

THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO
THE EXPRESSED VOCATIONAL SATISFACTIONS OF STUDENT NURSES;
A COMPARATIVE STUDY OF A DEGREE AND A DIPLOMA PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO
THE EXPRESSED VOCATIONAL SATISFACTIONS OF
STUDENT NURSES: A COMPARATIVE STUDY
OF A DEGREE AND A DIPLOMA PROGRAM

BY



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The undersigned certify that they have read, and do recommend for acceptance, a thesis entitled "The Relationship of Personality Characteristics to the Expressed Vocational Satisfactions of Student Nurses: A Comparative Study of a Degree and a Diploma Program" submitted by Ellen Jane House, B. A., in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of the study was to describe and compare the personality characteristics and expressed vocational satisfactions of degree and diploma student nurses. Personality was measured by the Edwards Personal Preference Schedule and vocational satisfactions by means of a prepared questionnaire. Specifically, a comparison was made between two nursing education programs and between classes within each program concerning reasons for choosing nursing as a career, personality traits, and expressions of satisfaction with choice of nursing as a career and choice of nursing education program. In addition, the total group of student nurses were investigated to discover what relationship existed between personality traits and expressed vocational satisfactions.

Data from 71 university and 223 hospital nursing students were subjected to an analysis of variance or a chi-square statistical test with the null hypotheses rejected at the 0.05 level of confidence.

Findings indicated greater variation within each nursing education program than between them. There were no great differences observed between degree and diploma student nurses' reasons for choosing nursing as a career, personality traits, or dissatisfactions. The final year students within each school showed the greatest variation on EPPS scores when compared to

the other class years. More of the third year hospital students expressed dissatisfaction with choice of nursing as a career and with living place; while, second year hospital students expressed dissatisfaction with nursing education program. On the other hand, it was more of the first year university students who expressed dissatisfaction with choice of nursing as a career.

The main and most interesting findings of this study was that nursing students who expressed dissatisfaction, regardless of education program, obtained a higher score on the EPPS subscale of Autonomy and a lower score on the subscale of Order. These findings seem to indicate that dissatisfied student nurses were those who had a greater need to be independent and were less concerned with having things planned and organized. If independent thinking and action are accepted as being desirable characteristics for a nurse, then, nursing education and nursing practice need to be structured in such a way so as to account for individual differences in personality and ability. At the same time, greater opportunities should be provided for individual expression and judgments.

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

The present emphasis on raising the academic standards for entrance into schools of nursing is seen by directors as having the effect of changing the image of nursing among female high school students, and it is believed that this tends to attract a higher proportion of girls with high scholastic ability, and to discourage those with low high school grades. Attempts are also being made to persuade high school counselors to change their image of the nursing profession so that they will encourage the appropriate kinds of girls to consider nursing as a career.¹

It is our opinion that the proportion of girls who want to become nurses who do not eventually get into schools of nursing is probably small, so that the net effect of recruitment and selection policies is to keep only a few out of the profession.²

These two statements were made in the conclusions of a report by the Royal Commission on Health Services (1964), on the recruitment and selection policies of schools of nursing in Canada.

Today, however, nursing schools seem to be confronted with the problem of large numbers of students applying to nursing schools with the academic requirements fulfilled. This situation is resulting in higher academic standards for admittance to nursing schools. By emphasizing high academic

¹R. A. H. Robson, Sociological Factors Affecting Recruitment into the Nursing Profession. (Ottawa: Queen's Printer, 1967) p. 118.

²Ibid., p. 119

standards and discouraging students with the lower high school grades, nursing schools may be closing their doors to people who might otherwise have entered and successfully completed the program. Further, having high scholastic ability does not necessarily mean that these students will be suited to, happy with, or even successful in, nursing.

The question is raised, then, as to whether or not other criterion measures should be considered, rather than or in addition to measures of academic ability in the selection of students, and whether measures of academic performance should be used in assessing nursing school success.

I. PURPOSE OF THE STUDY

This study describes and compares the personality characteristics and expressed vocational satisfactions of student nurses in both a degree and a diploma school of nursing in an effort to discover the relation of specific personality traits of individuals in each group to their vocational satisfactions.

II. BACKGROUND OF PROBLEM AND SIGNIFICANCE OF THE STUDY

Attrition from Schools of Nursing. In selecting students today, nursing school administrators are faced with the situation of a one-third rate of attrition from schools of nursing. At the International Council of Nurses (1969), one of the papers presented stated that "one out of three

entrants to nursing schools withdraw or are dismissed."³ This situation is not new as there have been many studies in Canada and the United States emphasizing this problem. In a report on a study begun in 1962 by the National League of Nursing dealing with nurse career patterns, it was stated that of the students studied there was a 50 percent rate of attrition from degree programs and a 32 percent from diploma programs.⁴ The report on the Royal Commission on Health Services, shows a lower figure for student nurse attrition in Canada, with approximately 20 percent from diploma programs and 33 percent from degree programs.⁵ In Newfoundland the reported withdrawal rate was no different from the national average at the time of the Royal Commission. Present figures on withdrawal rates in Newfoundland indicate that for the first two classes from the degree program in Newfoundland, 35 percent of those admitted to the program did not graduate. 29.7 percent of those admitted to the diploma program did not complete the three years.*

³R. Bergmen, "Selection Through Research" in Focus on the Future, (Basel, Switzerland: S. Karger, 1970) p.103.

⁴Barbara Tate, "Rate of Graduation in Schools of Nursing." International Nursing Review. Vol. 15, No. 4, 1968, pp. 339-346.

⁵Helen Mussallem, Nursing Education in Canada. (Ottawa: Queen's Printer, 1965), p. 28.

*Diploma school rate based on average of past two years for one diploma program.

Research Interest in Determinants of Student Nurse

Success. Much of the recent research in nursing has been concerned with discovering the determinants of a student's success. It seems that success in nursing education could be related to a number of factors such as academic ability, interests, and personality variables.

Taylor et al., researching the major predictive studies of nursing success and the devices used by nursing schools in selecting students, stated that the reported studies using interest scores as predictive measures and grades in nursing school as criterion measures showed low correlations between interest scores and grades. Studies using personality test scores as predictive measures and grades in nursing school as the criterion measures showed similar results. However, the most frequently studied criteria of success in nursing schools, indicated by Taylor's research project, have been measures of academic performance and of continuance in the nursing school. The variables which showed high correlations with academic performance were I.Q. test, aptitude tests, and rank in high school. Adjustment in nursing school and clinical performance were rarely used as criterion measures. When they were used, the correlations were close to zero.⁶

⁶C. W. Taylor, et al., "Prediction Studies in Nursing." in Research Process in Nursing, by Fox and Kelly (New York: Appleton-Century-Crofts, 1967), pp. 165-175.

Measures of academic ability also seem to be the criteria used in the selection of students to nursing schools. Robson states, "the principal criterion for the selection of students in schools of nursing is their academic ability, as measured by their high school grades. Health and 'personality' characteristics eliminate only a very small proportion of applicants."⁷

It would seem, then, that the most usual predictors of success in nursing education, and the main criteria of selection are related to the academic ability of students. A further point is that the basis for the use of academic ability has been graduation rather than satisfaction.

Success or Satisfaction? Successful completion of a nursing education program doesn't necessarily indicate an individual's satisfaction with nursing or with a particular type of nursing education program. In one study of the satisfactions and dissatisfactions of degree and diploma nursing students, it was found that slightly more than two-thirds of the diploma students expressed some doubts with their choice of nursing as a career. Thirty percent of these students had serious doubts about their choice. In the degree program slightly less than two-thirds expressed some doubts, with one-six to one-third of these having serious doubts.

⁷R. A. H. Robson, op. cit., p. 118.

Dissatisfaction was also expressed concerning choice of program. This was greater among diploma students than degree students.⁸

It might be suspected that some dissatisfied students would eventually change their program or withdraw from nursing. This view seems to be supported. Studies indicate that in the group of students withdrawing from nursing less than one-half were due to academic failure. Health, marriage, disappointments or dissatisfactions with nursing, loss of interest, change of program, and reasons unknown accounted for the remainder. In the group of students withdrawing for reasons other than academic one-third to one-half were seen as disliking or as being dissatisfied with nursing or the nursing education program.⁹

It seems, then, that dissatisfaction is one of the factors related to student nurse withdrawal from schools of nursing. Dissatisfactions could also account for some of the nurses who withdraw after graduation. A possible greater implication is the dissatisfied nurse who remains in the profession and the effect this could have on the standards of nursing practice.

⁸D. J. Fox, et al., Career Decisions and Professional Expectations of Nursing Students. (Columbia University: Bureau of Publications, 1961), pp. 25-30.

⁹Bergmen, loc. cit.; see also George Psathas, The Student Nurse in the Diploma School of Nursing. (New York: Springer Publishing Company, 1968), p. 45; see also Tate, op. cit., p. 344.

Research Questions. The following questions need to be asked.

1. Why do some students remain satisfied and not others?
2. Are personality characteristics related to satisfactions in some way?
3. Would students do better and be more satisfied in another type of nursing education program?

Implications for Nursing Education. Review of the literature has shown that both personality variables and satisfactions of student nurses have been studied. However, there does not seem to be any research in nursing looking at personality variables and satisfactions together, comparing the two to observe any relationship.

It was felt that information from this type of investigation could be of help in the selection of students. Today there are large numbers of students who are applying to nursing schools with the academic requirements fulfilled. However, nursing schools are too crowded to accept these qualified students. This fact is making it necessary for nursing schools to consider other criteria in selecting students. As indicated earlier, academic qualifications may not be sufficient to lead to success in nursing, and many factors make it necessary to carefully select potential nurses.

In addition, it was felt that guidance personnel in high schools and nursing schools, as a result of this type of investigation, could be made aware of; (1), the types of individuals who may be best suited to nursing; and (2), the potential sources of student dissatisfaction in nursing and nursing education programs. Hopefully, this would result in the appropriate guidance for potential and actual nursing students.

Finally, nursing research of this type is very much needed in Newfoundland, especially at this time when nursing school administrators are in the process of looking at nursing education programs and considering changes. It may be possible for nursing education programs to be planned to accommodate the personal characteristics of students as well as the academic and professional educational requirements.

Possibly, through guidance, changes in selection procedures and the restructuring of nursing education programs according to the needs of the students, satisfactions of student nurses can be increased resulting in a decrease in attrition and an improvement in nursing effectiveness.

III. HYPOTHESES

Since it was the purpose of this study to compare degree and diploma student nurses with respect to personality traits and vocational satisfactions, the following null hypotheses were formulated:

1. There will be no difference in the personality test scores of the degree student nurses and of the diploma student nurses.
2. There will be no difference between degree and diploma nursing students with respect to expressed reasons for choosing nursing as a career.
3. There will be no difference between degree and diploma nursing students with respect to expressed satisfactions and dissatisfactions concerning choice of career and/or choice of nursing education program.

IV. DEFINITIONS OF TERMS USED

1. Personality: In this study personality was measured by the Edwards Personal Preference Schedule (EPPS), which is designed to measure 15 independent normal personality traits derived from H. A. Murray's list of manifest needs.¹⁰ Murray sees personality as "the organizing and governing agent in the individual. The personality refers to a series of events which in the ideal case span the individual's entire life, reflecting the enduring and recurring elements of behavior as well as the novel and unique."¹¹

¹⁰A. L. Edwards, Edwards Personal Preference Schedule. (Manual) (New York: Psychological Corporation, 1959), p. 5.

¹¹C. S. Hall and G. Lindzey, Theories of Personality. (New York: John Wiley & Sons, 1957), p. 164.

The 15 traits of the EPPS are briefly defined as follows:

a. Achievement(Ach)-- the desire to succeed, to do one's best, to do a difficult job well and to accomplish tasks requiring skill and effort.

b. Deference(Def)-- the need to get suggestions from others, to follow instructions and to conform to custom.

c. Order(Ord)-- the need to have things planned and organized, to keep things neat and orderly and to have things arranged so that they run smoothly without change.

d. Exhibition(Exh)-- the desire to have an audience, to say witty and clever things and to be the center of attention.

e. Autonomy(Aut)-- the need to feel that one can come and go as desired, to be independent of others in making decisions and to criticize those in positions of authority.

f. Affiliation(Aff)-- the need to be loyal, to do things with friends rather than alone and to form strong attachments.

g. Intracception(Int)-- the need to analyze the motives and behavior of oneself and others, to put one's self in another's place and to predict how others will act.

h. Succorance(Suc)-- the desire to have others provide help when in trouble, and to have others to be sympathetic and understanding about personal problems.

i. Dominance(Dom)-- the need to argue for one's point of view, to be leader in groups to which one belongs, to supervise and direct the actions of others and to tell them how to do their jobs.

j. Abasement(Aba)-- the need to feel guilty when one does something wrong, to feel inferior and timid and to give in and withdraw from unpleasant situations.

k. Nurturance(Nur)-- the desire to help others and to treat them with kindness and sympathy, to help others who are hurt or sick and to have others confide in one about personal problems.

1. Change(Chg)-- the desire to do new and different things, to experience novelty and change in daily routine, to experience and try new things, and to travel.

m. Endurance(End)-- the desire to keep at a task until it is finished, to work hard at a task, to put in long hours of work without distraction, and to avoid being interrupted while at work.

n. Heterosexuality(Het)-- the desire to go out with members of the opposite sex, and to engage in social activities with the opposite sex.

o. Aggression(Agg)-- the need to attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to tell others off when disagreeing with them, and to blame others when things go wrong.¹²

2. Vocational Satisfaction: A general term to refer to an individual's feeling of well-being concerning his life's work.

In this study vocational satisfaction is defined as a student nurse's degree of expressed satisfaction concerning choice of (a) nursing career, and (b) nursing education program as measured by a prepared questionnaire.

3. Nursing Education Program:

(a). Diploma Program--in this study a diploma program refers to a three year program in a hospital setting. Upon graduation students are awarded a diploma in nursing.

(b). Degree Program--in this study a degree program refers to a four year program in a university setting leading to a Bachelor of Nursing Degree.

¹²A. L. Edwards, op. cit., p. 11.

4. Student Nurse: An individual pursuing studies in a nursing education program.

In this study diploma student nurse refers to a student enrolled in 3(a) above, a degree student is one who is enrolled in 3(b) above.

V. LIMITATIONS OF THE STUDY

The following limitations of the study should be noted:

1. This study was limited to the two specific groups under investigation, or to groups which are similar to these two groups.

2. This study did not take into account students who had already dropped out of the program nor why they had dropped out. Investigations were limited to the total number of students remaining in each school of nursing. This limitation indicates the need for a longitudinal study to investigate the factors which are related to student nurse attrition.

3. The small size of the sample had an effect on the decision rules for this investigation. This was particularly evident for the degree program where all of the classes contained less than twenty students. When comparing students statistically, in some instances there were less than five students in a cell. Because of this fact, results were possibly not as reliable nor as conclusive as they could have been with a larger sample.

4. Limitations were also imposed on this study by the instruments employed to assess personality and satisfactions. In both cases measurement was indirect.

VI. EXPERIMENTAL SETTING

The following is an overview of the experimental design. A more detailed account is reported in Chapter III.

The sample for this study consisted of the total populations from the St. John's General Hospital School of Nursing, and the Memorial University of Newfoundland School of Nursing. Data for this investigation were collected during March and April, 1971. The instruments used were the Edwards Personal Preference Schedule, and a questionnaire devised from several sources. These instruments were administered to the students in the four years of the degree program and the three years of the diploma program. The two groups were compared to investigate the hypotheses.

VII. ORGANIZATION OF THE REPORT

Chapter II reviews the related literature. The design of the study, including a description of the instruments used, a description of the sample and sampling procedures, data collection procedures, and methods of analysis, is set forth in Chapter III. Chapter IV presents the analyses and discusses the findings for the two groups under investigation with respect to personality characteristics and vocational satisfactions. Finally, Chapter V summarizes the study and presents the conclusions and recommendations arising from it.

CHAPTER II

REVIEW OF THE LITERATURE

In the review of the literature for this study two areas were investigated; studies dealing with dissatisfactions in nursing, and those concerned with the personality traits of nurses.

I. DISSATISFACTIONS OF NURSES

There appear to be three major sources of dissatisfactions in nurse education: (1) nursing itself--conflict between what one expects and what one actually finds, (2) dislike of a particular nursing education program, and (3) conflict between the academic and practical aspects of nursing

Career Expectations of Student Nurses. The reasons which individuals give for choosing nursing as a career range from the very idealistic to the very practical. In one study of twenty thousand nurses idealistic reasons were seen as statements such as, always wanted to become a nurse, the desire to help the sick or an unexplained interest in nursing, and the appeal of its glamor. Practical reasons were seen as job security, desire for education, availability of nursing course and the fact that it could lead to something.¹

¹E. C. Hughes, et al., Twenty Thousand Nurses Tell Their Story. (Philadelphia: J. B. Lippincott Co., 1958) pp. 49-50.

Robson² found that students who have chosen nursing see it as appealing and give reasons for entering nursing such as, being able to meet and help people, prestige of the profession, and the advantage of studying for something specific.

Dustan³ found that reasons motivating students to enter nursing were shared in common by all students and were unrelated to the type of program in which they were enrolled. Further, students gave no specific reasons for choice of education program; degree students chose a college program because of the opportunity it provided for both personal and professional growth, and diploma students chose a hospital program because they felt it would provide them with the best preparation for what they wanted to do. High school counselors were seen as playing an insignificant role in school selection. Another finding of this study was that there was no difference in the future work interests expressed by either group, regardless of what their educational program was preparing them to do.

Change in the Initial Images of Nursing. Hughes⁴
found that the views which students had of nursing tended to

²R. A. H. Robson, op. cit., pp. 48-52

³Laura C. Dustan, "Characteristics of Students in Three Types of Nursing Education Programs." Nursing Research. Vol. 13, No. 2, 1964, pp. 159-161.

⁴E. C. Hughes, op. cit., p. 53.

change from freshman to senior year. There seemed to be an abandonment of the idealized picture of the occupation for a more realistic or less glamorous picture, leading to dissatisfactions for some students. This was seen as a common experience no matter what the type of nursing school. This change in student's conceptions of nursing was also seen in a study conducted in two diploma schools in Toronto.

Students in the second year of a three year program are in a position to view themselves as the idealistic freshmen they had been and as efficient graduates they would become. They knew they had changed and many of them did not like the prospect of what they were likely to become. They did not admire the members of their profession they saw in the hospital. They deplored the narrowness, sense of frustration, apparent lack of concern for patients which they saw in their seniors. They asked themselves whether nursing really was a fulfilling life and profession; they concluded that it was not.⁵

Fox and associates⁶ found that a great majority of the students which they studied had no doubts about nursing as a career; however, the diploma students reported more doubts about their choice of program than did the degree students. The degree students were more dissatisfied with the school, itself, than the program. These dissatisfactions of the diploma students also occurred more in the second and third years.

⁵Christopher Wilson, "The Effects of Cloisterization on Students of Nursing." American Journal of Nursing. Vol. 70, No. 8, 1970, p. 1727.

⁶D. J. Fox et al., loc. cit.

It would seem, then, that many students enter nursing with an unrealistic and, very likely, an uninformed view of what to expect. As a result, many students are quite vulnerable to becoming disillusioned and dissatisfied with either nursing or the education program as they become more aware and more informed.

Discrepancies between Academic and Practical Aspects of Nursing. One of the most comprehensive studies dealing with satisfactions and dissatisfactions in nursing was conducted by Fox and associates.⁷ Over one academic year they collected descriptions of satisfying and stressful situations from students in degree and diploma nursing schools. These investigations suggested that the satisfactions in nursing education come primarily from the nursing aspects such as, opportunities to care for the patients and knowing that they had performed well; while stresses in nursing come primarily from the educational aspect such as, the critical evaluation of instructors.

Fox and associates also reported that nursing students generally have a favorable reaction to their relationship with people in the hospital; but that students are frequently placed in conflict situations because of the different expectations held with regard to their performance by hospital

⁷D. J. Fox, Satisfying and Stressful Situations in Basic Programs in Nursing Education. (New York: Bureau of Publications, Teachers College, Columbia University, 1965)

personnel in various positions. These workers felt that there was a lack of communication between instructional and hospital personnel in regard to the nursing students' performance. Further, both degree and diploma students experienced conflict between what was taught in class and what they were asked to do in the hospital unit.⁸

This conflict was also expressed by the diploma students in the study conducted in Toronto.⁹ Students felt that they were getting double messages from their instructors. In class, nursing was seen as a creative activity with great need and opportunity for initiative, imagination, and flexibility. On the wards, what counted were the unimportant little things. The students in this study concluded that nursing, in fact, was merely the execution of routine physical tasks. They felt they had been "taken for a ride" and were not receiving the education they had been promised, but a prescribed training.

How Community Living Affects Student Nurses.

Living in a nurses residence could be a possible source of dissatisfaction for student nurses. Community living, with its possible lack of privacy and various restrictions, would seem to be more a phenomenon of the diploma program than a degree program, since diploma students are usually required

⁸D. J. Fox, et al., "The Nursing Student in the Hospital Setting." Hospitals. Vol. 37, July 1, 1963, pp. 50-56.

⁹Wilson, loc. cit.

to live in residence. In the study conducted by Wilson it was seen that;

In the first year enthusiasm often caused students to talk nursing long into the night. However, by the second and third years that urge had, in most cases, been replaced by a reaction against exhaustive concentration on nursing to which they had been subjected. They lived in the school residence, ate their meals in the hospital cafeteria, and were subject to instructors, counsellors, and directors, all of whom were nurses.¹⁰

This is the situation which Wilson terms 'cloisterization' in nursing education, which means "entering a conscious, distinct and regulated community, with submission of the person and the individuality of the student to the demand of the professional role she is destined to assume."¹¹

Whatever the reasons for the dissatisfactions, these studies clearly show that there are aspects of nursing or nursing education which some students dislike, possibly resulting in withdrawal or continued dissatisfaction if students are unable to make adjustments. This leads to the interesting possibility that some of these dissatisfactions could be predicted and prevented from occurring. To do this it must be determined what factors are related to these dissatisfactions and in what way.

¹⁰Wilson, loc. cit.

¹¹Ibid.

II. PERSONALITY CHARACTERISTICS OF NURSES

Personality characteristics are one set of variables which have been associated with work satisfaction. As Super states, "work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlet for his abilities, interests, values, and personality."¹²

Nursing Schools' Interest in the Personality of Students. There has always been an interest in the 'personality' of nurses, particularly in the interview before selection. Generally the idea has been that the students selected should have a stable, mature personality. Robson, in the study of the recruitment of nurses in Canada, states that "interviewers regard favorably characteristics which represent the picture of an average, well-adjusted, somewhat orthodox girl."¹³

In practice, personality inventories have not been given much weight and are generally not used. However, "when used in selection their function has been to identify applicants whose scores on some personality dimension were outside the 'normal range'."¹⁴ In such cases psychologists or psychiatrists were called in to interpret the results.

¹²D. E. Super, "A Theory of Vocational Development." American Psychologist. Vol. 18, 1953. pp. 185-190.

¹³Robson, op, cit., p. 114.

¹⁴Ibid. p. 115.

In general, then, when selecting students the evaluation of an applicant's personality is usually informal, depending upon personal references, and that which is portrayed by the individual during the initial interview.

Personality Characteristics and Achievement in Nursing Education. As indicated earlier,¹⁵ almost no correlation has been found between personality traits and success in nursing education. Thurston used the Minnesota Multiphasic Personality Inventory (MMPI) to see if any relationship existed between personality factors and achievement. By means of analysis of variance it was shown that none of the scales produced a significant MMPI differentiation between Achiever and Underachiever, or Achiever and Failure, or Underachiever and Failure categories. It was concluded that "the MMPI cannot be used to predict academic success in nursing education, and if the MMPI were used at all for selecting and counselling student nurses it would be necessary to employ a psychologist who was skilled in the use of the MMPI and willing to submit his judgments to empirical test."¹⁶

In the same study the Luther Hospital Sentence Completion (LHSC) was used to measure the personal characteristics of the students. This form was "specifically designed for nursing

¹⁵Taylor, loc. cit.

¹⁶John R. Thurston, et al., The Prediction of Success in Nursing Education. Phase I and Phase II. (Wisconsin: Wisconsin State University, 1967) p. 29.

school applicants and students, for the purpose of evaluating attitudes and emotions; reactions believed by experienced nurses and authorities in the field to be vital to good nursing."¹⁷ Thurston reported a significant relationship between the LHSC performance and achievement but that results so far did not clearly justify a recommendation for the general use of the LHSC, and those schools interested in using the sentence completion form for prediction or screening should proceed with caution.¹⁸

In general, personality inventories have not been too successful in predicting nursing school achievement or success. Since academic reasons account for only one-half of the withdrawals in nursing, it may be more enlightening to study the relationship of personality variables to other criteria of nursing school success.

Descriptions of Nurse Personality Traits. There have been numerous investigations describing the personality of the nurse to see how nurses are similar in personality characteristics and how they differ from each other and from other groups. The Edwards Personal Preference Schedule (EPPS) has been the instrument used in many of these studies.

¹⁷Thurston, op. cit., pp. 15, 19.

¹⁸John R. Thurston, et al., "The Relationship of Personality to Achievement in Nursing Education, Phase II." Nursing Research. Vol. 17, No. 3, 1968, pp. 265-268.

Investigators, Navaran & Stauffacher,¹⁹ and George & Stephens,²⁰ compared the personality patterns of graduate nurses choosing to work in different clinical areas. They found that there were some differences in personality characteristics among these groups. General medical nurses were significantly more orderly and deferent in contrast to the psychiatric nurses who were higher in dominance. When comparing psychiatric nurses to public health nurses it was seen that public health nurses had a greater need for autonomy and abasement, whereas the psychiatric nurses placed a greater emphasis on deference and aggression.

Levitt and associates²¹ have shown that the personality patterns of nursing students differ significantly from the pattern of general college women and also from that of graduate nurses. It was shown that student nurses and college women differed significantly on eight of the fifteen Edwards' traits. Student nurses were higher on need for succorance,

¹⁹L. Navaran and J. C. Stauffacher, "Comparative Analysis of the Personality Structure of Psychiatric and Non-Psychiatric Nurses." Nursing Research. Vol. 7, No. 3, 1958, pp. 64-67

²⁰J. A. George and M. D. Stephens, "Personality Traits of Public Health Nurses and Psychiatric Nurses." Nursing Research. Vol. 17, No. 2, 1968, pp. 168-170.

²¹E. E. Levitt et al., "The Student Nurse, the College Woman and the Graduate Nurse: A Comparative Study." Nursing Research. Vol. 11, No. 2, 1962, pp. 80-82.

nurturance, abasement, and order. The need for achievement, autonomy, change, and aggression were the dominant traits found among the college women sample. Students and graduates differed on all but four of the fifteen traits. Students scored higher on need for affiliation, succorance, abasement, nurturance, exhibition, and heterosexuality, whereas graduates were higher on need for achievement, deference, order, endurance and aggression.

In a study by Reece²² it was found that students who finished a program in nursing differed significantly from those who dropped out. Students who completed ranked higher on need for deference, abasement, nurturance, and endurance. Successful students, however, obtained lower scores on need for achievement, autonomy, succorance, and dominance.

When comparing sophomore with senior nursing students, Stein²³ found that student nurses showed consistent changes in personal needs over the sophomore to senior period. Seniors showed a greater need to engage in heterosexual social activities, to experience change, and to try new places and jobs. They also developed a greater need for autonomy with some decrease in the needs to be deferent and nurturant. This study

²²M. N. Reece, "Personal Characteristics and Success in Nursing Programs." Nursing Research. Vol. 10, No. 3, 1961, pp. 172-176.

²³R. F. Stein, "The Student Nurse: A Study of Needs, Roles, and Conflicts." Part I. Nursing Research. Vol. 18, No. 4, 1969, pp. 308-315.

further indicated a changing picture with regard to the entering sophomore student, as she was observed over a three year period. These entering students were seen as being more autonomous and independent and as having a greater interest in members of the opposite sex. In addition, there was a decrease in deference and endurance observed in these entering students.

Bailey & Claus,²⁴ reporting on a comparative study of nursing students in different schools and between diploma and degree programs, stated that nurses in these two types of programs do not have identical personality characteristics. Further, university program students differed on some of the traits, with students in some schools having a greater need for exhibition and heterosexual social activities. When the degree students were compared to the diploma students it was found that the sophomore university students appeared to be more like the diploma hospital senior, than the diploma hospital freshman. Like the university students, diploma students also displayed a high need to be nurturant, orderly, and abasing. They were, however, more desirous of sympathy, more aggressive, and more concerned with the opposite sex than were the university students.

Bailey & Claus indicated, that even though student nurse groups did not display identical personality traits, there was

²⁴J. Bailey and K. Claus, "Comparative Analysis of the Personality Structure of Nursing Students." Nursing Research. Vol. 18, No. 4, 1969, pp. 320-326.

a cluster of similar traits which appeared in all groups when percentile rank orders were used. Traits which recurred were nurturance, abasement, succorance, and order. Need patterns including the traits of dominance, change, and affiliation never appeared. An additional finding of this study was that when the degree programs were compared with the general college women, it was seen that they differed significantly on eleven of the fifteen traits. University nursing students had a greater need for deference, intraception, nurturance, and endurance than did the other college women. The latter had a greater need for exhibition, autonomy, succorance, dominance, change, heterosexual social interactions, and for aggression.

In general, these descriptive studies have shown that nursing students have some personality traits different from those of general college women, graduate nurses, and nursing student dropouts. Yet, at the same time, nursing students themselves exhibit a wide variety of personality characteristics. These differences in personality patterns of student nurses are evident in the studies comparing students in the different schools and programs. Personality traits of student nurses also seem to change from the beginning to the end of their program, as indicated by a comparison of students in their second and then again in their final year.

III. SUMMARY

There appear to be some personality traits common to all groups of nursing students. They are need for nurturance, abasement, succorance, and order. Traits such as need for achievement, autonomy, dominance, and aggression are more evident among non-nursing students, whether these are general college women or nursing student dropouts. Traits such as heterosexuality, change, and autonomy tend to increase as students proceed from their first to last year in nursing education, with traits such as nurturance and deference decreasing. Finally, a trend seen in recent studies of university students, is toward the entering nursing student displaying an increase in autonomy and heterosexuality, with a decrease in the need for deference and endurance.

These differences observed in the personality traits of student nurses may have some effect on the individual's satisfaction with nursing or the particular nursing education program. By determining these differences and observing how they are related to an individual's satisfaction, some information may be provided which might be of help (1) in providing insight into the types of persons who could be satisfied in nursing, (2) in the prediction of student nurse attrition due to dissatisfaction, and (3) in making suggestions for selecting and guiding students, and possibly for changing nursing education programs.

CHAPTER III

DESIGN OF THE STUDY

This chapter sets forth the methods and procedures used to test the three general hypotheses of the study. Separate sections deal with general procedures, sampling, instrumentation, data collection procedures, and the methods used to analyze the data.

I. GENERAL PROCEDURES

This study employed a post hoc design. All students in a degree nursing education program and a diploma nursing education program were surveyed to determine their personality characteristics and their degree of vocational satisfaction. Data, which were believed to be related to the selection process of the nursing schools or to the personal characteristics of the student nurses, were collected by a personality inventory and a questionnaire. Students in both groups were compared with respect to personality characteristics and degree of expressed satisfaction with choice of nursing as a career and with choice of nursing education program.

II. SAMPLING

1. Procedures. All students enrolled at two schools of nursing were invited to participate in the investigation.

The makeup of each group depended on (a) the characteristics of the applicants to the school, (b) the selection procedures used by the schools, and (c) the subsequent attrition from the programs. For both schools of nursing students were selected primarily on the basis of academic ability, with a pre-admission interview playing a part in some of the cases. At the time of this investigation some of these selected students had been dismissed from the program or had withdrawn. All of these conditions must be accepted as an inherent feature of the study. Indeed, one outcome of the study could be indications of the desirability of modifying any or all of these factors.

Originally it was hoped that the entire population in each school of nursing could be tested. Though this plan could not be fully realized because of difficulty in scheduling the two instruments for all students, the number of students not responding was negligible. A few students were absent and did not participate in the study or were only able to respond to one of the instruments.

2. Description of the Sample. The final sample of 294 students included 71 of the 73 students enrolled in the degree program and 223 of the 225 students enrolled in the diploma program.*

*Only 69 of the degree students responded to the questionnaire.

The sample included 290 women and 4 men. Since the percentage of males is so small a part of the sample, no male and female breakdowns are included in the data analysis.

(a) The degree program. This group consisted of 71 students with 18, 18, 16, 19 students in first, second, third, and fourth years, respectively. All of these students had completed one year of basic university academic courses before entering their first year of nursing. The four years of nursing education consists of a mixture of academic, nursing academic, and nursing practice. All courses are taken during the university fall and winter semesters with one day of nursing practice each week. Each summer in the first three years students complete one to two months of nursing practice.

(b) The diploma program. This group consisted of 223 students with 79, 73, and 71 in the first, second, and third years, respectively. Some of the students in this program had completed one year of university, some had worked a year or two, and the remainder entered nursing school following grade XI. In the first year of this nursing program there are academic courses, nursing academic courses, and a little nursing practice. The second year is devoted to nursing academic and related nursing practice. Third or nurse interne year is mainly nursing practice.

It would seem, then, that the essential difference between these two groups is that one is in a university setting with an academic orientation, whereas the other is in a hospital setting with a clinical orientation. One other possible difference would be the potential types of positions open to graduates from each of these two nursing education programs. In general, degree nurses tend to obtain the educational and administrative positions in nursing; whereas, nurses graduating from diploma programs usually need to further their education before they can enter these fields.

A description of the curriculum plans of both the degree and diploma nursing education programs, as well as a description of the philosophy of each school and student objectives appear in Appendix A.

Demographic Data on the Two Nursing Groups. Analysis of the questionnaire data indicated a further comparison of the degree and diploma nursing students. Table I shows that the two student groups were similar with respect to age, and whether they came from families with other nurses. The average age for the university students was 20 years, while for the hospital students it was 19.7 years. 44.9 percent of the university students and 41 percent of the hospital students stated that they came from families with other nurses. However, also indicated is that student groups differed somewhat in their grade XI averages, with 78 percent for the university students, and 72.5 percent for the hospital students.

TABLE I

DEMOGRAPHIC DATA OF UNIVERSITY AND
HOSPITAL STUDENT NURSES

School	Average Age of Students		Grade XI Averages %	Other Nurses in Family*				Community Background†			
				Yes		No		Urban		Rural	
				F	%	F	%	F	%	F	%
University (N = 69)	20	years	78	31	44.9	38	55.1	41	59.4	28	40.6
Hospital (N = 223)	19.7	years	72.5	92	41.0	131	58.7	76	34.1	146	65.9

* $\chi^2 = 0.29$, df = 1, p > 0.05
 † $\chi^2 = 13.87$, df = 1, p < 0.05

A comparison of community backgrounds showed a significant difference between the two groups. It was seen that 59.4 percent of the university students had an urban background, whereas only 34.1 percent of the hospital students were from an urban area.

Appendix B contains the demographic data for the different classes of each nursing education program.

III. INSTRUMENTATION

Data were gathered by means of the Edwards Personal Preference Schedule and a questionnaire contained in Appendix C.

1. Edwards Personal Preference Schedule (EPPS).

The EPPS was selected to measure the personality traits of students in this study. It consists of 225 forced-choice paired comparison items measuring 15 personality traits. Edwards¹ described the EPPS as an instrument designed primarily for research and counselling purposes, to provide quick and convenient measures of a number of relatively independent normal personality variables. The statements of variables in the EPPS have their origin in the work of H. A. Murray in his list of manifest needs. The names that have been assigned to the variables are those used by Murray.

Development of the EPPS. According to Edwards² the theory underlying the development of the form of the items of

¹Edwards, op. cit. p. 5.

²Ibid. pp. 5-6.

the EPPS resulted from a review of the usual personality inventories which consist of statements relating to personality traits that are to be answered in such a way that a "Yes" response indicates that the subject believes the statement is characteristic of himself, and a "No" response that it is not. Edwards states that it would seem that social desirability would have a much greater importance in determining the response in the case of a "Yes-No" type of inventory than if the statements were equal with respect to social desirability scale values of statements.³ Therefore, the EPPS was constructed in such a way so as to attempt to minimize this observed influence of social desirability in response to the statements.

Reliability of the EPPS. The reliability coefficients of 0.60-0.87 for split-half range and 0.74-0.88 for test-retest range are as high as those generally reported for most personality inventories.

On the EPPS the split-half or coefficients of internal consistency were obtained by correlating the row and column scores for each variable over the 1509 subjects in the college normative sample (749 college women and 760 college men throughout the United States). The test-retest or stability coefficients were based upon the records of a group of 89 students

³A. L. Edwards, "Relationship Between the Judged Desirability of a Trait and the Probability that the Trait will be Endorsed." J. Appl. Psychology. Vol. 37, 1953, pp. 90-93.

at the University of Washington who took the EPPS twice with a one week interval separating the two administrations.⁴

Validity of the EPPS. This instrument was validated with different groups over a period of time.⁵ In the absence of "pure criterion measures," self-ratings have been used in various studies to find out if the EPPS actually measures what it purports to measure. According to Edwards, in these studies subjects were asked to rank themselves on the fifteen personality variables without knowledge of their correspondent scores on the EPPS. The self-ratings of some of the subjects agreed perfectly with their rankings based upon the EPPS. However, others showed little agreement in the two sets of rankings.

A problem with these self-ratings, according to Edwards, is that they are affected more by social desirability than are the actual EPPS items in the inventory. This influence of social desirability was found to be particularly evident in those subjects where correlations between self-ratings and EPPS scores were quite low. This fact, though, would seem to strengthen Edwards' claim for the necessity of controlling for social desirability in response.

A study by Navaran and Stauffacher⁶ has demonstrated the success of Edwards' method in controlling the effect of

⁴Edwards, Manual, p. 19. ⁵Ibid. p. 21.

⁶L. Navaran and J. C. Stauffacher, "Social Desirability as a Factor in the Edwards Personal Preference Schedule Performance." J. Consult. Psychology. Vol. 18, Dec. 1954, pp. 442.

social desirability. In this study nursing students ranked the 15 EPPS traits according to the degree to which they judged them to be characteristic of themselves and again according to their judged social desirability. Self-ratings were found to be highly related to ratings of social desirability. On the other hand, the EPPS scores were not related to self-ratings or to the ratings of social desirability. This would seem to show that the EPPS scores of these subjects were not influenced to any great extent by their conceptions of the social desirability of the items. These authors concluded that more objective criteria are needed to attack fruitfully the issue of validity.

In conclusion, it would seem from the above that it is very difficult to establish the validity of an instrument such as the EPPS without some "pure criterion measures." Self-ratings, which are often substituted for such criteria, are usually affected by social desirability, the very factor which the EPPS attempts to control. Establishing a high correlation between self-ratings and EPPS scores, then, does not necessarily establish the validity of the instrument; but, as Edwards states, "can do little more than establish agreement or lack of it, between the ratings of a particular subject and his scores on the inventory. Also, it is not clear, according to Edwards, how even perfect agreement between self-ratings and inventory

scores could be interpreted as bearing upon the nature of the variables being measured by the inventory.⁷

One reviewer summed up the EPPS as:

An instrument which has several unique and useful characteristics and which promises to be very helpful in general personality oriented research. More information as to the variability of social desirability values and more studies in validity are desirable, however, if we wish to use this instrument confidently for other than research purposes.⁸

Rationale for use of EPPS in this study. The following factors influenced the investigator's choice of the EPPS for use in this study:

1. Its intended use as a research instrument, particularly for use in personality oriented research.⁹
2. Unlike some personality tests the EPPS does not require a skilled psychologist to administer and interpret it, thus making it less expensive and time consuming which were necessary ingredients of this particular investigation.
3. The EPPS attempts to overcome susceptibility to a respondent's tendency to choose socially desirable responses, a criticism which has been levied at many of the less expensive, objective type personality tests.
4. The type of traits which the EPPS measures and the categories used to describe them makes it a useful instrument for this type of investigation. In fact, as shown in the Review

⁷Edwards, op. cit. p. 22.

⁸Ake Bjerstedt, "Review of EPPS." cited in Buros, The Fifth Mental Measurements Yearbook. ed. Oscar Krisim, (New Jersey: The Gryphon Press, 1959) p. 148.

⁹Edwards, op. cit. p. 5; see also, Bjerstedt, loc. cit.

of the Literature, numerous studies describing and comparing the personality traits of nurses have used the EPPS.

This prior use of the EPPS with nurse groups also strengthens the rationale for its use in this study as comparisons with other nurse groups could be made if so desired.

2. Questionnaire. A questionnaire was devised to measure:

(a) background information concerning students' ages, grade XI averages, home community, and whether there were other nurses in their families;

(b) the students' reasons for their occupational and school choice, which included the ages at which students first thought about nursing, the ages they definitely decided, whether they considered other occupations, the people having the greatest influence on their career choice, and the source, amount, accuracy, and completeness of information about nursing education programs;

(c) the students' satisfactions with choice of nursing as a career, satisfactions with choice of nursing education program, and because it was felt that students could be dissatisfied with residence life and express this as dissatisfaction with nursing or the program, questions were added on the questionnaire to discover something of the effects of place of residence on the students' satisfactions. In addition to

these general questions on satisfactions, information was gathered on the aspects of nursing education which gave the students the greatest satisfactions, and whether students would choose nursing or the same program again.

Development of the questionnaire. In developing the questionnaire, the investigator reviewed the questions used by Merton for the study of The Student Physican,¹⁰ by Fox and associates for the study of Career Decisions of Student Nurses,¹¹ and Hoppock's Job Satisfaction Blank (JSB).¹² The questions, which were taken from these instruments and incorporated into the questionnaire, were modified to suit the purposes of this particular investigation.

The main and most important problem in the development of the questionnaire was to formulate questions which would measure the students' satisfactions with nursing and their program. Since the JSB is one of the best know and widely used measures of satisfactions it was selected and modified for use in this study. Its simplicity and ease in scoring was an added factor for its selection. The JSB represents a "global" approach to the measurement of job satisfaction, "which assumes that the individual summates his likes and dislikes for his

¹⁰R. K. Merton, The Student Physican. (Mass: Harvard University Press, 1957) pp. 314-351.

¹¹Fox, op. cit. p. 7.

¹²R. Hoppock, Job Satisfaction. 1935, p. 243, cited by John O. Crites, Vocational Psychology. (New York: McGraw-Hill, 1969) p. 481.

job or vocation, and in responding to questions weighs them subjectively according to their importance to him."¹³ The questionnaire was developed in such a manner that it could be answered by a checkmark near the item which came closest to expressing the student's feeling about a statement.

Validity of the questionnaire. The initial questionnaire was pre-tested on a selected sample of nursing students from a diploma program not involved in the study. Ten students from each of the three years volunteered to preview the questionnaire. These students understood that they were to scrutinize the questions and to report on those which they did not understand, and to make suggestions for changes and additions. The final questionnaire was developed incorporating these suggestions.

In pre-testing the questionnaire the students were also asked: "What would you mean if you said you were satisfied or dissatisfied with nursing or with your nursing education program?"

The following are representative of the answers received:

Satisfied:

"happy with all aspects of training so far"

"happy and content with chosen profession"

"I feel I will enjoy being a nurse, and things

I don't like I will overcome"

¹³Crites, op. cit. p. 480.

"getting pleasure out of what I am doing"

"I like everything about nursing"

"that I have no worries or uncomfortable feelings about it"

Dissatisfied:

"not sure of self or choice of career"

"not approving of nursing or nursing education program"

"don't enjoy doing something"

"I don't like it, it doesn't appeal to me"

"being bothered or having uncomfortable feelings about it"

These expressed definitions of satisfactions and dissatisfactions, which did not vary for students in any of the years, would seem to justify the use of a general definition of vocational satisfaction in this study, and a "global" approach to its measurement.

IV. DATA COLLECTION PROCEDURES

1. Administration Schedule. The data for the study were collected over a period of one month, with the administration of the instruments being the same for each school. All students were asked to respond to the two instruments, which were given in the following order: the Edwards Personal Preference Schedule, and then the questionnaire. The instruments

were administered to the various class groups at different times.

2. Administration Policy. Attempts were made to have all students participate in the study; however, no student was required to respond to the instruments. The students were told that the information would be used for research purposes only and considered confidential. Code numbers were used for identification purposes, with individual students remaining anonymous to the investigator. The students were further advised that there were no right or wrong answers and that the interest of the investigation was with their honest answers and feelings. No time limit was imposed on administration, although students were told the "average" time required for completion.

V. METHODS OF ANALYSIS

Two separate statistics were used to test for the significance of differences between and among the degree and diploma student nurses: Analysis of Variance (ANOVA) and Chi-square (χ^2).

ANOVA's were calculated through the use of a computer program supplied by Dr. William H. Spain of the Department of Educational Psychology, Guidance and Counselling of Memorial University. Throughout the analysis ANOVA was never carried

out on more than two groups at a time. In this respect, when testing the significance of the difference between the means ANOVA was analogous to the t-test ($t = \sqrt{F}$).

The Chi-square test of independence was used where data were categorical as was the case with the questionnaire. Chi-square's were calculated by hand.

Hypothesis One. ANOVA was the statistical model chosen for testing the first hypothesis dealing with the comparisons of the group means of the 15 personality variables of the EPPS. In testing this hypothesis comparisons were made on the EPPS mean raw scores between the two groups of students under investigation. Comparison were also made on these personality variables between the different class years of each nursing education program.

Hypothesis Two. Chi-square was the major statistical test chosen to test the second hypothesis. In testing this hypothesis comparing the two groups on their reasons for choosing nursing, the specific reasons for choosing nursing and also for choosing a particular program were analyzed to observe what relationship existed between these reasons and type of nursing education program. In addition, analyses were carried out on; ages students thought about and decided on nursing, the people having the greatest influence on student's career choice, and the source, amount, accuracy and completeness of information about nursing education.

Hypothesis Three. Hypothesis three was also tested by means of the Chi-square test of independence. Analyses were carried out on students' expressed satisfactions and dissatisfactions to observe the relationship between these and type of nursing education program. In addition, satisfactions and dissatisfactions were analyzed with respect to their relationship to class year of each education program.

For hypotheses two and three the Chi-square test of independence will probably not be valid when used to observe differences between the classes of the university program. The number in each class of this school was quite small. Thus, where expected frequencies are less than 5 in 20 percent of the cells or more, findings will be interpreted logically rather than referring to the Chi-square statistical test.

Decision Rules

Throughout the study, the null hypothesis was rejected at the .05 level of confidence. Traditionally, this is a reasonably acceptable level of risk of Type I error; but, it is not so conservative as to be detrimental to the purposes of this study, which were essentially exploratory.

CHAPTER IV

STATISTICAL ANALYSIS OF DATA

This chapter is divided into the following four sections:

(1) Hypothesis One, which postulated that there would be no difference in the personality test scores of the two groups under investigation; (2) Hypothesis Two, which postulated that there would be no difference in the degree and diploma students' reasons for choosing nursing as a career; (3) Hypothesis Three, which postulated that there would be no difference in the degree and diploma students' expressions of satisfaction and dissatisfaction; and, (4) The relationship between personality variables and student nurses' expressed satisfactions and dissatisfactions.

I. HYPOTHESIS ONE

There will be no difference in the personality test scores of the degree student nurses and of the diploma student nurses.

In testing this hypothesis a comparison was made between the total group of students in each program. In addition, an internal comparison was made between the different classes of each program.

Table II presents a comparison of degree and diploma students on EPPS variables. Shown are the mean raw scores and the standard deviations on the EPPS for the total sample of university students and the total sample of hospital students.

F ratios are shown for the comparisons between the mean raw scores of the two groups.

TABLE II
COMPARISON OF ALL UNIVERSITY AND ALL HOSPITAL
STUDENT NURSES ON THE EPPS (ANOVA)

Variable	University (N = 71)		Hospital (N = 223)		F
	Mean	Sd	Mean	Sd	
Ach	11.16	3.89	11.36	4.09	0.193
Def	9.52	3.18	10.59	3.57	5.091*
Ord	9.96	4.50	10.61	4.42	1.163
Exh	13.34	3.76	12.40	3.64	3.524
Aut	12.56	4.69	13.13	4.69	0.773
Aff	16.68	4.06	15.01	3.78	10.070*
Int	17.80	4.22	17.02	4.30	1.814
Suc	14.07	4.93	12.82	4.43	4.058*
Dom	10.58	4.31	9.74	4.47	1.903
Aba	15.63	5.43	16.21	4.80	0.721
Nur	17.96	4.69	17.72	3.99	0.180
Chg	17.62	4.64	18.89	4.28	4.531*
End	11.97	5.62	12.71	5.00	1.099
Het	18.86	4.15	19.14	5.70	0.140
Agg	11.62	4.38	12.31	4.12	1.481

*Significant at the .05 level of confidence

Analysis of variance revealed that the degree and diploma student nurses differed significantly on four of the personality variables with the university students scoring higher on Affiliation (or the need to be loyal and to do things with friends), and on Succorance (or the desire to have others provide help when in trouble). The hospital students scored

higher on Deference (or the need to get suggestions from others), and on Change (or the desire to do new and different things).

Table III shows that when the different classes of university school of nursing were compared with each other a significant difference was found between some of the classes on six of the personality variables. Analysis of variance indicated that the fourth year student, when compared to the other classes, differed on several of the personality variables.

These students in their fourth year showed a lower need to have things planned and organized (Order) than did the other three classes. On the other hand, they showed a higher need to say witty and clever things (Exhibition). In both cases these differences were significant between fourth and third year students. However, the fourth year student nurses, with the third year students, obtained significantly higher scores on Intraception (or interest in analyzing the motives of oneself and of others) than did the first year students. A similarity can be seen, though, between the fourth and first year students on the traits of Autonomy (or the need to be independent) and Heterosexuality (or the desire to interact with members of the opposite sex. Both of these classes scored significantly higher on Autonomy than did the second year students, with the fourth year students obtaining a significantly higher score on Heterosexuality than either the second or third year students, but not the first year students.

TABLE III

EPPS GROUP VALUES AND SIGNIFICANT DIFFERENCES (ANOVA) BETWEEN FOUR (4)
CLASSES OF UNIVERSITY NURSING EDUCATION PROGRAM

Variable	a U ₁ (N = 18)		b U ₂ (N = 18)		c U ₃ (N = 16)		d U ₄ (N = 19)		Fa/b	Fa/c	Fa/d	Fb/c	Fb/d	Fc/d
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd						
Ach	11.89	3.92	10.61	2.95	11.06	3.70	12.74	4.70	1.22	0.40	0.35	0.16	2.68	1.33
Def	8.94	3.08	10.50	3.20	9.06	4.12	9.53	2.25	2.21	0.01	0.44	1.30	1.16	0.18
Ord	11.61	4.23	10.06	4.86	10.06	4.36	8.21	4.22	1.05	1.10	5.98*	0.00	1.53	1.62
Exh	13.11	3.92	13.68	3.99	11.38	3.63	14.90	2.90	0.18	1.78	2.49	3.04	1.16	10.16*
Aut	13.89	4.89	10.00	4.60	12.13	4.41	14.11	3.94	6.03*	1.21	0.02	1.88	8.52*	1.97
Aff	16.83	4.36	16.17	3.63	17.44	4.13	16.37	4.30	0.25	0.17	0.11	0.91	0.02	0.56
Int	15.83	3.92	17.61	4.87	19.44	3.67	18.47	3.81	1.46	7.61*	4.33*	1.50	0.36	0.58
Suc	13.11	4.73	14.33	5.36	14.38	5.39	14.47	4.55	0.53	0.53	0.80	0.00	0.01	0.00
Dom	9.50	3.88	11.06	5.04	10.00	3.74	11.63	4.23	1.08	0.15	2.41	0.47	0.14	1.36
Aba	16.06	5.43	17.33	5.03	16.19	4.78	13.16	5.82	0.54	0.01	2.44	0.46	5.42*	2.76
Nur	18.67	5.41	17.56	4.06	18.88	3.67	16.90	5.33	0.49	0.02	1.01	0.98	0.18	1.58
Chg	17.00	4.79	18.22	4.91	18.19	4.96	17.16	4.18	0.57	0.50	0.01	0.00	0.51	0.45
End	12.00	6.16	13.33	5.60	12.31	5.99	10.37	4.81	0.46	0.02	0.81	0.26	3.00	1.14
Het	18.67	4.41	18.06	4.02	17.63	4.41	20.84	3.29	0.19	0.47	2.92	0.09	5.35*	6.10*
Agg	12.39	4.10	11.44	4.26	11.56	4.03	11.11	5.21	0.46	0.35	0.69	0.01	0.05	0.08

*Significant at the .05 level of confidence

Finally, Table III shows that the students in the fourth year of the degree program obtained a lower score on Abasement (or the need to feel guilty, timid, and inferior) than did students in the other years. This difference was significant between the fourth and second year students.

Table IV shows that, like the degree students, the various differences between the classes of the diploma school of nursing on seven of the personality variables can be attributed to the final year students.

Third year hospital students, as indicated by analysis of variance, scored lower on Abasement (or the need to feel guilty, timid, and inferior) and on Endurance (or the need to keep at a task) than did students in the other years. On the other hand, they showed a significantly higher need to say witty and clever things (Exhibition) than did the other student years. However, it can be seen that the third year students were similar to the second year students on the traits of Deference (or the need to get suggestions from others) and of Heterosexuality (or the desire to interact with members of the opposite sex). This was indicated by their significantly higher scores on Heterosexuality and their significantly lower scores on Deference than those obtained by the first year students. A similarity can be seen, though, between the first and third year students in their desire to analyze the motives

TABLE IV

EPPS GROUP VALUES AND SIGNIFICANT DIFFERENCES (ANOVA) BETWEEN
THREE (3) CLASSES OF HOSPITAL NURSING EDUCATION PROGRAM

Variable	H ₁ (N = 79) ^a		H ₂ (N = 73) ^b		H ₃ (N = 71) ^c		Fa/b	Fa/c	Fb/c
	Mean	Sd	Mean	Sd	Mean	Sd			
Ach	11.89	4.46	10.93	4.25	11.23	3.42	1.68	1.02	0.21
Def	11.71	3.41	10.43	3.80	9.52	3.17	5.21*	16.45*	2.39
Ord	10.57	4.40	10.69	4.58	10.58	4.34	0.04	0.00	0.02
Exh	12.27	3.58	11.84	3.86	13.13	3.40	0.82	2.27	4.53*
Aut	13.04	4.60	13.08	4.88	13.27	4.68	0.01	0.09	0.05
Aff	15.29	4.24	14.74	3.56	14.99	3.47	0.96	0.23	0.18
Int	17.75	3.99	15.88	4.60	17.38	4.11	7.19*	0.31	4.27*
Suc	12.47	4.23	13.37	4.65	12.65	4.34	2.02	0.06	0.91
Dom	9.58	4.74	9.99	4.16	9.68	4.52	0.23	0.02	0.18
Aba	17.13	4.31	16.18	4.63	15.21	5.31	1.62	5.93*	1.36
Nur	17.73	4.05	17.96	4.19	17.45	3.74	0.16	0.20	0.59
Chg	18.56	4.73	18.80	3.71	19.35	4.33	0.03	1.15	0.69
End	13.60	5.05	12.47	4.99	11.97	4.88	1.65	3.99*	0.36
Het	16.67	5.45	20.62	5.88	20.35	4.84	18.36*	18.96*	0.09
Agg	11.49	3.97	12.97	4.36	12.55	3.94	4.95*	2.66	0.37

*Significant at the .05 level of confidence

of oneself and of others. These two classes obtained a significantly higher score on Intraception than did the second year students. The only other personality trait on which these three classes differed was that of Aggression. The first year students obtained a lower score than the other two years, differing significantly from the second year students.

Summary of the Statistical Analysis of Hypothesis One.

When comparing student nurses in the two nursing education programs with respect to personality variables, it was found that there was a greater variation of mean scores within each of the two groups than there was between them. In both student groups investigated, the students in their final year differed the most from the other classes. In both schools of nursing the last year students were more concerned with saying witty and clever things (Exhibition), more concerned with analyzing their own motives (Intraception), and more interested in members of the opposite sex (Heterosexuality). It was seen also that the students in the final year of each program were less concerned with feeling guilty, timid, and inferior (Abasement). Further, the university students in the last year of their education were less concerned with routine and planning (Order), whereas the last year hospital students did not show as great a need to get suggestions from others (Deference) as did the first year students nor were they as willing to keep at a task (Endurance).

Though it was seen that the last year students of both programs showed the greatest variation from the other classes, on a couple of the traits these students were similar to the first year students. For the university students it was seen that the first year students did not significantly differ from the last year students on the traits of Heterosexuality and Autonomy. For both these traits the first and last year students obtained significantly higher scores than did the other two years. The first year hospital students were similar to the last year students on the trait of Intraception.

When the total group of students in each program were compared there were not many differences found between them. The university students were found to have a greater need to be loyal and to do things with friends (Affiliation), and a greater desire to have others help them when in trouble (Succorance). On the other hand, hospital students were more interested in new and different things (Change) and in getting suggestions from others (Deference). However, on the trait of Deference the third year hospital students did not significantly differ from the university students' mean raw score.

II. HYPOTHESIS TWO

There will be no difference between the diploma and degree students with respect to expressed reasons for choosing nursing as a career.

In testing this hypothesis several factors were considered in addition to the specific reasons given by students

for career and school choice; such as, the ages at which students first thought about and definitely decided on nursing, whether they considered other occupations, the people having the greatest influence on their career choice, and the source, amount, accuracy, and completeness of information about nursing education.

Table V shows that no significant difference was found between degree and diploma nursing education programs concerning ages at which students first thought about nursing or in the ages they definitely decided on nursing as a career.

TABLE V
AGES STUDENT NURSES FIRST THOUGHT ABOUT AND
DEFINITELY DECIDED TO BECOME NURSES

	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Age first thought about nursing*				
Below 10	27	39.1	68	30.5
10 - 14	21	30.4	51	22.9
15 - 17	18	26.1	74	33.2
Above 17	3	4.4	30	13.5
Age definitely decided on nursing†				
Below 14	9	13.0	15	6.7
14 - 15	14	20.3	31	13.9
16 - 17	33	47.8	109	48.9
Above 17	13	18.8	68	30.5

$$*\chi^2 = 7.13, df = 3, p > 0.05$$

$$†\chi^2 = 6.35, df = 3, p > 0.05$$

It can be seen from Table VI that no significant relationship was found between nursing education program and student's consideration of other occupations, with 66.7 percent of the university students and 72.2 percent of the hospital students stating that they had considered other occupations before they chose nursing.

TABLE VI
PERCENTAGES OF STUDENTS WHO
CONSIDERED OTHER
OCCUPATIONS

Response	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Yes	46	66.7	161	72.2
No	23	33.3	62	27.8

$$\chi^2 = 0.77, df = 1, p > 0.05$$

Table VII shows that each student group had about the same amount of information on each type of nursing education program. However, both groups indicated that they received more information about hospital programs than about university programs. Approximately 50 percent of the students in both nursing education programs stated that they received a great deal of information about hospital programs; whereas, only approximately 25 percent of the students in each program stated

that they received a great deal of information about university programs.

TABLE VII
COMPARISON OF THE AMOUNT OF INFORMATION
STUDENT GROUPS RECEIVED CONCERNING
NURSING EDUCATION PROGRAMS

	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Information about university*				
Great deal	17	24.6	59	26.5
Little	48	69.6	139	62.3
None	4	5.8	25	11.2
Information about hospital†				
Great deal	36	52.2	110	49.3
Little	29	42.0	102	45.7
None	4	5.8	11	5.0

$$*\chi^2 = 2.11, df = 3, p > 0.05$$

$$†\chi^2 = 0.32, df = 3, p > 0.05$$

It can be seen from Table VIII that a significant relationship was found between nursing education program and student nurses' opinions about the accuracy and completeness of information which they received concerning their school of nursing. More of the university students saw the information as being inaccurate, 21.7 percent as compared to 11.2 percent for the hospital students. It was found that 36.2 percent of the university students as compared to 13.5 percent of the

hospital students saw the information as being incomplete.

TABLE VIII
COMPARISON OF ACCURACY AND COMPLETENESS
OF INFORMATION STUDENT GROUPS
RECEIVED ABOUT NURSING
EDUCATION PROGRAM

	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Accuracy of information*				
Accurate	54	78.3	198	88.8
Inaccurate	15	21.7	25	11.2
Completeness of information†				
Complete	44	63.8	193	86.5
Incomplete	25	36.2	30	13.5

$$*\chi^2 = 5.72, df = 1, p < 0.05$$

$$†\chi^2 = 17.82, df = 1, p < 0.05$$

Concerning these opinions about accuracy and completeness of information, some of the university students stated that they didn't realize how thorough the practical would be; whereas, others complained that they didn't have as much practice as they thought they would have at the university program. Other university students stated that they didn't realize what nursing would be like, but had an idealized picture of nursing. Other university students stated that they had not known anything about the career opportunities available in nursing. Many of the hospital students, like the university students,

stated that they had not found out what nursing would be really like. However, unlike the university students, the hospital students didn't express a lack of knowledge of the actual practical nursing; rather, they stated that they did not realize how much of a classroom course load they would have in nursing.

Table IX indicates the sources of most important influences affecting students in their career decisions. Students could give two sources of influence; however, percentages were based on total number of students not on total number of responses. It can be seen that families influenced the largest number of students in each school, with 44.9 percent of the university students stating that their mother was one of the most important influences; while, 23.2 percent gave their father as one of the influences for their career decision. 60.1 percent of the hospital students stated that their mothers influenced their choice, with 35.4 percent indicating their father as being an important influence. Some of the students were influenced in their career decisions by nurses they had known, approximately 20 percent in each group indicated this choice as one of their sources of influence. For both student groups, school influences (teachers and guidance counsellors) were chosen by the smallest percentage of students.

TABLE IX
 SOURCES OF MOST IMPORTANT INFLUENCES AFFECTING
 THE CAREER DECISIONS OF STUDENT NURSES

Influences	University (N = 69)		Hospital (N = 223)	
	F	%*	F	%*
Own decision	13	19.0	15	6.7
Mother	31	44.9	134	60.1
Father	16	23.2	79	35.4
Relatives	5	7.3	18	8.1
Friends	4	5.8	10	4.5
Nurses known	13	18.8	43	19.3
Nurses read or heard about	12	17.4	19	8.5
Nursing students known	11	15.9	18	8.1
Guidance counsellor	2	2.9	7	3.1
Teachers	4	5.8	14	6.3
Books and newspapers	7	10.1	20	9.0
Brochures and pamphlets	4	5.8	27	12.1

*Most students gave two responses; thus, percentages total more than 100.

Table X shows that the sources of information for the largest number of students in each program were not the same as the sources of influence. The largest group of students in each nursing education program received their information about nursing from nursing school published materials; such as, brochures and pamphlets. 34.8 percent of the university students obtained their information in this way and 45.7 percent of the hospital students. School sources and nurses known were also suppliers of information. Students' families, however, supplied information for the smallest percentage of students in each nursing education group.

TABLE X
STUDENTS' SOURCES OF INFORMATION ABOUT NURSING

Sources of Information	University (N = 69)		Hospital (N = 223)	
	F	%*	F	%*
Mother	1	1.5	11	4.9
Father	2	2.9	2	0.9
Relatives	4	5.8	9	4.0
Friends	1	1.5	4	1.8
Nurses known	6	8.7	45	20.2
Nurses read or heard about	1	1.5	4	1.8
Nursing students known	9	13.0	26	11.7
Guidance counsellor	8	11.6	18	8.1
Teachers	10	14.3	14	6.3
Books and newspapers	4	5.8	15	6.7
Brochures and pamphlets	24	34.8	102	45.7

*Most students gave two responses; thus, percentages total more than 100.

When asked why they chose nursing as a career, the university students did not significantly differ from the hospital students in their answers. Most of the degree students (71 percent) and most diploma students (69.1 percent) stated that they entered nursing because they liked people and wanted to meet and help them. The remainder of the students in each program gave such reasons as: seeing nursing as appealing, interesting and a worthwhile career; always wanted to be a nurse; experience in hospital; and, something to do, and personal gain. Table XI presents the frequencies and percentages

of students giving these responses. All of the responses of students were fitted into one of these six categories.

TABLE XI
REASONS STUDENT NURSES GAVE FOR CHOOSING
NURSING AS A CAREER

Reasons	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Meet, like, help people	49	71.0	154	69.1
Appealing, interesting, worthwhile career	5	7.3	34	15.3
Always wanted to be a nurse	4	5.8	7	3.0
Experience in hospital	3	4.5	9	4.0
Something to do, personal gain	1	1.5	12	5.5
No response	7	10.0	7	3.0

$$\chi^2 = 10.90, df = 5, p > 0.05$$

Table XII (a) shows that when the university students were asked why they chose a degree nursing education program, 82.6 percent stated that it would give them a broader education. Table XII (b) shows that 81.2 percent of the hospital students stated that they chose a diploma program because it was felt that this type of program would give them greater opportunity to work with patients. Wanting a degree was given by 78.3 percent of the university students as one of their reasons for choosing a degree program; whereas, only 19.3 percent of the hospital students stated that not wanting a degree was a reason for choosing a diploma program. 60.9 percent of the

degree students said that they had been too young to enter the hospital program when they finished high school, while 51.1 percent of the hospital students said that the diploma program took a shorter length of time to complete. Data also indicate that only a small percentage of students in each group were influenced by their parents in their choice of nursing education program (21.7 percent of the degree students and 11.2 percent of the diploma students).

TABLE XII (a)
REASONS GIVEN BY UNIVERSITY STUDENTS
FOR CHOOSING A DEGREE NURSING
EDUCATION PROGRAM

Reasons	N = 69	
	F	%*
Wanted a degree	54	78.3
Broader education	57	82.6
Greater prestige	14	20.3
Parental influence	15	21.7
Too young for hospital program	42	60.9
Could financially afford university	11	15.9
Could not financially afford it but willing to go into debt	21	30.4
Could change choice of career easier	30	43.4

*Students could give more than one response; thus, percentages total more than 100.

TABLE XII (b)
 REASONS GIVEN BY HOSPITAL STUDENTS
 FOR CHOOSING A DIPLOMA NURSING
 EDUCATION PROGRAM

Reasons	N = 223	
	F	%*
Did not want a degree	43	19.3
Greater opportunity to work with patients	181	81.2
Not accepted to degree program	9	4.0
Parental influence	25	11.2
Shorter length of time	114	51.1
Not intellectually capable for university work	8	3.6
Intellectually capable but could not financially afford it	52	23.3
Preferred not to take extra courses required at university	41	18.4

*Students could give more than one response; thus, percentages total more than 100.

Summary of Results of Hypothesis Two. It would seem that there were no great differences between the diploma and degree student nurses with respect to expressed reasons for choosing nursing as a career. The variation in (1) the ages thought about and decided on nursing, (2) the amount of information about different nursing education programs, (3) the sources of information and sources of influence in career decision, and (4) the specific reasons for choosing nursing as a career, did not differ for the two student groups. The degree and diploma students did differ on whether they thought the information which they received was accurate and complete

with more of the university students stating that the information was inaccurate and incomplete. Nursing school brochures and pamphlets were indicated as being the major suppliers of information about nursing.

Parents were seen as influencing the largest percentage of students in making their career decisions. However, parents supplied information about nursing to the least number of students; and were not a major source of influence in students' choice of nursing education program. The possibility of a broader education was the main reason given by most of the university students for choosing their nursing education program; whereas, greater opportunity to work with patients was the reason given by most of the hospital student nurses for their program choice.

III. HYPOTHESIS THREE

There will be no difference between diploma and degree nursing students with respect to expressed satisfactions and dissatisfactions concerning choice of career and choice of nursing education program.

In testing the third hypothesis it was decided to group the responses to questions number 8 and 11 of the questionnaire (See Appendix C) into two groups of three responses. This was done so that students in each program who were satisfied with choice of nursing as a career and choice of nursing education program, all of the time, most of the time or a good deal of the time (satisfied group); could be compared with the students who were occasionally or seldom satisfied with choice

of nursing as a career and with choice of nursing education program (dissatisfied group). Appendix D presents the frequencies and percentages of students responding to each of the six alternatives for these two questions.

Table XIII shows that when the degree student nurses were compared with the diploma nursing students on whether they were satisfied or dissatisfied with choice of nursing, there was no significant relationship found between type of nursing education program and satisfaction or dissatisfaction with nursing.

TABLE XIII
COMPARISON OF DEGREE AND DIPLOMA STUDENT NURSES'
EXPRESSIONS OF SATISFACTION WITH CHOICE OF
NURSING AND NURSING EDUCATION PROGRAM

Variable	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Degree of satisfaction with nursing*				
All, most, good deal of the time	63	91.3	199	89.2
Occasionally or seldom	6	8.7	24	10.8
Degree of satisfaction with nursing education program†				
All, most, good deal of the time	58	84.1	200	89.7
Occasionally or seldom	11	15.9	23	10.3

$$*\chi^2 = 0.27, df = 1, p > 0.05$$

$$†\chi^2 = 0.19, df = 1, p > 0.05$$

It can be seen that 91.3 percent of the degree students expressed satisfaction with choice of nursing as a career, with 89.2 percent of the diploma students expressing satisfaction. There was also no significant relationship found between nursing education program and satisfaction or dissatisfaction with choice of education program, with 84.1 percent of the university students and 89.7 percent of the hospital students expressing satisfaction with choice of program.

Table XIV seems to indicate that there was a difference between the first year university nursing students and the other three years on their expressed satisfactions and dissatisfactions with choice of nursing as a career and with choice of nursing education program. This difference can be observed by noting that 25 percent of the first year students expressed dissatisfaction with choice of nursing as a career as compared to approximately 0 to 6 percent for the other three years. 31.3 percent of the first year students as compared to approximately 5 to 18 percent of the other three years expressed dissatisfaction with choice of nursing education program.

Table XV, page 67, shows that when the different years of the hospital program were compared with each other a significant relationship was found between class year and expressions of satisfaction or dissatisfaction by students.

TABLE XIV
 COMPARISON OF FOUR (4) CLASSES OF THE UNIVERSITY PROGRAM
 ON EXPRESSIONS OF SATISFACTION WITH CHOICE OF
 NURSING AND NURSING EDUCATION PROGRAM

	U ₁ (N = 16)		U ₂ (N = 18)		U ₃ (N = 17)		U ₄ (N = 18)	
	F	%	F	%	F	%	F	%
Degree of satisfaction with nursing*								
All, most, good deal of the time	12	75	18	100	16	94.1	17	94.4
Occasionally or seldom	4	25	0	0	1	5.9	1	5.6
Degree of satisfaction with nursing education program*								
All, most, good deal of the time	11	68.7	16	88.9	14	82.4	17	94.4
Occasionally or seldom	5	31.3	2	11.1	3	17.7	1	5.6

*Chi-square not calculated, as more than 20 percent of the cells contained less than 5.

TABLE XV

COMPARISON OF THREE (3) CLASSES OF THE HOSPITAL PROGRAM
ON EXPRESSIONS OF SATISFACTION WITH CHOICE OF
NURSING AND NURSING EDUCATION PROGRAM

	H ₁ (N = 79)		H ₂ (N = 73)		H ₃ (N = 71)	
	F	%	F	%	F	%
Degree of satisfaction with nursing*						
All, most, good deal of the time	74	93.7	68	93.1	57	80.3
Occasionally or seldom	5	6.3	5	6.9	14	19.7
Degree of satisfaction with nursing education program†						
All, most, good deal of the time	73	92.4	61	83.6	66	93.0
Occasionally or seldom	6	7.6	12	16.4	5	7.0

* $\chi^2 = 8.42, df = 2, p < 0.05$

† $\chi^2 = 4.70, df = 2, p > 0.05$

In this comparison of the three classes of the hospital school, 19.7 percent of the third year students expressed dissatisfaction with choice of nursing as a career; compared to 6.3 and 6.9 percent of the first and second year students, respectively. Table XV also shows that there was no significant relationship found between class year and students' expression of satisfaction with choice of nursing education program. However, in this case, more second year students expressed dissatisfaction with choice of education program as compared to more third year students expressing dissatisfaction with choice of nursing as a career.

Table XVI presents a comparison of the university and hospital students on whether they would choose nursing and the same program again if given the chance. For comparison purposes the "No" and "Not sure" responses (see question #13, Appendix C) were placed into one group, and were compared with the group of "Yes" responses. Appendix E contains the ungrouped data. Table XVI shows that there was no significant relationship found between type of nursing education program and whether students would again choose nursing or the same type of nursing education program. 81.2 percent of the degree students and 72.7 percent of the diploma students stated that they would choose nursing again as a career. 82.6 percent of the degree students and 65 percent of the diploma students would choose the same type of nursing education program. In both cases the differences between these two groups were not considered significant.

TABLE XVI

COMPARISON OF UNIVERSITY AND HOSPITAL STUDENTS ON
WHETHER THEY WOULD AGAIN CHOOSE NURSING OR
THE SAME TYPE OF EDUCATION PROGRAM

	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Choose nursing again*				
Yes	56	81.2	162	72.7
No, Not sure	13	18.8	61	27.3
Choose same type of education program again [†]				
Yes	57	82.6	145	65.0
No, Not sure	8	11.6	42	18.9

$$*\chi^2 = 2.01, df = 1, p > 0.05$$

$$†\chi^2 = 3.12, df = 1, p > 0.05$$

Note:

Unless students answered "Yes" or "Not sure" that they would choose nursing again, they were not required to answer whether they would choose the same type of nursing education program; thus, percentages do not total 100.

Table XVII presents a comparison of university and hospital students concerning their satisfaction with living place. Responses were again grouped for comparison purposes. The very much satisfied and somewhat satisfied in one group, the very much dissatisfied making another group, and a third group made up of students who were neither satisfied nor dissatisfied. (See question #15, Appendix C.) Appendix F Contains the ungrouped data.

TABLE XVII
 COMPARISON OF UNIVERSITY AND HOSPITAL STUDENTS
 ON EXPRESSIONS OF SATISFACTION
 WITH PLACE OF LIVING

	University (N = 69)		Hospital (N = 223)	
	F	%	F	%
Satisfied	65	94.2	136	61.0
Indifferent	2	2.9	16	7.2
Dissatisfied	2	2.9	71	31.9

$$\chi^2 = 27.26, df = 2, p < 0.05$$

Table XVII indicates that when the students in the two schools were compared concerning their satisfactions with their living place, 94.2 percent of the university students expressed satisfaction, whereas 61 percent of the hospital students stated that they were satisfied, resulting in a significant difference between the two groups. Type of nursing education program and satisfaction with living place were found to be related.

An observation of Table XVIII seems to indicate that there was no relationship between satisfaction with living place and the different classes of the university school of nursing. The percentage of satisfied students in the different classes ranged from 88.2 to 100 percent. The second year students all indicated satisfaction with place of living. The chi-square statistic was not calculated here due to the small number in several of the cells.

TABLE XVIII

COMPARISON OF DIFFERENT CLASSES OF THE UNIVERSITY SCHOOL
ON STUDENTS' EXPRESSIONS OF SATISFACTION
WITH PLACE OF LIVING

	U ₁ (N = 16)		U ₂ (N = 18)		U ₃ (N = 17)		U ₄ (N = 18)	
	F	%	F	%	F	%	F	%
Satisfied	15	93.8	18	100	15	88.2	17	94.4
Indifferent	0	0.0	0	0	1	5.9	1	5.7
Dissatisfied	1	6.3	0	0	1	5.9	0	0.0

Table XIX shows that when the three classes of the hospital school were compared with each other a significant relationship was found between class year and satisfaction with living place.

TABLE XIX

COMPARISON OF DIFFERENT CLASSES OF THE HOSPITAL
EDUCATION PROGRAM ON STUDENTS' EXPRESSIONS
OF SATISFACTION WITH PLACE OF LIVING

	H ₁ (N = 79)		H ₂ (N = 73)		H ₃ (N = 71)	
	F	%	F	%	F	%
Satisfied	61	77.3	50	68.5	25	35.2
Indifferent	6	7.6	4	5.5	6	8.5
Dissatisfied	12	15.2	19	26.0	40	56.3

$$\chi^2 = 33.38, df = 4, p < 0.05$$

It can be seen from Table XIX that 35.2 percent of the third year hospital students expressed satisfaction with living place (nurses' residence) as compared to 68.5 percent of the second year students and 77.3 percent of the first year students. 56.3 percent of the third year students expressed dissatisfaction as compared to 26 percent of the second year students and 15.2 percent of the first year students.

The hospital students were asked if this dissatisfaction with living place affected their satisfactions with nursing or their nursing education program, and that if they lived where they preferred would this improve their satisfactions. There was no significant relationship found between the different years and a "Yes" or "No" response to these questions. However, a greater proportion of the third year students answered this question because more of these students had expressed dissatisfaction with living place.

Table XX shows the number of students in the three years who stated that dissatisfaction with living place affected their satisfaction with nursing and with their nursing education program. Also indicated are the number of students who stated that if their living place were changed, this would improve their satisfactions.

TABLE XX (a)

COMPARISON OF THREE (3) CLASSES OF THE HOSPITAL SCHOOL
ON WHETHER DISSATISFACTION WITH PLACE OF LIVING
AFFECTED SATISFACTION WITH NURSING
OR NURSING EDUCATION PROGRAM

	H ₁		H ₂		H ₃	
	F	%	F	%	F	%
Affect satisfaction with nursing*						
Yes	20	25.3	16	21.9	31	43.7
No	27	34.2	28	37.4	29	40.8
Affect satisfaction with education program [†]						
Yes	16	20.3	18	24.7	25	35.2
No	31	39.2	24	32.9	28	39.4

$$* \chi^2 = 2.49, df = 2, p > 0.05$$

$$† \chi^2 = 1.82, df = 2, p > 0.05$$

TABLE XX (b)

COMPARISON OF THREE (3) CLASSES OF THE HOSPITAL SCHOOL
ON WHETHER SATISFACTION WOULD BE IMPROVED
IF LIVING PLACE WERE CHANGED

	H ₁		H ₂		H ₃	
	F	%	F	%	F	%
If living place changed would this improve satisfaction						
Yes	15	19.0	19	26.0	29	40.9
No	8	10.2	2	2.7	5	7.1

$$\chi^2 = 5.11, df = 2, p > 0.05$$

Summary of the Statistical Analysis of Hypothesis Three.

When the total group of degree nursing students were compared with the total group of diploma student nurses on satisfaction with nursing and with their nursing education program, there were no significant differences found between the two groups. On the other hand, comparison between the classes of each school showed that there were some significant differences found between the classes of each program. In the degree program the first year students seemed to be the most dissatisfied with choice of nursing as a career; whereas, in the hospital program significantly more of the third year students expressed dissatisfaction with choice of career. It was more of the first year university students who expressed dissatisfaction with choice of nursing education program; while, for the hospital students more of the second year students expressed dissatisfaction with choice of education program. There was no significant relationship found between student groups and whether students would choose nursing or the same program again.

When dealing with satisfaction with living place it was found that more of the hospital students were dissatisfied with living place (nurses' residence) than were university students (living in various places - not a nurses' residence). This dissatisfaction with living place was observed in more of the third year students of the hospital program, with more of the first year students expressing satisfaction. Some of the

students in all of the years of the diploma school of nursing stated that if their place of living were changed this would improve their satisfaction with nursing and with the nursing education program. However, for other students in each year this change in living place would not improve their satisfactions. There were no differences between the classes of the degree program on expressions of satisfaction with place of living.

IV. THE RELATIONSHIP OF PERSONALITY TRAITS TO DISSATISFACTIONS WITH NURSING

Analysis of the data in the testing of the third hypothesis indicated that there were some students in both schools of nursing who were not totally satisfied with their choice of nursing as a career or with their choice of nursing education program. As a result, the students who stated that they were occasionally or seldom satisfied with nursing (dissatisfied group) were compared, with respect to EPPS scores, with the student nurses who stated that they were satisfied with their choice of nursing all, most, or a good deal of the time (satisfied group).

Table XXI presents the mean EPPS scores for these satisfied and dissatisfied students (university and hospital combined). A significant difference can be seen on three of the traits. The dissatisfied group scored higher on Heterosexuality (or the desire to interact with members of the opposite sex) and on Autonomy (or the desire to be independent). The

satisfied group scored higher on Order (or the need to have things planned and organized).

TABLE XXI
DIFFERENCES, ON EPPS VARIABLES, BETWEEN ALL
STUDENTS SATISFIED AND DISSATISFIED
WITH CHOICE OF NURSING

Variable	Satisfied (N = 264)		Dissatisfied (N = 30)		F
	Mean	Sd	Mean	Sd	
Ach	11.42	4.09	11.40	3.58	0.001
Def	10.42	3.46	9.60	3.87	1.463
Ord	10.63	4.48	8.90	3.77	4.129*
Exh	12.51	3.68	13.63	3.62	2.508
Aut	12.76	4.59	15.03	5.14	6.459*
Aff	15.53	3.93	14.43	3.62	2.118
Int	17.24	4.21	16.97	4.99	0.104
Suc	13.04	4.55	13.87	4.83	0.883
Dom	10.01	4.45	9.40	4.33	0.504
Aba	16.20	4.89	14.93	5.41	1.758
Nur	17.85	4.18	17.13	3.97	0.796
Chg	18.56	4.31	18.80	5.16	0.081
End	12.70	5.23	11.07	4.28	2.709
Het	18.79	5.35	21.53	4.74	7.240*
Agg	12.07	4.15	12.83	4.50	0.898

*Significant at the .05 level of confidence

Table XXII indicates that when the dissatisfied university nursing students were compared with the dissatisfied hospital student nurses, it was found that there was only one EPPS trait for which there was a significant difference between the two nursing groups. The hospital students obtained a significantly higher score on Heterosexuality.

TABLE XXII
DIFFERENCES, ON EPPS VARIABLES, BETWEEN UNIVERSITY
AND HOSPITAL STUDENTS DISSATISFIED
WITH CHOICE OF NURSING

Variable	University (N = 6)		Hospital (N = 24)		F
	Mean	Sd	Mean	Sd	
Ach	10.83	3.37	11.54	3.68	0.183
Def	9.67	3.01	9.58	4.12	0.002
Ord	9.50	3.73	8.75	3.85	0.184
Exh	12.17	3.87	14.00	3.55	1.238
Aut	14.67	7.42	15.13	4.61	0.037
Aff	16.33	4.89	13.96	3.18	2.152
Int	18.33	4.26	16.50	5.13	1.053
Suc	11.33	3.62	14.50	4.94	2.148
Dom	10.17	4.79	9.21	4.29	0.229
Aba	18.00	3.35	14.17	5.60	2.541
Nur	16.67	5.32	17.25	3.70	0.100
Chg	16.83	5.85	19.29	4.99	1.092
End	13.50	4.04	10.46	4.20	2.551
Het	17.83	3.60	22.46	4.59	5.239*
Agg	12.50	3.08	12.92	4.84	0.040

*Significant at the .05 level of confidence

Table XXIII presents the mean raw scores on the EPPS of those students expressing satisfaction with choice of nursing education program as compared to students expressing dissatisfaction. It was found that the dissatisfied students obtained lower scores on Deference (or the need to get suggestions from others), on Order (or the need to have things planned and organized), and on Endurance (or the desire to keep at a task until it is finished). On the other hand, these dissatisfied students obtained a significantly higher score on Autonomy

(or the desire to be independent), than did the satisfied students.

TABLE XXIII
DIFFERENCES, ON EPPS VARIABLES, BETWEEN ALL STUDENTS
SATISFIED AND DISSATISFIED WITH CHOICE
OF NURSING EDUCATION PROGRAM

Variable	Satisfied (N = 260)		Dissatisfied (N = 34)		F
	Mean	Sd	Mean	Sd	
Ach	11.37	4.10	11.81	3.55	0.336
Def	10.49	3.49	9.06	3.43	4.776*
Ord	10.70	4.47	8.41	3.64	7.805*
Exh	12.49	3.71	13.78	3.35	3.559
Aut	12.76	4.61	14.91	5.00	6.098*
Aff	15.49	3.88	14.84	4.14	0.768
Int	17.12	4.26	17.94	4.51	1.042
Suc	13.05	4.63	13.72	4.14	0.609
Dom	9.84	4.40	10.78	4.79	1.274
Aba	16.02	4.93	16.44	5.17	0.198
Nur	17.80	4.21	17.59	3.82	0.070
Chg	18.47	4.37	19.47	4.63	1.462
End	12.80	5.08	10.34	5.34	6.581*
Het	19.10	5.43	18.81	4.74	0.083
Agg	12.20	4.24	11.69	3.80	0.430

*Significant at the .05 level of confidence

Table XXIV presents a comparison, on EPPS scores, between university and hospital students dissatisfied with choice of education program. It can be seen that the degree student nurses scored higher on Affiliation (or the need to be loyal and to do things with friends) and on Abasement (or the need to feel guilty, timid and inferior). The hospital

students scored higher on Exhibition (or the need to say witty and clever things).

TABLE XXIV

DIFFERENCES, ON EPPS VARIABLES, BETWEEN UNIVERSITY
AND HOSPITAL STUDENTS DISSATISFIED WITH
CHOICE OF NURSING EDUCATION PROGRAM

Variable	University (N = 11)		Hospital (N = 23)		F
	Mean	Sd	Mean	Sd	
Ach	11.36	3.17	12.05	3.79	0.261
Def	9.36	2.66	8.91	3.82	0.126
Ord	9.36	3.26	7.91	3.79	1.169
Exh	11.73	3.04	14.86	3.04	7.665*
Aut	13.91	5.97	15.53	4.48	0.660
Aff	16.82	3.63	13.81	4.08	4.217*
Int	19.09	3.94	17.33	4.76	1.101
Suc	12.00	2.90	14.62	4.47	3.076
Dom	10.18	4.65	11.10	4.96	0.256
Aba	19.18	4.24	15.00	5.12	5.382*
Nur	17.36	4.78	17.71	3.33	0.059
Chg	18.46	4.97	20.00	4.47	0.800
End	11.81	6.88	9.57	4.33	1.288
Het	17.36	3.41	19.57	5.22	1.595
Agg	11.27	3.82	11.91	3.86	0.195

*Significant at the .05 level of confidence

All student nurses who stated that they were not sure that they would choose nursing again as a career were compared on EPPS variables, with all of the students who stated that they would choose nursing again. Table XXV shows that the students who were not sure that they would choose nursing again obtained a significantly lower score on Order (or the need to

have things planned and organized), and significantly higher scores on Exhibition (or the desire to say witty and clever things), and on Autonomy (or the desire to be independent).

TABLE XXV

DIFFERENCES, ON EPPS VARIABLES, BETWEEN ALL STUDENTS WHO WOULD AGAIN CHOOSE NURSING AS A CAREER AND ALL STUDENTS WHO STATED NOT SURE

Variable	Not sure choose nursing (N = 73)		Would choose nursing (N = 221)		F
	Mean	Sd	Mean	Sd	
Ach	11.90	4.07	11.28	4.01	1.336
Def	9.80	3.66	10.49	3.45	2.181
Ord	9.23	4.19	10.86	4.47	7.589*
Exh	13.43	3.54	12.33	3.68	4.991*
Aut	14.22	4.88	12.59	4.56	6.747*
Aff	15.03	4.04	15.52	3.84	0.885
Int	16.82	4.55	17.34	4.20	0.786
Suc	13.71	4.87	12.97	4.48	1.446
Dom	10.37	4.86	9.79	4.29	0.945
Aba	15.11	5.77	16.39	4.62	3.729*
Nur	17.84	4.03	17.77	4.23	0.016
Chg	18.16	4.41	18.68	4.42	0.756
End	11.93	5.25	12.76	5.09	1.435
Het	19.37	5.47	18.96	5.32	0.315
Agg	12.53	4.32	12.03	4.16	0.801

*Significant at the .05 level of confidence

The only difference found between the degree and diploma students who were not sure that they would choose nursing again, was on the trait of Aggression (or the need to attack contrary points of view). Table XXVI shows that the hospital students obtained a significantly higher score on Aggression.

TABLE XXVI

DIFFERENCES, ON EPPS VARIABLES, BETWEEN UNIVERSITY AND
HOSPITAL STUDENTS WHO WERE NOT SURE THEY
WOULD AGAIN CHOOSE NURSING

Variable	University (N = 12)		Hospital (N = 61)		F
	Mean	Sd	Mean	Sd	
Ach	13.25	4.18	11.64	4.03	1.581
Def	9.75	2.38	9.80	3.88	0.002
Ord	9.83	4.47	9.12	4.08	0.302
Exh	13.50	4.10	13.41	3.46	0.006
Aut	13.17	5.97	14.43	4.66	0.666
Aff	16.00	4.75	14.84	3.90	0.831
Int	17.75	4.75	16.64	4.53	0.594
Suc	14.50	4.25	13.56	5.00	0.372
Dom	10.17	4.11	10.41	5.03	0.025
Aba	13.58	7.23	15.41	5.45	1.006
Nur	18.25	4.62	17.75	3.94	0.150
Chg	17.92	4.76	18.21	4.38	0.045
End	13.75	6.28	11.57	5.00	1.744
Het	18.00	5.69	19.64	5.44	0.899
Agg	10.08	3.87	13.02	4.27	4.869*

*Significant at the .05 level of confidence

Summary of the Statistical Analysis Comparing Dissatisfied and Satisfied Students with respect to EPPS Scores. In this section the student nurses were compared on EPPS variables with respect to satisfactions and dissatisfactions with choice of nursing as a career and with choice of nursing education program. They were also compared with respect to whether or not they would choose nursing again if given the opportunity. It was found that the trait of Autonomy (or the desire to be

independent) was significantly higher for the groups of students who were dissatisfied with choice of nursing as a career; dissatisfied with choice of nursing education program; and, for those students who were not sure that they would choose nursing again. The students who were dissatisfied with choice of nursing also scored significantly higher on the trait of Heterosexuality. For the group of students who were not sure that they would choose nursing again there was also a significantly higher score on Exhibition (or the need to say witty and clever things).

Students dissatisfied with choice of nursing scored lower on Order (or the need to have things planned and organized). Students who expressed dissatisfaction with choice of nursing education program obtained lower scores on Deference, Order, and Endurance. The trait of Order was also lower for those students who stated that they were not sure of choosing nursing again as a career.

When the dissatisfied students of the two nursing education programs were compared with each other on EPPS traits it was found that the diploma students who stated dissatisfaction with choice of nursing as a career obtained a significantly higher score on Heterosexuality than did the dissatisfied university students. This indicates that it was the diploma students' scores which made for the significant difference on the trait of Heterosexuality between the students who were satisfied and those who were dissatisfied with choice of nursing as a career.

Concerning satisfaction with choice of nursing education program it was found that the dissatisfied university students scored significantly higher on Affiliation and on Abasement; whereas, the hospital students scored higher on Exhibition. Aggression was the only trait which differed significantly between the degree and diploma students who stated that they were not sure that they would choose nursing again.

In general, then, dissatisfied students and students who were not sure that they would choose nursing again scored higher on Autonomy and lower on the trait of Order. These scores were independent of type of nursing education program. The hospital students who expressed dissatisfaction scored higher on Heterosexuality, showing a greater need to interact with members of the opposite sex than did the university students.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The purpose of this study was to describe and compare the personality characteristics and expressed vocational satisfactions of student nurses from a university and a hospital school of nursing. Personality characteristics were measured by the Edwards Personal Preference Schedule, and the vocational satisfactions by means of a prepared questionnaire. Specifically, a comparison was made between the total group of degree nursing students and the total group of diploma student nurses; on their reasons for choosing nursing as a career; on their personality traits; and on their expressions of satisfaction with (1) choice of nursing as a career, and (2) choice of nursing education program. Student nurses within each school were also compared on these variables between the class years. In addition, students in both schools of nursing, who were not totally satisfied, were investigated with respect to EPPS mean raw scores to discover what relationship (if any) existed between the personality traits and expressed vocational satisfactions of student nurses.

Data from this investigation were analyzed by means of the analysis of variance and the chi-square statistical tests. The main findings of these analyses are summarized and discussed

under the following three headings: (1) comparison of the total group of university nursing students with the total group of hospital nursing students; (2) comparison of the class years within each nursing education program; and, (3) comparison of the total group of dissatisfied students with the total group of satisfied students.

Comparison of Degree Students with Diploma Students.

In a comparison of the total group of university student nurses with the total group of hospital students on all of the variables investigated, the three general hypotheses of this study seem to be supported, in part, by the data. There were clearly no great differences observed between the two student groups. Students' scores on the personality variables showed significant differences on only four of the EPPS mean raw scores. Students' reasons for choosing nursing as a career did not differ between the two groups. Further, degree and diploma nurses did not vary in their expressions of satisfaction with choice of nursing education program, nor on the question of whether they would choose nursing again as a career. A difference was observed, between the two groups, concerning satisfaction with living place.

Personality differences. The differences observed on the four personality variables did not indicate large differences between the two groups of students. These variations may be related to differences in the two nursing education

programs, or they could possibly be related to differences in the entering nursing student. It would seem, though, that the higher need to get suggestions from others (Deference), especially as indicated in the scores of the first year students from the hospital school, may be related to their possible insecurity in a new situation where they have to assume responsibility for themselves. In general, all other students investigated had been in the new situation at least for one year; thus, these students were not in the same position as the first year hospital students.

The EPPS mean scores of the three years of the hospital student nurses seem to indicate that these students had a greater need for change. A possible explanation for this need may be the situation of hospital students having to live and work in a more restrictive environment than the university students.

The need to be loyal and to do things with friends (Affiliation), and the desire to have others help and understand you (Succorance), though generally observed in most nursing students, were seen in this study to be higher for the university students. These greater needs of the degree student nurses may be due to a general lack of this particular type of support from others, which the close environment of the hospital school may provide the diploma students.

Reasons for choosing nursing as a career. There were no significant differences observed between degree and diploma

students with respect to expressed reasons for choosing nursing as a career. The primary reason given by both groups was "a liking for people and a desire to meet and help them." In choosing their school, more students from each school stated that information on university programs was lacking as compared to information on hospital programs. In addition, the degree students were not as satisfied with the accuracy and completeness of the information which they received concerning their program. Since a university nursing education program is relatively new in Newfoundland, this may account for the apparent lack of knowledge about this type of program.

One other significant point concerning students' reasons for choosing nursing as a career is the amount of parental influence. Parents were shown to be important in influencing the career choice of students; but, not their school choice. This seems to indicate a greater parental awareness and interest in nursing as a career rather than in the particular type of nursing education. High school sources were indicated as having a minor influence on student career and nursing school selection. On the whole, the recruitment procedures of nursing schools were seen as being responsible for the type and amount of information which students received about nursing and nursing education.

Differences in satisfactions. There were no significant differences observed between degree and diploma students concerning their satisfactions with choice of nursing as a career

and choice of nursing education program. However, the dissatisfaction with living place observed in significantly more of the hospital student nurses may be related to the fact that these students, at the time of the investigation, were required to live in a nurses' residence as compared to the university students living where they preferred.

Comparison of Class Years in each Education Program.

A comparison of the student nurses in the class years of each school showed that, with respect to personality variables, there was a greater variation of mean scores within each of the two nursing schools than there was between them. In both student groups the final year students differed the most from the other class years. A comparison of the class years concerning the students' reasons for choosing nursing as a career showed no differences. However, differences in expressions of satisfaction were seen when comparing the different classes within each nursing education program.

Personality differences. When comparing the different class years, with respect to personality variables, the scores indicated that the last year students in both programs were more concerned with analyzing their own motives and the motives of others (Intracception), more concerned with saying witty and clever things (Exhibition), and more interested in interacting with members of the opposite sex (Heterosexuality). On the other hand, these last year students were less concerned with

feeling guilty, timid, and inferior (Abasement). Other differences of the last year students, when compared to the scores of the other class years, were the lower needs of the final year students to keep at a task (Endurance) and to get suggestions from others (Deference); and, the final year university students' lower need to have things planned and organized (Order). The observed differences in these particular traits for the final year students could possibly be attributed to the effects of maturing and developing assurance as these students proceeded through three to four years of nursing education.

These differences in the final year nursing students have been indicated in other studies of student nurse groups. Stein¹, in particular, in her longitudinal study of university student nurses has shown that from sophomore to senior years there was an increase in students' interest in members of the opposite sex (Heterosexuality) and in their need to be independent (Autonomy); while, there was a decrease in the students' needs to get suggestions from others (Deference) and to keep at a task until it was finished (Endurance). Another observation made by Stein was that entering students, as observed over a three year period, showed increases in their desires to be independent (Autonomy) and to interact with members of the opposite sex (Heterosexuality).

¹Stein, loc. cit.

This present study did not indicate any significant differences among the class years of the hospital program with respect to the trait of Autonomy. However, the first and last year students of the university school were similar on the traits of Autonomy and Heterosexuality, obtaining significantly higher scores than the other two years. In comparing this present investigation to Stein's study an additional finding was noted. In general, both student groups investigated in this study, with the exception of the second and third year university students, obtained higher scores on the trait of Autonomy than did the students in Stein's study.²

In general, the observed differences in the personality traits of the student nurses in the different class years could be related either to natural individual differences or to maturational and learned differences as students proceeded through their education program. Data seem to support the view that student nurses, today, do have a greater need to be independent. This as Stein states, "indicates a new type of incoming nursing student who is more autonomous and independent in her perceptions; possibly signifying that colleges will be receiving nursing students who demand more participation in self government and in the development of patterns of education."³

²Stein, op. cit., p. 312. ³Ibid. p. 314

Differences in satisfactions. Concerning satisfactions of students in the different class years of each school of nursing, it can be seen that more of the third year hospital students expressed dissatisfaction with choice of nursing as a career. These were the students who were fulfilling their interne year requirements which entailed many of the obligations of a graduate nurse; but, supplied less prestige and salary. More of these final year hospital students also expressed dissatisfaction with living place. This could be an added factor toward their general dissatisfaction with nursing as a career.

It was the first year university students who expressed dissatisfaction with choice of nursing as a career. This factor may be due to the change from a general college course in their first year to a more set program of nursing education.

The numbers of students, in the different class years of each nursing education program, expressing satisfaction and dissatisfaction with choice of education program did not significantly differ from class to class. However, in the hospital program more of the second year students expressed dissatisfaction with choice of education program as compared to more of the third year students expressing dissatisfaction with choice of nursing as a career. This situation makes one wonder if this difference could be related to the different students in these two years; or, to the possibility that stu-

dents' dissatisfaction with nursing education program would change to dissatisfaction with nursing as the students became more involved with and aware of the actual nursing role.

Comparison of Dissatisfied with Satisfied Students.

One of the interesting findings of the comparison of dissatisfied students with satisfied students was the difference observed between these two groups on the traits of Autonomy and Order. Students who (a) expressed dissatisfaction with choice of nursing as a career; (b) expressed dissatisfaction with choice of nursing education program; and, (c) stated that they would not or were not sure that they would choose nursing again if given the chance, obtained a significantly higher score on the need to be independent (Autonomy) and a significantly lower score on the need to have things planned and organized (Order).

A significant point which needs to be emphasized here is that these three groups were not entirely made up of the same students. As stated earlier, when comparing the different classes of the hospital program, the "dissatisfied with choice of nursing group" had significantly more third year hospital students; whereas, the "dissatisfied with nursing education program group" had more second year students. The "not sure would again choose nursing group" contained about 25 percent of the total group of students investigated. This would seem to indicate that though the high score on Autonomy and the

low score on Order was characteristic of each of these groups, these similarities could not be attributed to having the same students in each group.

Further, concerning the relationship of the trait of Autonomy to students' dissatisfactions, a survey of the scores for the different class years in each school showed that the second year university students obtained the lowest mean score on the need to be independent. All of these students had expressed satisfaction with choice of nursing as a career and would choose it again. It was also seen that dissatisfied hospital students did not differ from the dissatisfied university students on the traits of Autonomy and Order.

One other personality characteristic which distinguished the dissatisfied from the satisfied student was that of Heterosexuality. A high score on Heterosexuality was more typical of the dissatisfied hospital student nurse than of the dissatisfied university student. It may be that the more restrictions of a hospital school of nursing prevents, to a certain extent, interaction with members of the opposite sex. This possible lack of a social life for some students may have had some influence on their expressions of dissatisfaction.

In general, it would seem that student nurses who expressed a high need for Autonomy and a low need for Order, were the least satisfied with nursing, with their education program, and if given the chance would not or were not sure that they would again choose nursing as a career. These

differences were seen as being independent of type of nursing education program. However, only dissatisfied hospital students scored higher on the trait of Heterosexuality.

In the Review of the Literature it has been shown that the trait of Order tends to be one of the consistent EPPS variables characteristic of student nurses. The trait of Autonomy seems to be a personality trait more characteristic of non-nursing students i.e., general college women and nursing student dropouts. However, in recent years, the trait of Autonomy seems to be increasingly more evident in nursing student groups. This information, when related to the findings of this present study i.e., dissatisfied students' higher score on the need to be independent and lower score on the need to have things planned and organized, would seem to indicate a situation worth some consideration with regard to its implications for nursing education and nursing practice.

II. DISCUSSION AND IMPLICATIONS

Generally, this study has shown that the two student groups investigated were more alike than was expected. Despite the described differences in the two nursing education programs, it was seen that the two groups of students were very much alike in their general characteristics, in personality variables, and also in the types of individuals who expressed dissatisfactions. The main and most significant findings of this study showed that dissatisfied nursing students,

regardless of nursing education program, obtained a higher score on the EPPS subscale of Autonomy and a lower score on the subscale of Order than did the satisfied students. A high score on Heterosexuality was more characteristic of dissatisfied hospital students.

The question which arises, then, is what relationship does nursing education program have to students' dissatisfactions? Or, could it be that type of nursing education program is not as much related to the general dissatisfactions of students as is the nursing role itself? In other words, if we accept the findings of this study that dissatisfied student nurses are those who have a greater need to be independent and those who are less concerned with having things planned and organized, can this be explained by what students see or anticipate in nursing itself rather than in the particular nursing education program? It was observed in this study that students who expressed dissatisfaction with nursing as a career obtained higher scores on Autonomy and lower scores on Order. Dissatisfaction with nursing education program was also related to higher scores on Autonomy and lower scores on Order. However, in this study it was noted that more of the second year hospital students expressed dissatisfaction with nursing education program. This, then, may not be dissatisfaction with education program; but, as Wilson indicates in his study,⁴

⁴Wilson, loc. cit.

may be the beginning of students dissatisfaction with the nursing role which these second year students are able to view from both sides.

Another question which arises is whether a high need to be independent and a low need to have things planned and organized are desirable characteristics for a nurse? Bailey and Claus⁵ suggest that in a highly feminine-service oriented profession such as nursing, that Order would seem to be one of the characteristics which would help to facilitate effectiveness in the professional nursing role. As indicated earlier, the trait of Autonomy has not been one of the consistent traits found in nurse groups except for the trend towards this in recent years. It was only the dissatisfied hospital students who obtained a high score on the trait of Heterosexuality. This trait would seem to be more related to dissatisfaction with living place rather than with nursing or the education program. This only serves to emphasize an already recognized need of student freedom to choose own living place.

Implications. Findings from this study suggest implications for guidance, selection procedures of nursing schools, and restructuring of nursing education programs particularly with respect to the relationship of nursing education and

⁵Bailey and Claus, loc. cit.

nursing practice.

Should highly autonomous individuals enter nursing or should they be channelled into some other field of work? This question can only be answered if independent thinking and action are accepted as being more desirable than undesirable for the nursing role. It may be, if these students are to be admitted to nursing, that nursing education programs will have to be structured in such a way that students will have greater participation in the planning of their educational experiences. Also, that students will have to be considered more on an individual basis with respect to their educational experience i.e., having students educated as much as possible according to individual differences in ability and personality. Further, not only should the educational experiences of students be based on individual differences; but, these individual considerations should be carried into nursing practice. If students who have a high need to be independent are dissatisfied with nursing, then what about highly autonomous graduate nurses?

In addition, nursing education programs should be structured in such a way that dissatisfied students can leave if they wish without having to lose a year or two of their educational experience. This lack of freedom to move, at present, is more characteristic of the hospital nursing education program where academic courses are not transferable to any other educational program.

The most important implication which seems to be indicated by this study though, is the importance of developing and maintaining a greater awareness in students of the differences in the ideal and actual nursing roles. This awareness should begin when students are first considering nursing as a career. Guidance personnel in high schools should be equipped with the knowledge of different types of nursing education programs and of nursing in general so that students can be realistically guided. Personnel in both degree and diploma schools of nursing should help students become aware of the discrepancy between the ideals in nursing education and the actuality which exists in nursing practice. Once this awareness exists, only then can there be a realistic evaluation of how to bring the actual closer to the ideal.

Incoming nursing students seem to be more autonomous in their thinking. This fact, with the findings of this particular study concerning the types of individuals who are dissatisfied in nursing, seems to indicate the importance of providing nurses with greater opportunities for individual expression and judgment. This would seem to be a most worthwhile area of consideration for innovation in nursing education and nursing practice.

III. SUGGESTIONS FOR FURTHER RESEARCH

1. A longitudinal study of student nurses would seem to be a logical follow-up to this present study. The relationship, observed in this study, between dissatisfactions and the

personality traits of Autonomy and Order could thus be studied in more detail. A longitudinal study could provide a check on nursing student dropouts as well as the students remaining in nursing.

2. This study showed that degree and diploma students of the two schools investigated were more alike than would be expected. Thus, similar studies could be carried out with students in other nursing schools.

3. It might be beneficial to study the traits of Autonomy and Order by the use of personality scales other than the EPPS. Also, interviewing and observation may provide additional information with respect to personality traits, satisfactions and dissatisfactions of student nurses. In this way, performance criteria could be established for these variables.

4. Graduate nurses should be studied to observe what types of individuals are dissatisfied with nursing and how these dissatisfactions affect their nursing performance.

5. A study of nursing school applicants concerning their views of nursing should provide some insight into images of nursing. These views could then be compared with students' views once in nursing education.

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APPENDICES

APPENDIX A

Memorial University of Newfoundland
School of Nursing*Philosophy

The School of Nursing is a professional school which functions within the philosophy of Memorial University of Newfoundland. We believe that the education of the professional nurse must have as its base a broad programme of general education in correlation with professional education. The faculty believes that the liberalizing influence of such a programme of education will prepare the nurse as a person, who will not only be able to serve those who need her ministrations in all of their complexities, but who will also be able to take her place as a responsible citizen in an increasingly well-educated, complex, and expanding society.

We believe that nursing is service which has its roots in the basic needs of society - needs arising from man's distinctive body-mind-spirit unity, his health status, his therapeutic, preventive, or rehabilitative health needs, and his role in society. Nursing includes the promotion of health, prevention of illness, direct supportive and therapeutic care, and indirect activities which have the patient as their focus. The function of nursing is to intervene in situations of stress or tension, to reduce the effect of the stress-producing stimuli on the patient, and to provide support for the patient's own adaptive and defensive mechanisms, through the management of the patient's physical or psychological environment.

The faculty believes that the quality of nursing education will be contingent upon many factors which include the selection of students who show aptitude for professional nursing through their intellectual capacity, personality, and physical stamina. Furthermore, the educational experience should provide opportunities for students to develop intellectual curiosity, and an understanding of principles of the physical, biological, and social sciences as they affect individuals and groups. We believe that the practice of nursing skills under faculty guidance is essential to the maximum growth of the student. Finally, we believe that the graduate nurse will be

*Permission to use this material granted by: Director,
Memorial University School of Nursing

equipped to administer quality nursing care at beginning levels of practice, and will be ready early to assume leadership in the profession.

Student Objectives

1. To develop knowledge and skill to satisfy criteria of competence in the practice of nursing.
2. To develop sufficient breadth of social understanding so that the graduate nurse can place her profession in the context of the society which supports it.
3. To develop personality characteristics which make effective practice possible.
4. To develop capacity for leadership.
5. To develop a desire for and an interest in increasing skill needed for service.
6. To develop an appreciation of the search for new knowledge as a means of improving the quality of service.

Curriculum Plan

Junior Division

English
Biology
Chemistry
Psychology
Elective

First Year

Fundamentals of Nursing
Maternal and Newborn Nursing
Biology
Psychology
Sociology
Elective

Second Year

Nursing of Children
Medical Surgical Nursing
Biology
Philosophy
Sociology
Elective

Third Year

Advanced Medical Surgical Nursing
Psychiatric Nursing
Development and Trends in Nursing
Electives

Fourth Year

Professional Roles and Responsibilities, Legal Aspects
and Introduction to Nursing Research.

Community Health Nursing Electives

Clinical experience: one day a week throughout two
semesters, plus one to two months of summer experience.

St. John's General Hospital
School of Nursing*

Philosophy

The Faculty of this School of Nursing believes that nursing is a service to society. It helps to promote and maintain health and provides therapeutic and supportive care during illness. Skillful nursing care embraces the whole individual, his spiritual, mental, and physical well being, as well as his physical and social environment. We believe that nursing is based on scientific principles from the physical and behavioral sciences.

We believe that all the experience of nursing students are educational and that an integrated curriculum provides a better education. The curriculum provides knowledge of the principles of nursing and the opportunity to develop the ability to use judgment and technical skills in the practice of nursing. In order to meet changing trends in society students must develop self-discipline and learn to use the problem-solving method in the study and practice of nursing.

We believe that teaching is the stimulation of students to pursue learning and that students learn by motivation, problem solving, memory and recall, conditioning, and participation.

It is believed that such learning takes place in the atmosphere of a School of Nursing which plans and controls all experiences of its' students.

Student Objectives

1. To understand principles from the physical, biological and social sciences, which are essential to effective nursing practice.

*Permission to use the material granted by: Associate
Director, General Hospital School of Nursing.

2. To understand the principles of nursing care and begin to develop skill in applying these principles.
3. To develop skills in observation and the use of the problem-solving method in nursing.
4. To acquire a greater understanding of the health needs of the individual, as a member of a family and the community, and the resources available for meeting these needs.
5. To develop skill in effective interpersonal relationships with the patient and his family, and all members of the health team.
6. To become aware of the need for health teaching in relation to prevention and rehabilitation and to acquire some of the necessary skills.
7. To develop an awareness of the importance of keeping up with current nursing practice, and continued education, and professional responsibilities, in order to meet the needs of a changing society.

Curriculum Plan

First Year

Term 1

Fundamental of Nursing
 Anatomy and Physiology
 Microbiology
 Nutrition
 Nursing Trends
 Medical-Surgical Nursing
 Psychology
 Sociology
 Practice of Nursing
 6 hours per week in nursing units and 2 hours discussion.

Term 2

Anatomy and Physiology
 Medical-Surgical Nursing
 Sociology
 Psychology
 Nursing Trends
 Practice of Nursing
 Full time practice in nursing unit for a week alternating with one week in classroom

Second Year

Obstetric Nursing
 Pediatric Nursing
 Psychiatric Nursing
 Rehabilitative Nursing
 O. R. Nursing
 O. P. D. and Emergency Nursing
 Medical-Surgical Nursing

Nurse Intern Year

Rotation on all shifts through Medical and Surgical wards and Intensive Care Unit.

One month in O. R. or Emergency may be optional.

Cottage Hospital or Nursing District 2-4 weeks.

Seminars and Workshops.

TABLE XXVII
 DEMOGRAPHIC DATA OF THE DIFFERENT CLASSES OF EACH
 NURSING EDUCATION PROGRAM

University classes	Age		Grade XI		Urban		Rural		Yes		No	
	Range	Ave.	Range	Ave.	F	%	F	%	F	%	F	%
U ₁ = 16	17-20	18.6	61-86	72.5	7	43.8	9	56.3	4	25.0	12	75.0
U ₂ = 18	19-20	19.4	68-88	77.8	11	61.1	7	38.9	8	44.4	10	55.6
U ₃ = 17	19-24	20.5	72-88	81.5	10	58.8	7	41.2	7	41.2	10	58.8
U ₄ = 18	20-23	21.2	68-90	80.5	13	72.2	5	27.8	12	66.7	6	33.3
Hospital classes												
H ₁ = 79	17-24	18.1	63-85	72.8	19	24.1	60	75.9	34	43.0	45	57.0
H ₂ = 73	18-39	19.9	60-80	71.5	32	43.8	41	56.2	35	47.9	38	52.1
H ₃ = 71	20-29	21.0	59-87	73.3	25	35.2	46	64.8	23	32.4	48	67.5

APPENDIX B

APPENDIX C

Part A. General Background Information

1. Age___. 2. Sex: Male___, Female___.
3. Marital Status: Single___, Married___, Engaged___.
4. Did you enter nursing the year following grade XI? Yes___, No___.
If No, what were you doing before entering nursing? _____.
5. Who is the head of your home? Father___, Mother___, Other(who?)___
(b) What is his (her) occupation?_____.
(c) If present head of home is sick, retired, or not the same as five (5) years ago, what was the occupation of the head of the home?_____.
6. Name the community in which you lived the longest before entering nursing._____.
7. Name the community of longest residence during high school years._____.
8. (a) What was your grade XI average? _____.
(b) What was your grade XI standing? Near top___, Middle___, Near bottom___.
(c) How does your achievement level in nursing school compare with high school standing? Same___, Higher___, Lower___.
9. Are there any nurses in your family? Yes___, No___.
If Yes, what relationship is she (he, they) to you?

Part B.

1. (a) At what age did you first think of becoming a nurse?
(Check one)

Before the age of 10
 Between 10 and 14 years of age
 Between 15 and 17 years of age
 Since the age of 17

- (b) At what age did you definitely decide to study nursing?
(Check one)

Before the age of 14
 At 14 or 15 years of age
 At 16 or 17 years of age
 Since the age of 17

2. Before deciding on nursing did you ever seriously consider any other occupations or professions? Yes___, No___.

If Yes, which occupations or professions did you consider?
(Check as many as you wish)

Teaching___ Medicine___ Lab Technician___ X-ray Technician___
 Stenographer___ Other (what?)_____

3. Why did you choose nursing for a career?_____

4. (a) How important was each of the following in helping you to decide to enter the nursing profession? (Answer for each)

	Very Imp	Fairly Imp	Of minor Imp	Not at all Imp
1. Mother	___	___	___	___
2. Father	___	___	___	___

- 3. Other relatives _____
- 4. Friends who are not in nursing _____
- 5. Nurses you know personally _____
- 6. Nurses you have heard or read about _____
- 7. Nursing students you know _____
- 8. Guidance counselor _____
- 9. Teacher(s) _____
- 10. Books, movies, plays, newspapers _____
- 11. Brochures or pamphlets from nsg. schools _____
- 12. Other (what?) _____.

(b) Which two of the above were of most importance in your decision to become a nurse? (List the appropriate numbers) #__ #__

5. How much did you know about different types of nursing education programs before deciding which one to attend?

	A great deal	Only a little	None
University degree programs	_____	_____	_____
Hospital diploma programs	_____	_____	_____

6. (a) How accurate was the information you received about your choice as compared with what you now know?

Quite accurate__ Somewhat accurate__ Somewhat inaccurate__ Quite inaccurate__

(b) Who from the list in #4 gave you the information?___.

(c) How complete was your information?

Quite Somewhat Somewhat Quite
complete__ complete__ incomplete__ incomplete__

(d) What didn't you find out? _____.

7. (a) Did you apply to:

University School of Nursing ___

Hospital School of Nursing ___

Both. ___

*(b) What factors led you to choose a diploma rather than a degree program? (Check as many as you wish)

___I did not want a degree

___I was not accepted to a degree program

___Hospital program gives me greater opportunity to work with patients

___I did not have enough money to consider University School even though I am intellectually capable

___I had enough money but not capable of university education

___I preferred not to take the extra courses required at university

___The diploma program takes a shorter length of time to complete

___My parents wanted me to go to a hospital program

Other (what?)_____

*Question 7 (b) different for the degree students, see p. 117

8. Check one of the following to show how much of the time you feel satisfied with your choice of nursing as a career.
- All of the time
 - Most of the time
 - A good deal of the time
 - Occasionally
 - Seldom
 - Never
9. Which one of the following statements best tells how you think you will enjoy a career in nursing. (Check one)
- I will hate it
 - I will dislike it greatly
 - I will not like it
 - I will be indifferent to it
 - I will like it
 - I will be enthusiastic about it
 - I will love it
10. Which one of the following statements best tells how you feel about your choice of nursing education program.
- I hate it
 - I dislike it greatly
 - I don't like it
 - I am indifferent to it
 - I like it
 - I am enthusiastic about it
 - I love it

11. Check one of the following to show how much of the time you feel satisfied with your nursing education program.

All of the time
 Most of the time
 A good deal of the time
 Occasionally
 Seldom
 Never

12. As a nursing student which things give you the greatest satisfaction in your education. (Answer for each)

	Quite Satisfying	Satisfying	Never satisfying nor dissatis.	Quite dissatisfying
Patient contact (social)	___	___	___	___
Patient care (nsg. procedures)	___	___	___	___
Interaction with staff	___	___	___	___
Clerical duties (charting, etc.)	___	___	___	___
Nursing classroom courses	___	___	___	___
Non-nursing courses (micro, psych, etc.)	___	___	___	___
Amount of clinical practice	___	___	___	___
Amount of classroom work	___	___	___	___
Other (what?) _____				

*13. If you had a chance to make your decision again, would you still choose nursing as a career? Yes__ No__ Not sure__

(a) If Not sure, why aren't you sure? _____

(b) If Yes, would you still enter the same type of nursing education program, if you were entirely free to choose?

Yes__, No__, Not sure__

If No, or Not sure, where would you study nursing?

___Another hospital program

___A university program

___Other. Comment _____

(c) Do you plan to get your degree after you graduate?

Yes__ No__ Not sure__

If Yes, when do you plan to go to university? (right after graduation, in a year, in two years, etc.)

14. Where do you live?

___At home

___In an apartment

___Nurses residence

___Boarding house

___With relatives

*Parts of question 13 different for degree students,
see p. 118

15. Are you satisfied with where you are living?
 ___Very much satisfied. It adds to my life.
 ___Somewhat satisfied. It has more benefits than drawbacks.
 ___I am indifferent.
 ___Somewhat dissatisfied. I would rather not live there.
 ___Very much dissatisfied. It makes me unhappy.
16. Referring to #14, where would you like to live?_____
17. If you are not satisfied with where you live, why aren't you satisfied?_____
18. If you are not satisfied with where you live does this affect your satisfaction with nursing? Yes___, No___
 with nursing education program? Yes___, No___
19. If Yes, to #18 above, do you think living where you prefer would improve your satisfaction with the other factors? (Nursing, nursing education program)
 Yes___, No___, Not sure___.

The following are changes on the questionnaire for the degree students:

- 7 (b) What factors led you to choose a degree program rather than a diploma program? (Check as many as you wish)
- ___I wanted a degree
 ___It will give me a broader education
 ___It will give me a greater prestige
 ___My parents wanted me to go to university
 ___I was too young to enter a hospital school

7. (b) cont'd

I could financially afford university

I could not financially afford it but was willing to go into debt

I could change choice of occupation easier if I were in university

Other (what?) _____

13. (b) If Yes, would you still enter the same type of nursing education program. if you were entirely free to choose?

Yes___, No___, Not sure.

If No, or Not sure, where would you study nursing?

Another university program

A hospital program

Other. Comment _____

13. (c) Not included on questionnaire administered to degree students.

TABLE XXVIII

DEGREE OF SATISFACTION WITH CHOICE OF NURSING AS A CAREER AND
CHOICE OF NURSING EDUCATION PROGRAM AS EXPRESSED BY EACH
CLASS OF UNIVERSITY AND HOSPITAL STUDENTS

Degree of satisfaction	U ₁ (N=16)		U ₂ (N=18)		U ₃ (N=17)		U ₄ (N=18)		H ₁ (N=79)		H ₂ (N=73)		H ₃ (N=71)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Choice of nursing														
All of the time	5	31.3	4	22.2	2	11.8	4	22.2	15	19.0	14	19.2	10	14.1
Most of the time	4	25.0	10	55.6	9	52.9	9	50.0	43	54.4	37	50.7	34	47.9
A good deal of the time	3	18.8	4	22.2	5	29.4	4	22.2	16	20.6	17	23.3	13	18.3
Occasionally	4	25.0	0		1	5.9	1	5.6	5	6.0	4	5.5	11	15.5
Seldom	0		0		0		0		0		1	1.4	3	4.2
Choice of nursing education program														
All of the time	2	12.5	2	11.1	2	11.8	2	11.1	3	3.8	4	5.5	0	
Most of the time	3	18.8	7	38.9	4	23.5	10	55.6	46	58.2	37	50.7	44	62.0
A good deal of the time	6	37.5	7	38.9	8	47.1	5	27.8	24	30.4	20	27.4	22	31.0
Occasionally	4	25.0	2	11.1	3	17.7	1	5.6	6	7.6	11	15.1	4	5.6
Seldom	1	6.3	0		0		0		0		1	1.4	1	1.4

APPENDIX D

TABLE XXIX

EXPRESSIONS OF UNIVERSITY AND HOSPITAL NURSING STUDENT CLASS YEARS
ON WHETHER THEY WOULD AGAIN CHOOSE NURSING AND THE SAME
TYPE OF NURSING EDUCATION PROGRAM

	U ₁ (N = 16)		U ₂ (N = 18)		U ₃ (N = 17)		U ₄ (N = 18)		H ₁ (N = 79)		H ₂ (N = 73)		H ₃ (N = 71)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Choose nursing again														
Yes	12	75.0	18	100.0	13	76.5	13	72.2	62	78.5	54	74.0	46	64.8
No	0		0		1	5.9	1	5.7	3	3.8	0		8	11.3
Not sure	4	25.0	0		3	17.7	4	22.2	14	17.7	19	26.0	17	23.9
Choose the same program again														
Yes	11	68.8	17	94.4	14	82.4	15	83.3	56	70.9	48	65.8	41	57.8
No	0		0		0		1	5.6	4	5.1	8	11.0	2	2.8
Not sure	5	31.3	1	5.6	1	5.9	0		14	17.7	7	9.6	7	9.9

APPENDIX E

TABLE XXX

EXPRESSIONS OF SATISFACTION WITH PLACE OF LIVING
BY UNIVERSITY AND HOSPITAL
STUDENT CLASS YEARS

Degree of satisfaction	U ₁ (N=16)		U ₂ (N=18)		U ₃ (N=17)		U ₄ (N=18)		H ₁ (N=79)		H ₂ (N=73)		H ₃ (N=71)	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Quite satisfied	7	43.8	12	66.7	9	52.9	6	33.3	22	27.9	17	23.3	2	2.8
Somewhat satisfied	8	50.0	6	33.3	6	35.3	11	61.1	39	49.4	33	45.2	23	32.4
Indifferent	0		0		1	5.9	1	5.7	6	7.6	4	5.5	6	8.5
Somewhat dissatisfied	1	6.3	0		1	5.9	0		11	13.9	17	23.3	25	35.2
Quite Dissatisfied	0		0		0		0		1	1.3	2	2.7	15	21.1

APPENDIX F



