

Relationships of Bullying in Shipboard Training, Emotional Intelligence and the Quality of Life

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Abstract— The purpose of this study was to examine the relationships of bullying in shipboard training, emotional intelligence and the quality of life among university students. Data gathering was done in August 2015. The data from 196 respondents were gathered, and a statistical package SPSS 21.0 was employed to make a statistical analysis of the collected data. The factors that affected the quality of life were religion, girl friends and satisfaction level with the practice, and the quality of life was higher among the respondents who were more satisfied with the practice. It was not statistically significant. As for bullying experience during the practice, personal bullying was most prevalent. The most common consequences of bullying during the practice were increasing distrust. Bullying during the practice exerted a negative influence on the quality of life, and emotional intelligence had a positive impact on that. In other words, more bullying experience during the practice resulted in lowering the quality of life, and higher emotional intelligence led to the better quality of life. Therefore the kind of intervention programs that aim at improving the emotional intelligence of students who are going to take a practice course should be developed to ease bullying during practice and the consequences of bullying experience to boost the quality of life of prospective maritime officers to heighten their satisfaction, including vessels reside within the health practitioner.

Index Terms—Shipboard Training, Bullying, Emotional Intelligence, Quality of life

I. INTRODUCTION

As the high technology is introduced to the inside of a ship owing to a trend of expansion and speed in a ship according to the scientific development, the ship operational environment is changing diversely and quickly with passing through many changes. In order to be well adapted to this changing marine environment, even the curriculum of maritime system needs to be implemented properly[1].

The shipboard training is being made on the basis of STCW(International Convention on Standards of Training Certification and Watch keeping for Seafarers) agreement for the International Maritime Organization that was enacted in 1978. This aims to make it have ability available for performing a task as a ship officer in the future through a pre-marine technician's shipboard training by allowing a ship

officer on duty to record apprentices' training result in a training record book, and is also used even as base data in order for trainees to be issued a ship officer licence[2]. Thus, the trainees need to have qualification as a ship officer who has navigational quality[3, 4] by faithfully performing practice in accordance with a training task of the training record book with recognizing importance of the shipboard training, which is a familiar course with a ship[4].

As the purpose of the shipboard training education is to acquire basic knowledge and seamanship function based on strong willpower and leadership that will need to be equipped as a ship officer[5], it aims to integrate theory and practice through the shipboard training and to nurture business momentum and adaptability necessary for job performance through the actual battle. Also, the aim is to increase a student's own competitiveness by making it establish faith and value and have a pride as a ship officer along with experiencing culture in a maritime system, and to give motivation for becoming a competent marine technician[4].

The ship-related training is being operated in turn each by 6 months with the training-ship education at a school and the shipboard training of a shipping company[6]. Especially, the shipboard training is being made the practice with making a long-period life within a ship following the departure, thereby being needed attention, coping ability and responsibility according to many marine risks. However, the long-time communal living in the restricted space leads to the occurrence of an accident caused by a health problem and a small mistake. Given the occurrence of coast accident, a problem needs to be solved with swift judgment and prompt measure. Thus, life and resource can be able to be kept by enough training and skill honing[5]. However, a case comes to happen that an immediate measure cannot be taken because a healthcare professional doesn't reside in a ship even if a problem based on physical, mental and social health takes place in trainees given the practice within a ship.

Out of this, bullying is happening even during the shipboard training that is recently becoming a social issue in South Korea. This may cause a physical problem along with a victim's emotional distress. Unlike a simple conflict, bullying is being reported to take place more often and to be continued for a very long period[7, 8]. Bullying implies the experience of negative behavior such as being continuously criticized or humiliated by a counterpart, excessive monitoring on task, the crippling workload, or somebody's shouting or suddenly getting angry. As for bullying, it is being reported that even an observer of watching bullying experiences the higher stress and the lower job satisfaction compared to non-observer, as well as just a bullying victim's health problem[4, 7, 9]. A

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research targeting Chinese nursing students is reporting that the experience of bullying during the 6-month clinical training accounts for 96.14% of the practice participants[10]. World Health Organization has led the international cooperation with defining the quality of life as 'individual perception on own possessing status in life related to own goal, expectation, norm and interest within a cultural area and the value-system context in which an individual is living'[11]. The quality of life has close relationship with stress or life stress[12, 13]. The nursing undergraduates or medical college students, who correspond to a representative training group as the status of a student, were mentioned to be needed a strategy of improving the quality of life during the clinical training process in order to decrease stress caused by clinical practice[14]. As a result of examining the reported contents related to nursing undergraduates' quality of life because of being not reported a research relevant to the quality of life targeting university students with the shipboard training, the quality of life had relationship with life stress, health promotion behavior and resilience[12, 15-18]. Therefore, there is a need to grasp the bullying experience level of the subjects who are performing the long-time shipboard training, and to understand the quality level of life according to the bullying experience. It is the real situation of being non-existent in a research that was conducted targeting undergraduates with the shipboard practice compared to a research report on bullying, emotional intelligence and the quality of life targeting nurses or nursing college students[19, 20]. Accordingly, it will be very significant to try a research of correlation in relation to bullying, emotional intelligence and the quality of life given the shipboard training.

However, the education is being made focusing on problems about ship operation in the current training-ship education[21]. Thus, there will be a need to be added the prevention education related to bullying that may be suffered with making the long-period shipping life, and the emotional-intelligence improvement education of coping with this. Also, the outcome of the shipboard training has close influence upon the employment and the ship-officer licence issuance. And trainees have possibility of remaining silent despite unfair treatment or bullying. Hence, the development in emotional-intelligence improvement program is needed including interview and counseling with trainees in order to prevent the negative problems like bullying in advance through the prevention education.

Accordingly, this study aims to develop a program for preventing bullying and to offer basic data of developing intervention program available for increasing emotional intelligence given the shipboard training by understanding correlation among variables in each after grasping how the bullying level and the bullying outcome are shown during the shipboard training and after understanding the emotional intelligence level and the quality level of life available for coping with bullying.

II. PURPOSE

The purpose of this study is to grasp a correlation between the bullying experience and emotional intelligence & the

quality of life in subjects given the shipboard training. The specific objectives are as follows.

First, it understands the bullying experience, emotional intelligence and the quality level of life in subjects given the shipboard training.

Second, it analyzes a difference in the bullying experience, emotional intelligence and the quality level of life according to subjects' general characteristics.

Third, it analyzes a correlation between the bullying experience and emotional intelligence & the quality of life in subjects given the shipboard training.

III. RESEARCH DESIGN

This study is a descriptive survey research in order to grasp a correlation between the bullying experience and emotional intelligence & the quality of life in subjects given the shipboard training.

IV. RESEARCH SUBJECTS AND ETHICAL CONSIDERATION

This study had research subjects as preliminary ship officers who are attending one university. For the ethical consideration of this study, it was conducted after being approved with passing through the deliberation of the Institutional Bioethics Committee at the university to which this researcher belongs(1041078-201507-HRSB-109-01).

V. DATA COLLECTION METHOD

This study was carried out a questionnaire survey for one month from August 1, 2015 to August 31 targeting students who are attending one university after prescribing those who received the shipboard-training education among pre-marine technicians as a population. The researcher widely distributed a questionnaire after directly explaining the research objective on the day of returning to a dormitory after finishing the shipboard-training education following the approval from a person in charge of training at the corresponding university. A questionnaire was widely distributed totally 250 copies and was collected 217 copies(collect rate of 86.8%). Excluding 21 copies that were omitted a response by item among them, totally 196 copies were used in data analysis.

VI. RESEARCH TOOL

As a research tool, which was used in this study, was the structured questionnaire with totally 82 items, it was used a tool that was composed of 7 items for subjects' general characteristics, 22 items for the bullying experience, 13 items for a bullying result, 16 items for emotional intelligence, and 24 items for the quality of life. Reliability in each tool is as **Table 1**. A prior preliminary survey was conducted while the researcher reads questionnaire together with 10 research subjects. The main survey was carried out after confirming that there is no problem about understanding an item.

A. Experience of bullying

A tool for measuring bullying in case of the undergraduates' shipboard training was used following the permission of the use from an author of NAQ-R Korean version that was proved reliability and validity by which Nam, et al.(2010) adapted

this after Einarson, et al.(2009) developed the negative Acts Questionnaire(NAQ)[22] as the negative Acts Questionnaire-Revised(NAQ-R)[23] in the English-revised version. A tool for the bullying experience comprised totally 22 items of 3 sub-factors in the individual-related bullying with 12 questions, the work-related bullying with 5 questions, and the threat-related bullying with 5 questions. 5-point Likert scale. The higher score implies to have been much exposed to bullying. Cronbach's $\alpha=.93$ at that time of the development. In this study, it was Cronbach's $\alpha=.960$.

B. Outcome of bullying

A tool for the bullying result(WPBN-CI) was used a tool that Lee, Lee(2014) developed for gauging bullying the weak at a workplace targeting nurses[24]. This tool comprised totally 13 items in 3 sub-factors with 8 questions for a physical/spiritual withdrawal, 2 questions for a drop in the quality of task, and 3 questions for a rise in distrust. 4-point Likert scale. The higher score implies to be shown a bad result owing to the influence of bullying given the shipboard training. Cronbach's α stood at .90 at that time of the development. In this study, it was Cronbach's $\alpha=.957$.

C. Emotional intelligence

As for a tool that Jung, Kim(2007) adapted WLEIS(Wong and Law Emotional Intelligence Scale)[25] developed by Wong, Law(2002) for measuring emotional intelligence[26], and then that Park, et. al.(2013)[27] used, this study used it by changing it into the 4-point Likert scale, which removed the medium score from the 7-point Likert scale. The permission of using a tool was received from an author who developed the tool. A tool is composed of 4 sub-factors in self-emotion understanding, other-emotion understanding, emotion regulation and emotion applicability. It is from 1 point for 'not at all' to 4 points for 'so yes.' The higher score implies to lead to the higher emotional intelligence. In a research by Park, et. al.(2013), it was Cronbach's $\alpha=.915$. In this study, it was Cronbach's $\alpha=.875$.

D. Quality of life

A tool that Min, et al.(2000) adapted the World Health Organization Quality of Life(WHOQOL-BREF)[28], which was developed by the World Health Organization for measuring the quality of life in subjects, as the Korean version was used by receiving the permission of using a tool after explaining the objective of this study. This tool consists of 24 items in totally 4 spheres with 7 questions for physical health, 6 questions for psychological health, 3 questions for social relationship, and 8 questions for environment-related, and is including 3 reverse items. Ranging from 1 point for 'very dissatisfactory' to 5 points for 'very good' based on the 5-point Likert scale, the reverse item was coded by reverse conversion. The higher score implies to lead to the higher quality of life in subjects. It was Cronbach's $\alpha=.90$ at that time of the development. In this study, it was Cronbach's $\alpha=.902$.

VII. ANALYTICAL METHOD

The collected data were analyzed by using SPSS 21.0 program.

First, the descriptive statistics was used in the bullying

experience, the bullying outcome, the quality of life, and the emotional intelligence level given the shipboard training in the subjects.

Second, the descriptive statistics was used in the bullying experience, the bullying outcome, the emotional intelligence and the quality of life according to the subjects' general characteristics. A difference was analyzed with independent t-test.

Third, a correlation between the bullying experience and the bullying outcome, emotional intelligence & the quality of life given the shipboard training in the subjects was analyzed with Pearson's Correlation.

VIII. RESULTS

A. General characteristics

The research subjects' general characteristics are as **Table 2**. As the subjects were 196 seniors at one university, all were men in their 20s and were living in a dormitory. They were indicated to be 161 subjects(82.1%) with religion, 35 subjects(17.9%) without religion, 122 subjects(62.2%) without an opposite-sex friend, and 150 subjects(76.5%) with satisfaction at training.

B. Bullying experience, bullying result, emotional intelligence and the quality level of life according to general characteristics

A difference in bullying experience, bullying result, emotional intelligence and the quality level of life according to general characteristics is as **Table 2**. In terms of the bullying experience, a score was lower when having no religion(1.94 ± 0.82) than when having religion(2.15 ± 0.86). But there was no statistically significant difference($t=.34$, $p=.18$). A bullying outcome was higher in subjects with high training satisfaction(2.26 ± 0.57) than the subjects with low training satisfaction(2.20 ± 0.48), but had no statistically significant difference($t=.60$, $p=.55$). Emotional intelligence was higher in case of having an opposite-sex friend(3.03 ± 0.38) than the case of having no opposite-sex friend(2.92 ± 0.42), but had no statistically significant difference($t=1.83$, $p=.07$). The quality of life was higher in case of having an opposite-sex friend(3.55 ± 0.52) than the case of having no opposite-sex friend(3.46 ± 0.51), but had no statistically significant difference($t=1.16$, $p=.25$).

C. Bullying experience

The experience of bullying given the shipboard training is as **Table 3**. The bullying experience based on 5 points was indicated to be high in order of the individual-related bullying with $2.18\pm .88$ points, the work-related bullying($2.04\pm .94$), and the threat-related bullying($2.02\pm .93$). An item, which was shown to be high in the individual-related bullying, was in order of 'excessive monitoring(2.59 ± 1.20),' 'repetitively pointing out a mistake(2.57 ± 1.324),' and 'speaking ill of me(2.38 ± 1.19).' The work-related bullying was indicated to be in order of 'being commanded to practice under qualification or ability(2.22 ± 1.13)' and 'being not offered

information of influencing practice(2.16±1.26).’ The threat-related bullying was in order of ‘exerting pressure in order not to receive benefit that can be received(2.39±1.28)’ and ‘playing a practical joke in a person who is at odds(2.19±1.25).’

D. Bullying outcome

A bullying result given the shipboard training in the subjects is as Table 4. A bullying result was highest in a rise of distrust with 2.41±.74 points based on 4 points and was shown to be a physical/spiritual withdrawal(2.28±.60) and a fall in the quality of task(2.16±.76). An item, which was indicated to be highest in a bullying outcome, was a rise in distrust as ‘desiring to quit as soon as possible’ with 2.67±.97 points. A physical/spiritual withdrawal was high in order of ‘continuing to be tired and being physically lethargic(2.57±.91),’ ‘frequent tension and restlessness(2.49±.90),’ ‘regular depression(2.47±.85),’ and ‘a thought of being a poor man(2.36±.92).’ A drop in the quality of task was high in ‘a desire to stop training’ with 2.41±.88 points.

E. Emotional intelligence, the quality level of life

Emotional intelligence and the quality level of life given the shipboard training in the subjects are as Table 5. The emotional intelligence stood at 2.97±.41 points based on 4 points. The quality level of life amounted to 3.50±.51 points based on 5 points. A sub-item in emotional intelligence was indicated to be highest in self-emotional intelligence with 3.06±.46 points. Among sub-factors in the quality of life, it was high in order of psychological health with 4.13±.66, physical health with 3.93±.61, social relationship with 3.58±.71, and environment-related with 3.54±.64.

F. A correlation among the bullying experience & outcome, emotional intelligence and the quality of life

A correlation among the bullying experience & outcome, emotional intelligence and the quality level of life given the shipboard training in the subjects is as Table 6. As a result of analyzing a correlation among the bullying experience & outcome, emotional intelligence and the quality of life, the bullying experience showed a positive correlation with the bullying outcome($r=.585, p<.001$). In other words, the higher bullying experience can be known to lead even to the higher bullying result. Emotional intelligence showed a negative correlation with the bullying experience($r=-.113, p=.116$) and the bullying result($r=-.306, p<.001$). But only the bullying outcome was statistically significant. Even the quality of life indicated a negative correlation with the bullying experience($r=-.084, p=.242$) and the bullying outcome($r=-.289, p<.001$). However, just the bullying result was statistically significant. The quality of life showed a statistically & significantly positive correlation with emotional intelligence($r=.414, p<.001$).

education-ship training and the shipboard training within a ship. Thus, the training education is possessing an important part in the ship-officer education. Accordingly, prior to developing a program for forming the training environment in which the shipboard training can be a learning situation of maintaining students' optimal health status, this study was performed in order to seek for forming the better shipboard-training environment by grasping a correlation among variables in each for the students' bullying experience & an outcome according to it, emotional intelligence, the quality level of life.

The bullying experience level of the subjects given the shipboard training was highest in the individual-related bullying with 2.18±.88, and was in order of the work-related bullying(2.04±.94) and the threat-related bullying(2.02±.93). Even in a research that used the same tool, a similar result was shown to a research, which reported in order of the individual-related bullying, the work-related bullying, and the threat-related bullying[22, 23]. However, in Palaz(2013)'s research, the job-related bullying was largest as a bullying type[29]. It was reported that the next is the individual-related bullying and that the physically threat-related bullying accounts only for 2.43%, thereby having shown a difference from this study. As a result of examining a research targeting nurses because there is no research report on bullying targeting preliminary ship officers, the bullying victims were reported to be 53 people(17.2%) among 309 nurses[18]. Also, even in a research of bullying within a workplace targeting 150 attendant nurses, 31 people(20.7%) were mentioned to have this bullying damage experience[30]. 352 Chinese nursing students(96.14%) are being reported to have experienced bullying in the 6-month clinical practice[10]. the bullying level within a workplace in nurses stands at 2.49 points on the average[31]. Thus, the subjects of this study could be known to be a little low with 2.11 points.

As for an item, which was shown to be high in the individual-related bullying in this study, it was high in ‘excessive monitoring(2.59±1.20),’ ‘repeatedly pointing out a mistake(2.57±1.324),’ ‘speaking ill of me(2.38±1.19).’ An item for the threat-related bullying was high in ‘exerting pressure in order not to receive benefit that can be received(2.39±1.28)’ and ‘playing a practical joke in a person who is at odds(2.19±1.25).’ The work-related bullying was high in ‘being commanded to practice under qualification or ability(2.22±1.13)’ and ‘being not offered information of influencing practice(2.16±1.26).’ In a research of bullying targeting 190 female nurses, the physical & spiritual withdrawal was experienced as an individual-related factor[23]. In a research targeting 458 nurses, the bullying within a workplace ever had influence upon turnover intention[32]. This outcome may function as a factor of adding a confusion to career decision in a position of a student who explores a job. Also, in a research on a nurse's violence experience, it accounted for 67.5% in verbal violence, 47.0% in physical threat and 16.3% in physical violence. Thus, this was reported to be a significant result in turnover intention, turnover experience, physical threat and bullying experience[32]. In light of these results, the continuance of negative behavior experience given the shipboard training leads to having a negative prejudice against a ship officer. The

IX. DISCUSSION

The objective of ship-officer education is to train the excellently professional human resources through theory education and practice education. Out of it, the practice education is being operated by 6 months, respectively, the

negative experience brings about physical & spiritual withdrawal, resulting in a drop in the quality of task and an increase in distrust of shipping industry. Thus, a difficult may be caused even in students' career exploration. Accordingly, it is considered that there is a need to carry out the bullying prevention-related education or a program of preventing negative experience in case of the students' shipboard training targeting ship officers who are in charge of the training education. The repetition of this negative experience in trainees with the shipboard training leads to a decrease of conviction in a ship-officer job, resulting likely in a fiasco of training excellent manpower necessary for the shipping business. Therefore, there is a need to form the best shipboard-training education environment, which removes negative experience of dropping trainees' self-respect and encourages them to have many positive experiences.

A bullying result given the shipboard training based on 4 points was highest in a rise of distrust(2.41±.74) and was in order of a physical/spiritual withdrawal(2.28±.60) and a fall in the quality of task(2.16±.76). It was high in a rise of distrust among the bullying results as 'desiring to quit as soon as possible(2.67±.97),' in a physical/spiritual withdrawal as 'continuing to be tired and being physically lethargic(2.57±.91),' as 'frequent tension & restlessness(2.49±.90),' as 'regular depression(2.47±.85),' and as 'a thought of being a poor man(2.36±.92),' and in a drop of task as 'desiring to stop training(2.41±.88).' Bullying happens more often than a simple conflict and is continued for a long period[8]. Bullying within a workplace implies the experience of negative behavior such as being continuously criticized or humiliated in relation to a task or as shouting or suddenly getting angry. Given being continuously exposed to this situation for a long time, the lack of autonomy and the impotent feeling about a task are ever changed hostilely. Hostility ever heads for colleagues sometimes[23]. Accordingly, there is a concern about the accident occurrence because a conflict within a ship is heightened if the negative bullying experience is continued while leading a life within a ship that is the long-period communal living. All of the ship officers or trainees need to make an effort to prevent this accident in advance and to be maintained the shipboard-training environment. In this study, it was statistically insignificant. But the bullying experience and its outcome took place. Thus, there is a need to be made the optimal training environment by carrying out a repetitive research and a follow-up research in relation to the necessity of resident healthcare personnel.

The emotional intelligence given the subjects' shipboard training amounted to 2.97±.41 based on 4 points. The quality of life stood at 3.50±.51 based on 5 points. As for a sub-item of emotional intelligence, the self-emotional intelligence was highest with 3.06±.46. Among sub-items for the quality of life, it stood at 4.13±.66 for psychological health, 3.93±.61 for physical health, 3.58±.71 for social relationship, and 3.54±.64 for environment-related. Also, the positive(+) correlation was indicated in which the higher emotional intelligence given the subjects' shipboard training leads to the higher quality of life. There is no report that researched into the emotional intelligence or the quality of life in relation to university students' shipboard training. In terms of a research

relevant to emotional intelligence targeting nursing college students, there is a research that confirmed a relationship with the stress of clinical training. In a research[6] targeting 588 nursing students, the emotional intelligence and the clinical-training stress had a significantly negative correlation($r=-.131$, $p<.001$). In a research[33] targeting nursing students in England, the emotional intelligence and the perceived stress showed a negative correlation($r=-.40$, $p<.001$). Thus, the emotional intelligence and the clinical-training stress were indicated to have a close relationship. It is reported that a moderating effect of emotional intelligence reduces the training stress in nursing students, that the students with high emotional intelligence is decreased the training stress[34], and that the higher emotional intelligence leads to having positive influence upon the quality of life that oneself feels[6]. Hence, It is considered to be necessarily developed and applied a program of improving emotional intelligence even to pre-ship officers.

The quality of life is a subjective state about which an individual feels. The quality of life gets higher when being high in the whole satisfaction with life or in the social support system. The average in the quality of life in this study reached 3.50±.51, thereby having been similar to 3.43±.38[35] as the average in the quality of life in a research on physical activity, health status and the quality of life in undergraduates, and having been lower than 4.20±.42 as the average in the quality of life in a research[17] on an influential factor upon clinical-training stress, health promotion behavior and the quality of life targeting 332 nursing students. It is being reported that the quality of life has positive influence upon social support & self-efficacy[36], nursing-profession self-concept and clinical-training satisfaction[17] and that the undesirable role model and training environment[35] have negative influence. Thus, the positive training education environment can be known to enhance the quality of life. Accordingly, the higher emotional intelligence leads to the higher happiness and quality of life. Hence, there is a need to arrange an alternative plan and to attempt a follow-up research so that the healthy training environment can be formed.

Synthesizing the results of this study, it could be known that the bullying experience given the subjects' shipboard training drops the quality of life, and that the more bullying experience leads to the lower quality of life. Accordingly, there will be a need to closely grasp a training situation within a ship by conducting an additional research on bullying experience, stress and burnout given the shipboard training, and to develop a program available for intermediating this if necessary. Also, the high emotional intelligence in trainees leads to being able to positively get over many factors that can occur in case of the shipboard training. Thus, it is judged that there will be a need to increase the subjects' quality of life by arranging a plan available for enhancing emotional intelligence and by developing and applying a plan available for raising interpersonal relationship and self-efficacy and a program available for increasing self-resilience. Also, it is desired to be utilized as basic data in arranging an intervention plan available for lifting emotional intelligence in order to possibly cope with bullying and improve the quality of life by sharing these findings with a training

institution.

This study can be said to have a great significance as the first research that was attempted in order to confirm the bullying experience available for being shown given the long-time shipboard training, and its result, targeting pre-ship officers, and to grasp a correlation between emotional intelligence and the quality of life available for coping with this. Also, what protects the people's health by identifying a blind spot of health care is an important role of healthcare personnel. Thus, as in this study, it will be what extends a scope of the nursing science to confirm health problem within a ship. Accordingly, there will be a need to continuously attempt a research, which becomes a foothold of protecting health with developing a health problem by confirming health status available for happening in various work spots or training grounds.

X. CONCLUSION AND SUGGESTION

University students, who go to other institution to perform the training education, have a lot of pressure for practice and lesson compared to other major students. Especially, the trainees with the shipboard training while living in a ship for a long time need to solve themselves with having a burden even for a health problem because of healthcare personnel's not residing in a ship. Accordingly, this study was performed in order to seek the formation of the best shipboard training environment by grasping the bullying, which was experienced by university students given the shipboard training, the emotional intelligence & the quality of life available for coping with this, and a correlation among variables in each.

As a result of research, it was indicated to be highest in the individual-related bullying out of the bullying experience given the shipboard training, and in a rise of distrust as an outcome of bullying. Hence, it was shown that the bullying experience has a positive correlation with the bullying outcome, that the emotional intelligence has a negative correlation with the bullying experience and the bullying outcome, and that the quality of life has a negative correlation with the bullying experience and the bullying outcome.

In terms of a suggestion for a strategy and a follow-up research in order to raise an effect of the shipboard training, first, an effect will need to be verified by repeatedly performing a research targeting more subjects to improve popular appeal of this outcome. Second, a comparative research is needed between the shipboard training and the general practice. Third, the development in a program of increasing emotional intelligence will be needed for enhancing subjects' quality of life.

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Relationships of Bullying in Shipboard Training, Emotional Intelligence and the Quality of Life

Table 1. Summary of Cronbach's alpha

Variable	Sub-category	Items	Cronbach's alpha	Total
Types of bullying	Person related	12	.931	960
	Work related	5	.887	
	Intimidation related	5	.852	
Consequences of bullying	Physical & psychological with drawal	8	.801	957
	Poor quality of patient care	2	.684	
	Increasing distrust	3	.690	
Emotional intelligence	Self emotional appraisal	4	.713	875
	Others emotional appraisal	4	.736	
	Regulation of emotion	4	.623	
	Use of emotion	4	.638	
Quality of life	Physical	7	.634	902
	Psychological	6	.682	
	Social	3	.692	
	Environmental	8	.849	

Table 2. Bullying, emotional intelligence, quality of life in accordance with the general characteristics (N=196)

Variable	Items	N (%)	Types of bullying		Consequences of bullying		Emotional intelligence		Quality of life	
			M±SD	t(p)	M±SD	t(p)	M±SD	t(p)	M±SD	t(p)
Religion	Yes	161(82.1)	2.15±.86	.34(.18)	2.24±.54	-.15(.88)	2.96±.41	-.02(.98)	3.50±.53	.44(.66)
	No	35(17.9)	1.94±.82		2.25±.60		2.96±.38		3.46±.46	
Girl friend	Yes	74(37.8)	2.14±.82	.31(.76)	2.22±.56	-.41(.68)	3.03±.38	1.83(.07)	3.55±.52	1.16(.25)
	No	122(62.2)	2.10±.88		2.25±.55		2.92±.42		3.46±.51	
Training satisfaction	Yes	150(76.5)	2.11±.84	-.14(.89)	2.26±.57	.60(.55)	2.93±.39	-1.92(.06)	3.52±.51	1.13±.26
	No	46(23.5)	2.13±.91		2.20±.48		3.06±.45		3.42±.53	

Table 3. Result of bullying experiences (N=196)

Types of bullying	Item	M±SD	
			subtotal
Person related	Being humiliated or ridiculed in connection with your work	2.15±1.14	2.18±.88
	Spreading of gossip and rumours about you	2.38±1.19	
	Being ignored or excluded	2.19±1.19	
	Having insulting or offensive remarks made about your person, attitudes or your private life	2.29±. 1.16	
	Being shouted at or being the target of spontaneous anger	1.95±1.16	
	Repeated reminders of your errors or mistakes	2.04±1.19	
	Being ignored or facing a hostile reaction when you approach	2.22±1.29	
	Persistent criticism of your errors or mistakes	2.57±1.24	
	Having your opinions ignored	1.81±1.07	
	Having allegations made against you	1.76±1.02	
	Excessive monitoring of your work	2.59±1.12	
	Being the subject of excessive teasing and sarcasm	2.23±. 1.16	
Work related	Someone withholding information which affects your performance	2.16±1.26	2.04±.94
	Being ordered to do work below your level of competence	2.22±1.13	
	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1.85±1.14	
	Being given tasks with unreasonable deadlines	1.91±1.04	
	Being exposed to an unmanageable workload	2.08±1.09	
Intimidation related	Intimidating behaviors such as finger-pointing, related invasion of personal space, shoving, blocking your way	1.94±1.12	2.02±.93
	Hints or signals from others that you should quit your job	1.71±1.04	
	Practical jokes carried out by people you don't get along with	2.19±1.25	
	Pressure not to claim something to which by right you are entitled	2.39±1.28	
	Threats of violence or physical abuse or actual abuse	1.88±1.15	
total			2.11±.85

Table 4. Result of bullying consequences (N=196)

Consequences of bullying	Item	M±SD	
			subtotal
Physical & psychological withdrawal	Fatigue/helplessness	2.57±.91	2.28±.60
	Depression	2.47±.85	
	Loss of appetite/being eating	2.13±.96	
	Tension/anxiousness	2.49±.90	

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	Insomnia	2.12±.93	
	Low self-esteem	2.36±.92	
	Physical discomfort	1.81±.90	
	Psychological trauma	1.99±.86	
Poor quality of patient care	Make more mistakes because of tension	1.91±.87	2.16±.76
	Absent because of fear	2.41.88	
Increasing distrust	Increase turnover intention	2.67±.97	2.41±.74
	Not expecting organization	2.26±.97	
	Negative image of the ship	2.29±.87	
total			2.24±.55

Table 5. Result of emotional intelligence and quality of life (N=196)

	Item	M±SD	Total
Emotional intelligence	Self emotional appraisal	3.06±.46	2.97±.41
	Others emotional appraisal	3.00±.52	
	Regulation of emotion	2.93±.46	
	Use of emotion	2.89±.50	
Quality of life	Physical	3.93±.61	3.50±.51
	Psychological	4.13±.66	
	Social	3.58±.71	
	Environmental	3.54±.64	