersonal adaptation, health adaptation, economic adaptation, and leisure adaptation (Yeh, 2014). Previous research has demonstrated that nurses' job satisfaction is positively affected by social and job adaptation (Mari et al., 2018; Cosgrave et al., 2018), and higher emotional adjustment is associated with better work performance, and lower self-perceived stress (Ranasinghe et al., 2017). A study by Tarcn et al. (2017) demonstrated that social adaptation, such as burnout control, was a significant determinant of job satisfaction. These findings provide support for a significant association between social adaptation, job adaptation and job satisfaction.

Extracurricular activities are defined as the tasks not directly associated with academic tasks that occur both inside or outside the academic setting (Almasry et al., 2017; Fares et al., 2016). Types of extracurricular activities are diverse. In the current study, extracurricular activities are defined as the non-academic, non-mandatory activities that are undertaken by students and fall outside of the academic curriculum. For simplification purposes, extracurricular activities include self-government, service, art with humanity, recreation, sports, and social activities. Yeh (2017) suggested that improvements of academic, communication and interpersonal skills were associated with extracurricular involvements. This lead to an improvement in personal competencies, and the extracurricular activities played an important role for undergraduate students, and the development of personal competencies was based on the learning outcomes or learning

performance of extracurricular activities (Tsai, 2013; Yeh, 2014; Yeh, 2017). Participation in extracurricular activities can demonstrate a student's positive qualities, leadership potential, desire for personal growth, and long-term societal dedication (Kim, 2016; Yeh, 2017). Furthermore, involvement in extracurricular activities can provide students with additional opportunities that foster the development of a lifelong commitment to a career in health care (Lumley et al., 2015). Similarly, research with medical students has found that participation in extracurricular activities lead to lower levels of burnout and improved professional confidence (Fares et al., 2016; Almalki et al., 2017). Urlings-Strop et al. (2017) also found that medical students with persistent participation in extracurricular activities usually achieved better clinical achievements. Moreover, a student's extracurricular learning experiences could be applied to the prediction of his/her life adaptation after graduation, including social and job adaptation (Yeh, 2014). However, little research has been undertaken to determine the association between extracurricular activities and personal competencies or the relationship between personal competencies and job satisfaction.

Despite the value of extracurricular activities, personal competencies, social adaptation, and job adaptation, most researchers focused on the relationship of extracurricular activities, personal competencies and academic achievement, and leadership. In Taiwan, nursing education usually relies on the curriculum to develop professional competencies but has little emphasis on personal competencies development (Tsai, 2013). Therefore, the gap between personal competencies, social adaptation, and job adaptation on job satisfaction for nurses warrants exploration. No such study has been conducted in Taiwan to date.

2. Methods

2.1. Research design and participation

This study was conducted using a secondary data analysis of an existing dataset. The data were collected by the Office of Student Affairs in Chang Gung University of Science and Technology in Taiwan. Seventy percent of students were nursing major at this university. These data were foundational for the development of an extracurricular program with students that would support and empower them both on campus and within the extracurricular club designation. The participants were invited to complete a self-report questionnaire between April and August 2016. Participation in the survey was voluntary.

In the current study, 280 nursing alumni were selected from the dataset with the criteria of nursing being their major and having at least one-year work experience in nursing. No identifying data were collected and ethical principles such as confidentiality were upheld throughout this research. The study was approved by the ethics committee of the Chang Gung Medical System (201801045B0).

2.2. Instruments

The questionnaire consisted of scales to evaluate personal competencies, social adaptation, job adaptation, and job satisfaction. The questionnaire consisted of five sections, as described below.

2.2.1. Demographic information

The demographic information collected in the study included age, gender, occupation, working experience, and participation in extracurricular activities while studying, including the position/year/category of those extracurricular activities.

2.2.2. Personal competencies

The personal competencies were referred to as the learning outcomes or learning performance based on extracurricular learning by Tsai (2013). The scale was based on the work by Tsai (2013), developed

from data collection from 911 students and faculties from 26 universities in Taiwan, to measure undergraduate students' personal competencies. The scale consisted of 9 personal competencies: communication and expression abilities, innovative abilities and creativity, cooperative ability, life-long learning ability, problem solving skills, positive attitudes and outlooks, interpersonal skills, critical thinking ability, and global views. Each of these personal competencies was assessed using 5–6 measuring indicators: there were a total of 48 items. Each item was rated on a 6-point Likert scale, ranging from 0 (strongly disagree) to 5 (strongly agree). Content validity was tested with 12 subject experts using Delphi methodology. Internal consistency was established with a Cronbach's α of 0.93–0.95 (Tsai, 2013). Cronbach's Alpha (α) for this study was 0.93. In the current study, the personal competencies were assessed by participants who perceived the level of personal competencies at the time of the data collection.

2.2.3. Social adaptation

The scale of social adaptation, a subscale of the life adaptation scale, was developed by Yeh (2014) from a cohort of 397 alumni in a university in Taiwan. The scale of social adaptation consisted of 6 items that were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) for each item with a total of scaling scores 6–30 with a higher mean score indicating better social adaptation. Internal consistency was established with a Cronbach's α of 0.94 (Yeh, 2014). Cronbach's Alpha (α) in the current study was 0.97.

2.2.4. Job adaptation

The scale of job adaptation, a subscale of the life adaptation scale, was designed according to Yeh (2014), developed from a cohort of 397 alumni in a college in Taiwan. The scale of job adaptation consisted of 6 items that were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) for each item with a total of scaling scores 6–30 with a higher mean indicating better job adaptation. The internal consistency was determined with a Cronbach's α of 0.86. Cronbach's Alpha (α) in the current study was 0.94.

2.2.5. Job satisfaction

The scale of job satisfaction was based on the Minnesota Satisfactory Questionnaire (MSQ) (Weiss et al., 1967) and consisted of 20 items that were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) for each item with a total of scaling scores 20–100. There were three domains in the MSQ: intrinsic, extrinsic and general satisfaction. The higher score, the higher job satisfaction is. The MSQ was adapted to Chinese and determined to be valid and reliable. The internal consistency was had a Cronbach's α of 0.75–0.77 (Chu, 2013). Cronbach's Alpha (α) in the current study was 0.96.

2.3. Data analysis

All data were analyzed using SPSS version 20.0 for Windows. An independent samples *t*-test was used to compare the mean in participation of extracurricular activities with the personal competencies, social adaptation, job adaptation, and job satisfaction. Pearson correlation coefficient was used to measure the strength of the linear relationship of the personal competencies, social adaptation, job adaptation, and job satisfaction. Stepwise multiple regression was conducted to test the accuracy of the selected significant associated variables in job satisfaction. The significance level was set at 0.05 for all statistical tests.

3. Results

Of the 280 nursing alumni participating in the survey, the average age was 29.68 years ($SD = \pm 5.67$, age range: 23–49 years), 98.2% were female, with an average working experience of 5.47 years ($SD \pm 4.29$). Ninety-three percent were employed full time; 83.6% of

Table 1
Characteristics of nursing alumni and extracurricular activities ($n = 280$).

Variables	n	%	Mean	SD	Minimum	Maximum
Age (years)			29.68	5.67	23	49
Gender						
Male	5	1.8				
Female	275	98.2				
Occupation						
Part time	20	7.1				
Full time	260	92.9				
Occupational characteristics						
Non-related to nursing	46	16.4				
Related to nursing	234	83.6				
Working experience			5.47	4.29	1	18
1–3 years	81	29.0				
3–6 years	67	23.9				
6–9 years	35	12.5				
9–12 years	44	15.7				
> 12 years	53	18.9				
Extracurricular activities involvement						
Yes	197	70.4				
No	83	29.6				
Role in the extracurricular activities						
Leadership role	59	22.5				
Official or coordinator	120	45.8				
Member	83	31.7				
Experience in extracurricular activities						
0.5–1 year	24	12.2				
1–2 years	61	31.0				
2–3 years	46	23.3				
3–4 years	66	33.5				
Hours of extracurricular activities (per week)			10.35	12.86	1	100
Characteristics of extracurricular activities undertaken						
Self-government	60	19.9				
Service	90	29.8				
Art with humanity	37	12.3				
Recreation	65	21.5				
Sports	27	8.9				
Social	23	7.6				
Perceived level of personal competencies	280		4.02	0.59	0	5
Social adaptation	280		4.16	0.95	1	5
Job adaptation	280		3.87	0.86	1	5
Job satisfaction	280		3.84	0.64	1	5

the nursing alumni's job was related to nursing. Of the 280 participants, participation of extracurricular activities was reported by 70.4% of participants with 29.8% participating in service activities, at an average of 10.35 h per week ($SD \pm 12.86$). Over 22.5% had a leadership role and 45.8% were officials or coordinators in extracurricular activities (see Table 1).

Of the 280 participants, the mean score for the perceived level of personal competencies was 4.02 (± 0.59); 4.16 (± 0.95) for social adaptation; 3.87 (± 0.86) for job adaptation, and 3.84 (± 0.64) for job satisfaction (see Table 1). There were significant differences between extracurricular activities involvement with the perceived level of personal competencies ($t = 1.983$, $p = .049$) and job satisfaction ($t = 2.085$, $p = .039$) (see Table 2). As shown in Table 3, those who had a leadership role in extracurricular activities is associated with higher perceived level of personal competencies ($t = 2.966$, $p = .004$) and higher job satisfaction ($t = 4.498$, $p = .000$).

We conducted a correlation analysis using Pearson's *r* coefficient to clarify the relationships between the variables for the nursing alumni. Table 4 demonstrates that the number of years in extracurricular activities ($r = 0.174$, $p = .003$), the perceived level of personal

Table 2

The differences between extracurricular activities involvement with perceived level of personal competencies, social adaptation, job adaptation and job satisfaction.

Variables	Extracurricular activities involvement	n	Mean	SD	t-Test
Perceived level of personal competencies	Yes	197	4.07	0.56	1.983*
	None	83	3.91	0.64	
Social adaptation	Yes	197	4.21	0.93	1.437
	None	83	4.03	0.98	
Job adaptation	Yes	197	3.93	0.83	1.979
	None	83	3.70	0.90	
Job satisfaction	Yes	197	3.90	0.60	2.085*
	None	83	3.71	0.72	

**p < .01.
 ***p < .001.
 * p < .05.

Table 3

The differences between having had a leadership role in extracurricular activities with perceived level of personal competencies, social adaptation, job adaptation and job satisfaction.

Variables	Leadership role	n	Mean	SD	t-Test
Perceived level of personal competencies	Yes	59	4.20	0.47	2.966**
	None	221	3.98	0.61	
Social adaptation	Yes	59	4.27	0.96	1.085
	None	221	4.12	0.95	
Job adaptation	Yes	59	4.04	0.94	1.637
	None	221	3.82	0.83	
Job satisfaction	Yes	59	4.11	0.66	4.498***
	None	221	3.77	0.46	

*p < .05.
 ** p < .01.
 *** p < .001.

competencies ($r = 0.341, p = .000$), social adaptation ($r = 0.411, p = .000$) and job adaptation ($r = 0.575, p = .000$) were positively and significantly correlated with job satisfaction. This implies that nursing alumni who participated in more years of extracurricular activities, perceived higher level of personal competencies, better social adaptation and better job adaptation, that were associated with better job satisfaction.

The stepwise multiple regression was conducted to determine the accuracy of the selected variables, demonstrating significant association in job satisfaction. All three regression results indicated that each model was significantly associated with job satisfaction. The independent variable was job adaptation ($B = 0.575, t = 11.718, p = .000$), the second associated variable was the perceived level of personal competencies ($B = 0.180, t = 3.562, p = .000$). The final associated variable was leadership role ($B = 0.136, t = 2.834, p = .005$). The job adaptation, the perceived level of personal competencies, and alumni who had a leadership role in extracurricular activities accounted for 37.1% of

Table 4

The correlation of years involved in extracurricular activities, the perceived level of personal competencies, social adaptation, job adaptation, and job satisfaction.

Variables	Years in extracurricular activities	Perceived level of personal competencies	Social adaptation	Job adaptation	Job satisfaction
Years in extracurricular activities	1				
Perceived level of personal competencies	0.163**	1			
Social adaptation	0.140*	0.106	1		
Job adaptation	0.170**	0.310***	0.695***	1	
Job satisfaction	0.174**	0.341***	0.411***	0.575***	1

* p < .05.
 ** p < .01.
 *** p < .001.

Table 5

Stepwise multiple regression of job adaptation, the perceived level of personal competencies, leadership role, and job satisfaction.

Variables	B	t	p	R ²	Adjust R ²
Job adaptation	0.575	11.718	0.000	0.331	0.328
Perceived level of personal competencies	0.180	3.562	0.000	0.360	0.355
Leadership role	0.136	2.834	0.005	0.378	0.371

variance in job satisfaction ($F(3, 276) = 55.923, p = .005, R^2 = 0.378, R^2_{adj} = 0.371$) (see Table 5).

4. Discussion

In the current study, the percentage of participants in extracurricular activities (70.4%) was similar to a study in Saudi Arabia (60.3–73.5%) (Almalki et al., 2017; Almasry et al., 2017). Also, the rate of spending 10.35 h per week on extracurricular activities was similar to the average rate of 9.8 h per week that was reported in a UK study (Lumley et al., 2015). Though our participants were nursing alumni, the study demonstrated that the descriptive information in extracurricular activities were similar in Taiwan. The mean score of social adaptation and job adaptation with nursing alumni in the current study was lower than the reported results in general college alumni in Taiwan by Yeh (2014), but the job satisfaction was higher than another report from Taiwan (Chu, 2013). This may be because nurses engage in emotional labor that reflects on their social and job adaptation. However, our participants still identified positive job satisfaction perhaps because of their sense of mission, or identity. Moreover, our participants were from different levels of a hospital organization, whereas in Chu's (2013) research, participants were from a medical center. The different levels of hospital organization may affect nurses' job satisfaction (Chet et al., 1998).

In the current study, we found that participants who joined extracurricular activities had a higher level of perceived personal competencies and better job satisfaction. Many researchers have demonstrated that extracurricular activities experiences can contribute to a participant's leadership potential, desire for personal growth, and long-term societal dedication (Almasry et al., 2017; Kim, 2016; Yeh, 2017). Personal competencies are the learning outcomes or learning performance based on extracurricular learning that are associated with individual motives, traits, and self-concepts necessary for successful job performance (Spencer and Spencer, 1993; Tsai, 2013). Moreover, participants with experience of leadership were associated with higher level of perceived personal competencies and higher job satisfaction. Participants spending more years in extracurricular activities were associated with higher level of perceived personal competencies, and better social adaptation, job adaptation and job satisfaction.

According to Astin (1999), the theory of involvement focuses primarily on developmental outcomes (the 'what' of student development), which is more concerned with the behavioral mechanisms or processes that facilitate student development (the 'how' of student

development). Involvement occurs along a continuum, that is, the greater the level of student involvement, the greater the individual's learning and personal development. This may explain why our participants with experience of a leadership role and spent more time in extracurricular activities were associated with a higher level of perceived personal competencies, and better social adaptation, job adaptation and job satisfaction. This reflects the results of [Almalki et al. \(2017\)](#). The study found that those with the experience of organizing extracurricular activities had high professional confidence and presented better job adaptation and job satisfaction. Furthermore, this is similar to the findings by [Urlings-Strop et al. \(2017\)](#) whereby medical students with persistent participation in extracurricular activities had better clinical achievements. This may be because leading and organizing extracurricular activities requires stronger adaptation and may result in lower levels of burnout than just participating in extracurricular activities ([Fares et al., 2016](#)). This suggests that participants who spend a longer time in extracurricular activities and leadership experiences could enhance their ability to adjust to future society impacts, including social adaptation and job adaptation that substantially impact job satisfaction.

The personal competencies included communication and expression abilities, innovative abilities and creativity, cooperative ability, life-long learning ability, problem solving skills, positive attitudes and outlooks, interpersonal skills, critical thinking ability, and global views. These are considered the essential personal competencies for successful job performance ([Tsai, 2013](#)). Our study demonstrated that the participants with experience of a leadership role or full engagement in extracurricular activities were associated with higher perceived of personal competencies. Moreover, participants with a higher perceived level of personal competencies were associated with better job satisfaction. Therefore, encouraging a student's involvement in extracurricular activities and leadership roles may help to improve their personal competencies, and may assist with job satisfaction in the future. This finding was corroborated by an earlier study with medical students in Middle Eastern countries and The Netherlands ([Almalki et al., 2017](#); [Almasry et al., 2017](#); [Urlings-Strop et al., 2017](#)). The amount of nursing students/nurses' learning, and personal development associated with any educational program is directly proportional to the quality and quantity of personal involvement in that program. Moreover, the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase a person's involvement ([Astin, 1999](#)). Therefore, it is important to direct nursing educators and administrators to build positive attitudes towards development of personal competencies as essential and valuable experiences to meet the demands of today's nursing workplace requirements.

According to [Mari et al. \(2018\)](#), most nurses were moderately satisfied with their relationships with coworkers and the nature of their job, especially lowest satisfaction which was related to communication, pay, and supervision. Moreover, job stress and nursing leadership were significantly associated with job satisfaction ([Bratt et al., 2000](#)). Job adaptation as a buffer for pressure can influence an individual's stress perception, assist individuals to cope with pressure and reduce the negative impact of stress on mental and physical health ([Sun et al., 2017](#)), thus improving job satisfaction. Social and job support play an important role in both new nurses and senior nurses' coping ability ([Gifkins et al., 2017](#)). Nurse managers who are mainly responsible for the quality of nursing care should develop strategies that support nurses' job adaptation and increase their own job satisfaction if they are to prevent nurses from leaving the nursing profession.

The current study found that job adaptation, perceived level of personal competencies, and having a leadership role in extracurricular activities were positively associated with job satisfaction. Previous research demonstrated that higher adaptation is associated with better work performance, and lower self-perceived stress ([Ranasinghe et al., 2017](#)). Extracurricular learning experiences during university can be applied to the prediction of alumni's current life adaptation, including

their social and job adaptation ([Yeh, 2014](#)). Moreover, extracurricular learning experiences can provide students additional opportunities that may foster the development of a lifelong commitment to a career in healthcare ([Lumley et al., 2015](#)). Nurses' job satisfaction was found to be positively affected by the social adaptation and job adaptation ([Cosgrave et al., 2018](#)). Job satisfaction is directly related to nurses' turnover intention and turnover rates ([Simone et al., 2018](#); [Stacy and Hardy, 2011](#)), and also a critical indicator of their performance and quality of patient care ([Orgambidez-Ramos and de Almeida, 2017](#); [Zurmehly, 2008](#); [Stacy and Hardy, 2011](#)). The transition from student to newly qualified nurse can be stressful because of significant personal and professional challenges. Therefore, it is recommended that school and hospital policies should aim at encouraging nursing students and nurses to be exposed to high involvement in extracurricular activities and taking a leadership role therein. This may assist in developing their personal competencies. Moreover, in preparation for nursing practice, educators may consider in years 2–3 of a pre-registration programme, or as a post-registration programme to cultivate nursing students and nurses' personal competencies, and develop skills on social adaptation and job adaptation. This may be a strategy to improving future job satisfaction.

This study has some limitations which may be overcome with further research. Firstly, the one school alumni sample size and the voluntary participation of nursing alumni did not allow us to determine how the results could be generalized. This research project could be replicated expanding the sample and comparing nurses in different public or private nursing schools or healthcare organizations. A second limitation is the personal competencies, social adaptation, and job adaptation are on-going process, and may be affected by life experiences. Moreover, there are 62.9% of unknown variances in job satisfaction. To better explore other variables and understand the association between analyzed variables, a longitudinal study may be conducted.

5. Conclusion

Enhancing job adaptation, perceived level of personal competencies, and having had a leadership role might help to improve nurses' job satisfaction. Therefore, it is recommended that school and hospital policies should aim at encouraging nursing students and nurses to be exposed to high involvement in extracurricular activities and taking a leadership role that will result in positive impacts on their personal competencies development, and may be associated with cultivating later social adaptation, job adaptation, and job satisfaction in the future nursing clinical practice. The study contributed to knowledge of the perceived level of personal competencies is associated with nurses' job satisfaction. The study results provide an opportunity for nursing educators and health care administrators to reconsider the inclusion of personal competencies in the nursing education program or clinical nursing training program that help to facilitate nursing students or nurses' preparation for the world of clinical practice and further may decrease the turnover rates in their nursing workplace.

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Ethical approval

The study was approved by the institutional review board of the Chang Gung Medical System (201801045B0) in Taiwan.

Declaration of competing interest

No conflict of interest has been declared by the authors.

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