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PERCEPTIONS OF NURSES AND NURSING.

The Ohio State University, Ph.D., 1965
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FACTORS RELATED TO NURSING STUDENTS'

PERCEPTIONS OF NURSES AND NURSING

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Lillian Williams Pierce, B. S. Ed., M. A.

The Ohio State University
1965

Approved by

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*

FACTORS RELATED TO NURSING STUDENTS'
PERCEPTIONS OF NURSES AND NURSING

by

Lillian Williams Pierce, Ph.D.

The Ohio State University, 1965

Professor Herman J. Peters, Adviser

The purpose of this study was to determine the relationship between nursing students' perceptions of nurses and nursing and (1) the length of their experience in the program of nursing education, (2) the kind of program of nursing education in which they were enrolled, and (3) selected biographical factors. Students' perceptions were inferred from their responses to statements describing the personality traits and occupational characteristics associated with the nursing profession. The responses of prenursing candidates, first-year students, and third-year students from both degree-granting and diploma-granting programs of nursing education were compared for similarities and differences.

The data were analyzed in terms of each criterion group's responses to each of the items on two scales: (1) Nurse's Own Appraisal of Nurses and Nursing and (2) Nurse's Estimate of Public Opinion of Nurses and Nursing. The item analysis procedures indicated that only a few items on each of the

scales discriminated between the criterion groups. When the criterion groups were compared ^{by} using critical ratio techniques to determine the significance of the difference between the means of the total score values for each scale, a statistically significant difference was demonstrated. Changes in nursing students' perceptions of nurses and nursing tended to be away from the traditional image of nursing toward the more functional image of reality of present nursing practice.

Little, if any, relationship was demonstrated between students' perceptions of nurses and nursing and selected biographical factors. Students with nurses in their families showed no significant difference in their responses ^{from} ~~than~~ students who did not have nurses in their families. Students who had considered other careers before nursing showed no significant difference in their responses ^{from} ~~than~~ students for whom nursing was a first choice of career. However, students who indicated that they would recommend nursing to a friend or encourage a younger sister to enter nursing tended to have a more traditional image of nursing than students who said they would not recommend nursing to anyone ~~else~~.

The conclusions drawn from the study were that nursing students' perceptions of nurses and nursing are subjected to change by modifying factors in the program of nursing education and that the change occurs away from the traditional image of nursing toward the more functional reality of present nursing practice. The differences ^{that} ~~which~~ existed between the criterion groups, while statistically significant, were small in the absolute sense. This would

tend to indicate the need for a more refined method of determining students' perceptions of nurses and nursing.

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I am grateful for the co-operation of the faculty and students of The Ohio State University School of Nursing, the Riverside-White Cross School of Nursing, and the Grant Hospital School of Nursing. Without their assistance the data for this study could not have been obtained.

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CHAPTER I

INTRODUCTION

The complexity of health care in today's society requires an adequate supply of qualified personnel to provide this care. As concepts of adequacy of health care rise, what constitutes minimal need for personnel and an adequate supply of personnel also become subject to change.

.....
Various factors which influence society's need for additional health services also heighten the need for additional nursing personnel.¹

In view of the increased demands for qualified nursing personnel, the fact that one of every three students fails to complete the program of nursing education is a matter of concern to the nursing profession and to society as a whole. A number of investigators have attempted to find a solution to the problem. Much of the early research was directed toward the prediction of academic success in schools of nursing. This approach assumed a causal relationship between academic ability and withdrawal from the program -- a logical assumption. As a result of this kind of research, the selection procedures used by school of nursing admissions committees were refined and standardized. Prospective students were directed into programs of nursing education commensurate with their abilities. Students whose academic potential indicated an inability to meet the requirements of nursing education programs were refused admission.

1. Facts About Nursing (New York: American Nurses' Association, 1959), p. 7.

But, the national attrition rates of schools of nursing remained virtually unchanged.

Investigators then turned their attention to other factors which might be related to students' withdrawal from nursing programs. Personality traits, interests, and attitudes were examined. The structure and content of programs of nursing education were subjected to intensive re-evaluation. The national attrition rates in schools of nursing still remains at approximately the thirty per cent level.² It would seem that the problem is yet unsolved.

In the past two decades, investigators have begun to look at the changing role of the nurse.³ The traditional image of the nurse has been subjected to change by the pressure of increased demands for specialization as well as the advances in medical technology. Reissman and Rohrer described the situation in the following way:

Although there is no specific information on the matter, it is suspected that the image of the nurse held by the community is essentially based upon her traditional role rather than upon her present functions. The legends of Florence Nightingale have remained relatively undisturbed in the image of the nurse portrayed by our mass media. In these, she remains predominately the "lady with the lamp," with compassion, understanding, and attention for each of her patients individually. The reality must come as a shock for those of the general public who encounter the nurse when they are patients

2. Barbara L. Tate, "Attrition Rates in Schools of Nursing," Nursing Research, X (Spring, 1961), 91-96.

3. Lyle Saunders, "The Changing Role of Nurses," American Journal of Nursing, LIV (September, 1954), 1094-1098.

in the hospital. In most cases, it is the other hospital personnel, not the nurse, who have the most bedside contact with the patient. The nurse has become an administrator, and one who dispenses mass impersonal ministrations, because the situation requires it.⁴

Although professional nurses verbalize the traditional image of the nurse, investigations have shown that they actually perceive the role of the nurse as involving technical or supervisory tasks rather than the actual giving of bedside care.⁵ Thus, it appears the stage is well set for a misunderstanding between what might be termed the idealized nursing role and the actual role which the practicing nurse encounters.

Like all professional and vocational groups, nursing is a subcultural group within the present system of society. It has a value system, characteristics, beliefs, functions, and traits peculiar to itself. The role of an individual within any group is defined in part by the values and mores of the group itself and in part by the subtle pressure of peripheral groups. The latter may consist of related occupational groups and, to a certain extent, the general public. In the case of nursing, the occupational role is defined by nurses, physicians, paramedical groups, patients, and the public.

The selection of a career is influenced by the image an individual has of the personality traits and occupational characteristics associated with that career. Students who select nursing as a career will have certain perceptions of nurses

4. Leonrad Reissman and John Rohrer, Change and Dilemma in the Nursing Profession (New York: G. P. Putnam's Sons, 1957), p. 15.

5. Ibid., pp. 60-91.

and nursing. The nursing student's image of nurses and nursing will be a product of her own attitudes influenced by the subcultural and peripheral groups. Before she is initiated into this group, the student may view nursing as a glamorous profession with its members dedicated to the service of humanity. Although such a viewpoint might be considered somewhat idealistic, it is not a completely unacceptable one if the student is aware of the expected and required behavior of one in the nursing profession. She must also be cognizant of adjustments necessary in her own behavior to conform to the role and its expectations as defined by the subcultural and peripheral groups.

When the student becomes a member of the group she may find that its value system, beliefs, behaviors, and traits are not as she had expected as an entering professional. If such is the case, her attitudes toward the profession may be manifested in expressions of discontent or even disillusionment. The attitudes of the student will determine, to some extent, her adjustment to the group and the contribution she will make to the profession as a whole.

That students, and graduate nurses as well, do become discontent and disillusioned is well documented.^{6,7,8,9} Davis and Olsen investigated

6. Fred Davis and Virginia Olsen, "Baccalaureate Students' Images of Nursing," Nursing Research, XIII (Winter, 1964), 8-15.

7. Genevieve Meyer, "Conflict and Harmony in Nursing Values," Nursing Outlook (July, 1959), 398-399.

8. Ronald Corwin, Marvin Taves, and Eugene Haas, "Professional Disillusionment," Nursing Research, X (Summer, 1961), 141-144.

9. Reissman and Rohrer, op. cit.

changes which occur during the freshman year of the nursing program and found that there is a minor trend away from the lay images with which students enroll in the school of nursing. Meyer concluded that there is no evidence that students grow less "dissonant" in terms of reconciling their images of nursing with their personal values. Reissman and Rohrer went so far as to classify nurses into four groups according to their attitudes or images of nursing: (1) the dedicated, those who enter for positive reasons and intend to remain in the profession; (2) the converted, those who enter for negative reasons but aspire to remain in the profession; (3) the disenchanteds, those who enter for positive reasons but do not wish to remain in the profession; and (4) the migrants, those who enter for negative reasons and do not intend to remain in the profession. The service motive or the desire to serve humanity which is so often verbalized as the reason for selecting nursing as a career is an example of the positive reasons for entering nursing. The desire to use nursing as a means of achieving upward social mobility and failure to achieve first choice of career are considered negative reasons.

It is not improbable that students who enter a school of nursing with an image of nurses and nursing which does not coincide with reality may become so disillusioned that they withdraw from the program. They may remain in the program because they do not wish to disappoint their families or because they feel they must complete something they have begun. Because occupational characteristics and personality traits associated with an occupation not only influence the selection of a career but also exert a subtle

influence upon the individual who becomes a member of the occupational group, the student who remains in the nursing program will tend to accept the culturally prescribed image of nursing as her own regardless of the image which she may have had at the time she enrolled in the school of nursing. Students who enter a school of nursing with an image of nurses and nursing which closely coincides with reality would not tend to become disillusioned or be disappointed with their choice of a career. These students would have little difficulty in accepting the values, functions, and beliefs of nursing.

It would seem that prospective nursing students need, in addition to academic ability and aptitude, a realistic image of nurses and nursing. This leads to the problem of identifying the image of nurses and nursing with which the student enrolls in the school of nursing and, subsequently determining what changes occur during the time she spends in the program of nursing education.

I. The Rationale

The inability of nursing students to commit themselves to a professional career is reflected in the attrition rates of schools of nursing. In view of the variety and extent of testing programs used to select students, it would seem that the problem area is yet to be identified. Corwin and Taves suggest that "the disparities between the image of nursing which brought the girls into the school and the realities they find there may prove to be significant."¹⁰

10. Ronald G. Corwin and Marvin J. Taves, "Nursing and Other Health Professions," Handbook of Medical Sociology, eds. Howard E. Freeman, Sol Levine, and Leo G. Reeder (Englewood Cliffs, N. J.: Prentice-Hall, Inc., (1963), p. 201.

The present study represents one approach to the problem of identifying the image of nursing with which students enroll in schools of nursing and the image of nursing with which they graduate from the program of nursing education. It was based on the assumptions that (1) the attitudes of nursing students reflect their image of nursing; (2) students enroll in a school of nursing with a set of pre-established attitudes about nursing; and (3) students attitudes are subject to change during the program of nursing education. The underlying theory for this approach is that the attitudes of nursing students can be inferred from their responses to statements describing the personality traits of nurses and the occupational characteristics of nursing.

II. The Purpose

The purpose of this study was to investigate the relationships between nursing students' perceptions of nurses and nursing and (1) the length of their experience in the program of nursing education, and (2) the kind of program of nursing education in which they are enrolled. The attitudes of prenursing candidates, first-year nursing students, and third-year nursing students from both degree-granting and diploma-granting programs of nursing education were compared for similarities and differences.

Subsequent to the primary investigation, ancillary analyses of the data were carried out to examine the relationship between nursing students' perceptions of nurses and nursing and selected biographical factors. It was hoped

that the supplementary analyses would indicate relationships which might lead to further investigation.

III. The Hypotheses

This study was concerned with the nursing student's perceptions of nurses and nursing as they are related to the length of time she has been enrolled in the program of nursing education and the type of program in which she is enrolled. The following hypotheses were formulated:

1. There is no significant difference between prenursing candidates, first-year students, and third-year students in their responses to statements describing the personality traits and occupational characteristics of nursing.
2. There is no significant difference between students enrolled in diploma-granting programs of nursing education and those enrolled in degree-granting programs in their responses to statements describing the personality traits and occupational characteristics of nursing.

Supplementary analyses of the data were concerned with relationships between nursing students' perceptions of nurses and nursing and selected biographical factors. The analyses were directed toward answering specific questions. The questions were based on generally accepted assumptions related to career choice and involvement.

The selection or rejection of a given career may be influenced by the image the individual has of the occupational characteristics and personality traits associated with a particular occupation. It is not improbable that the selection of a career is made on the basis of inaccurate or incomplete impressions. A factor which might be expected to exert a certain amount of influence on a student's perceptions of nurses and nursing is close association with an individual who occupies the role of professional nurse. The following question was asked:

1. Do students who come from families in which there are nurses respond differently to statements describing the work nurses do, personality traits of nurses, and occupational characteristics of nursing than students who come from families in which there are no nurses?

The selection of a career is a matter of importance to almost every individual. Different occupations offer different opportunities and require different abilities. For some students the choice of a career represents no problem; these are the students who have "always wanted to be a nurse." For other students career choice involves making a decision between nursing and one or more alternatives. The assurance with which a choice of career is made might be expected to have some relation to one's perceptions of the selected occupation. The following question was asked:

2. Do students who have considered other careers before selecting nursing respond differently to statements describing the work nurses do, personality traits of nurses, and occupational characteristics of nursing than students for whom nursing was the first choice of career?

Having become a member of an occupational group, an individual is

expected to accept the values, beliefs, and behaviors associated with that particular occupation. The student whose perceptions of nurses and nursing coincide with the culturally prescribed beliefs and behavior patterns of the group is likely to be satisfied with her choice of career. Individuals who are satisfied with their own choice of career tend to recommend the same career for others. Nursing students' perceptions of nurses and nursing might be expected to have some influence on their recommendation of nursing as a career for others. The following questions were asked:

3. Do students who say they have recommended nursing to a friend respond differently to statements describing the work nurses do, personality traits of nurses, and occupational characteristics of nursing than students who say they have not recommended nursing?
4. Do students who indicate they would encourage a younger sister to enter nursing respond differently to statements describing the work nurses do, personality traits of nurses, and occupational characteristics of nursing than students who indicate they would not do so?

The occupational characteristics and personality traits associated with a particular occupation not only influence the selection of that occupation as a career but also exert a molding influence upon the individual who becomes a member of the occupational group. Students who have selected nursing as an occupational choice may have done so on the basis of incomplete or inaccurate impressions. If such is the case, their image of nursing may be subject to change during the program of nursing education. Students who are cognizant of the variance between their own image of nursing and the culturally prescribed values, beliefs, and behaviors of the group are able to accept such a

change. The following questions were asked:

5. Do third-year nursing students believe their image of nursing has changed since they enrolled in the school of nursing?
6. Do students who believe their image of nursing has changed since they enrolled in the school of nursing respond differently to statements describing the work nurses do, personality traits of nurses, and occupational characteristics of nursing than students who believe their image of nursing has remained unchanged?

IV. Importance of the Study

The demand for qualified personnel to meet the nursing needs of society continues to increase annually. Schools of nursing enroll increasing numbers of students each year, yet the demand continues to exceed the supply. A number of factors contribute to the inequality of supply and demand: population increase, technological advances in the health sciences, and organized health care plans. However, the factor which is of particular interest to nursing educators and high school guidance personnel is the drop-out. The national attrition rate for schools of nursing remains at approximately the thirty per cent level. Of every three students accepted by a school of nursing, one will withdraw or transfer to another area before her first year in the school is completed. The drop-out represents a loss which neither society nor the school of nursing can afford.¹¹

11. Tate, op. cit.

Aside from academic failure, the most frequent explanation for withdrawal or transfer is dislike for nursing. The selection procedure for schools of nursing is designed to identify candidates whose scholastic potential is less than that required by the program of nursing education. The identification of candidates who will withdraw from the program because of a dislike for nursing is difficult, if not impossible, with the selection procedures presently used. The nursing profession, particularly nursing educators, must give serious consideration to the problem.

The selection of candidates for a school of nursing is a function of the admissions committee. Although the extent and variety of testing programs used to select students may be different from school to school, each admissions committee has the same responsibility to the prospective student, to the school of nursing, and to the nursing profession. The committee evaluates, with the student, her potential for success in the program of the school or for success in some other program of nursing. The committee's responsibility to the school is to select students who will be successful in the program. To the nursing profession, the committee is responsible for guiding the prospective student into the program in which she is most likely to succeed and which will prepare her for the career in nursing in which she can make the maximum contribution and gain the greatest personal satisfaction.

The high school guidance counselor has a responsibility to society as a whole and to the student who is his client. His responsibility to society is discharged through his interaction with the student which results in the student's

maximum contribution. His responsibility to the student involves assistance in the selection of a career suited to the student's potential ability.

The liaison between a nursing school admissions committee and a high school guidance counselor must provide, for the committee, an evaluation of the student's social and psychological status which cannot be measured by a battery of prenursing tests; and for the guidance counselor, a reasonably accurate analysis of the nurse's role which will serve as a valid tool in his interaction with the student. The guidance counselor exerts a strong influence on the prospective student's development of a realistic concept of nurses and nursing.

The learning experiences in the program of nursing education must be defined by the student in terms of her own perceptions of the situation and the required behavior. If she is to react to the situation in an adequate manner, her own image of nursing must closely approximate the culturally prescribed values, beliefs, and behaviors of nursing. The student who enters a program of nursing education with a highly idealistic concept of nurses and nursing will be handicapped in her ability to react in such a way as to assure the acquisition of the attitudes and values, skills and behavior patterns defined as the role of the nurse.

The factor with which this study was concerned is the image in terms of attitudes toward nurses and nursing with which the student enters the school of nursing and that with which she graduates. Are the attitudes and values, skills and behavior patterns of nursing so different from those which the student

anticipated that she becomes disillusioned and discontent? The nursing instructor who plays such an important part in the interpretation of the profession to the beginning student must be aware of the potential disillusionment of the highly idealistic student.

V. Definitions of Terms Used

In the social sciences there is no common theoretical framework which is accepted without question. Theoretical formulations are generally ad hoc and laid out in great detail. Concepts are defined according to the theoretical position of the particular investigator. Despite the tenuous nature of such conceptualization, there are a number of generally accepted definitions. For the purposes of this study the following definitions were used:

An attitude is that part of the value system which the individual is willing to express in an opinion and which manifests his feelings and beliefs about a part of his universe. Attitudes are separate from behaviors and are more general in nature than their specific overt behavior. An attitude may be inferred from a verbal expression of an opinion.¹²

Personality orientation is the process, involving the psychological functions of thinking, feeling, sensing, and intuition, by which man attempts to comprehend the nature, reality, and value of himself, his universe, and his position in the universe.¹³

12. Lindesmith and Strauss, op. cit.

13. Calvin S. Hall and Gardner Lindzey, Theory of Personality (New York: John Wiley & Sons, Inc., 1957) pp. 86-93.

Perception is the awareness, or the process of becoming aware, of extraorganic objects, or relations, or qualities by means of sensory processes and under the influence of set and of prior experiences.¹⁴

Images are composites of a person's concepts, judgements, preferences, or attitudes toward some comprehensive object or cause.¹⁵

An idealistic concept refers to the image of nursing held by students who agree more with statements which describe nurses and nursing in favorable terms than with statements which describe nurses and nursing in unfavorable terms.

A realistic concept refers to the image of nursing held by students who agree with some statements which describe nurses and nursing in favorable terms and also agree with some statements which describe nurses and nursing in unfavorable terms.

A subcultural group is a group: occupational, professional, or other, within the social system which possesses a value system, characteristics, beliefs, functions, and traits peculiar to itself.¹⁶

Professionalization is a special kind of adult socialization in which the attitudes and values, skills and behaviors of a subcultural group are acquired by means of both direct and indirect learning.¹⁷

14. Horace B. English and Ava C. English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, Green and Company, 1958), p. 378.

15. Ibid., p. 252.

16. Kingsley Davis, Human Society (New York: The Macmillan Company, 1949).

17. John C. McKinney and Thelam Ingles, "The Professionalization of Nurses," Nursing Outlook, VII (June, 1959), pp. 356-366.

VI. The Conceptual Framework

The general idea of the role is analogous to the realm of the theater.

In the drama the actor is provided with a prepared script which describes the scene and defines the role to be played. The actor's performance is determined by his interpretation of the scene and the required behavior of the role. Although the real-life situation is not enacted according to a prepared script, it can be described in terms of the dramatic model. The required behavior for every real-life role is defined by society. Except for the rigidly prescribed behavior of "ritualistic" roles such definitions allow for certain amounts of individual initiative. The performance of a role incumbent, like that of the actor, is determined by his interpretation of the scene and the required behavior of the role. His interpretation, in turn, is based upon a set of pre-established attitudes about the role and the situation.^{18, 19, 20}

This study is not concerned with the performance of the individual in a given role, it is concerned only with the attitudes upon which the

18. Robert Linton, The Cultural Background of Personality (New York: Appleton-Century, 1945).

19. Erving Goffman, The Presentation of Self in Everyday Life (Garden City, New York: Doubleday Anchor Books, Doubleday and Company, Inc., 1959).

20. Lindesmith and Strauss, op. cit., pp. 371-408.

interpretation of the role is based. The personality orientation of the student at the time she enrolls in a school of nursing encompasses a complete set of pre-established attitudes about nurses and nursing. The student's selection of nursing as a career has been influenced by her perceptions of the occupational characteristics and personality traits associated with nursing. It is not improbable that the student's image of nursing has been formulated on the basis of inaccurate or incomplete impressions.

The occupational characteristics and personality traits associated with a particular occupation not only influence the selection of that occupation as a career but also exert a molding influence upon the individual who becomes a member of the occupational group. This leads to the assumption that students who have reached the third-year in the program of nursing education will have accepted the values, beliefs, and behaviors associated with nursing. Their images of nursing will coincide with the culturally prescribed beliefs and behavior patterns of nursing.

An attitude may be inferred from the verbal expression of an opinion. Nursing students' attitudes about nurses and nursing may be inferred from their responses to statements which describe the occupational characteristics and personality traits associated with nursing. The pre-established attitudes with which the student enrolls in a school of nursing may be determined from the responses of prenursing candidates whose perceptions have not been subjected to the direct and indirect learning experiences in the school of nursing. Changes which occur in students' images or perceptions of nurses and nursing

can be identified by comparing the responses of prenursing candidates, first-year nursing students, and third-year nursing students.

VII. Limitations of the Study

This study was limited to an investigation of the relationships between nursing students' perceptions of nurses and nursing and (1) the length of their experience in the program of nursing education, (2) the kind of program of nursing education in which they are enrolled, and (3) selected biographical factors. The scope of the study may be defined in terms of the following limitations:

1. The study was not intended to define the role of the nurse.
2. The study was not intended to identify or evaluate nursing students' role performance.
3. The study was not intended to test the relationship of attitude or attitudinal change to nursing performance either during or following the program of nursing education.
4. The study was not intended to test attitudes against an arbitrarily defined set of dimensions for a role incumbent in the nursing program.
5. The study was not intended to define situations which constitute direct or indirect learning experiences in the program of nursing education.
6. The study was not intended to test the relationship of attitude or attitudinal change to selected learning experiences in the program of nursing education.

Further limitations which must be considered are those inherent in the cross-sectional design of the study, the data collection instrument, and limited geographic locale of the sample.

In this chapter, the elements which provided the impetus, framework and design of the study have been discussed. The purpose of the study has been stated and its importance discussed. The hypotheses and major questions with related theoretical orientation have been outlined. The definitions of terms used in the study, the conceptual framework which provided the rationale, and the limitations of the study have been included.

VIII. Organization of the Remainder of the Dissertation

Chapter II contains a selected review of the literature. The areas in which the literature was reviewed include personality orientation, attitudes, role concept and theory, personality dynamics of student nurses, and the construction of attitude scales.

Chapter III describes the rationale for the study, the procedure by which the study was conducted, and the sample from which the data were collected. Chapter IV contains the analysis of the data. Chapter V presents the problem in retrospect. It also describes the findings and indicates conclusions which are based on the results of the study. Implications for further study are included in this chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Personality has been described by Young and Mack²¹ as the complete organization of the individual's drives, attitudes, habits, and values. The term organization is the key to this concept of personality. The authors consider personality a patterned body of inherited traits, learned habits, attitudes, and ideas as they have been organized to meet the requirements of social life. In this context good or bad personality refers to the degree to which the organizational pattern approximates the expectations of the group to which the individual belongs.

An age-old argument exists concerning the relative importance of heredity and environment in the development of personality. On one side are those who attribute individual differences to hereditary patterns. On the other side are those who argue that only the influence of environment, either social or physical, is responsible for variations among individuals.

All human beings inherit from their forebears certain essential characteristics which are classified as (1) physical structure; (2) intelligence,

21. Kimball Young and Raymond W. Mack, Sociology and Social Life (New York: The American Book Company, 1959)

or the capacity to learn; (3) temperament, the pattern and recurrent responses associated with basic emotional make-up; (4) reflexes, the direct responses to stimuli; and (5) innate drives, impulses to act on the basis of physiological tensions. Although all the inherited characteristics are subject to environmental influences, it is the category of innate drives which creates the greatest confusion in the analysis of personality. The confusion results from a tendency to equate the drive itself with the activity by which the tension is reduced. One is born with the innate drive, but must learn the activity which will reduce the tension. All learned behavior is environmental in nature. In addition to the innate drives with which he is born, the individual acquires certain drives or motives which are the result of social learning. The influence of heredity on personality development seems to be in the limiting effect it has on social learning.

Neither heredity nor environment cause or make personality what it is, but they interact through certain processes to shape the personality of the individual. This interaction takes place through the two basic processes of maturation and socialization. The process of maturation involves the organic development which occurs without stimuli from the external environment. Changes in the tissues and organs take place as the individual grows and develops; these changes occur without learning or conscious effort. In the sense that they are not learned and are not dependent upon the environment they can be considered the result of heredity. Because the individual is a member of the human race, these changes are foreordained by the process of evolutionary development.

The second of the processes through which heredity and environment interact to develop personality is that of socialization. Socialization, as a process, is composed of two different but interdependent types of learning. Cultural conditioning is the process by which the individual learns the fundamental cultural patterns of the society of which he is a member. It is through this process that the individual learns to communicate, to handle social obligations, and to develop attitudes approved by the social norms of his society. The type of social learning which contributes the greatest individualization to human personality is that of personal-social learning. This type of learning takes place in situations which influence the personality but do not necessarily teach the individual about his culture. Behavior learned in this manner is socially learned because it may be learned by one individual without being learned by anyone else. Learning which results from a situation peculiar to a given individual is personal-social learning.

Sociological investigations dealing with the relationship between the socialization process and the development of personality have pointed up two pertinent facts. First, that with virtually no socialization there can be no personality; that is, without social learning there is no organized body of traits, habits, attitudes, and ideas. Second, studies of twins reared separately indicate that with similar inherited capacity the influence of environmental factors contributes to a significant variation in personality development.

The concept of self is a social product. There is no self prior to interaction. The self is social and arises out of interaction with and awareness of

others. In the development of self the individual learns to view himself, in part, as do others around him; especially those with whom he is in close association in his early years. The integration of personality is related to the individual's reactions, conflictive or cooperative, to groups; in-groups, out-groups, primary groups, and secondary groups. Thus personality is developed and sustained through socialization.

Although Alfred Adler, Karen Horney, Eric Fromm, and Harry Stack Sullivan were all major figures in the development of a personality theory grounded in social processes it was Sullivan who brought his ideas to a higher level of conceptualization and has been a more influential theorist.^{22, 23, 24, 25}

The methodological principles of the social-psychological theory of personality are normothetic and quantitative. The theory incorporates the concepts of multi-causality, voluntarism, and social interforces.

The focus of interest in the literature is that personality is not an entity in itself but the dynamic center of various processes which occur in a

22. Dorothy R. Blitstein, The Social Theories of Harry Stack Sullivan (New York: The William Fredrick Press, 1953).

23. Patrick Mullahy (ed.), A Study of Interpersonal Relations (New York: Hermitage Press, Inc., 1949).

24. _____, The Contributions of Harry Stack Sullivan (New York: Hermitage House, 1952).

25. Harry Stack Sullivan, The Interpersonal Theory of Psychiatry (New York: W. W. Norton and Company, Inc., 1949).

series of interpersonal fields, a relatively enduring pattern of recurrent interpersonal situations which characterize human life. Personality is a hypothetical entity which cannot be isolated from interpersonal situations, and interpersonal behavior is all that can be viewed as personality.

Although he does not deny the importance of heredity and maturation in the physical development of the organism, Sullivan considers that which is strictly human as the product of social interaction. The psychological functions of the organism are altered by interpersonal experiences to the extent that the organism loses its status as a biological entity and becomes a social organism with socialized ways of functioning.

The unit of study, from Sullivan's viewpoint, is the interpersonal situation and not the person. The organization of personality consists of interpersonal rather than intrapsychic events. All the psychological processes such as perceiving, remembering, thinking, and imagining are interpersonal in character. Personality manifests itself when the individual is behaving in relation to one or more other persons. The person of reference need not be present or even exist in reality. A sequence of interpersonal events which contribute to the development of personality are outlined from infancy through adolescence.

Maturation of developmental processes occurs in due time when the proper situation is present. Successful negotiation of the adolescent stage brings forth a self respect adequate to almost any situation. The individual develops a competent personality, personal initiative representing comfortable

adaptation of one's personal situation to the circumstances characterizing the social order of which one is a part. Personality is pliable and subject to change whenever new interpersonal experiences of a significant nature arise. One of the most salient events in the development of personality is the emergence of a concept of orientation in living.

One is oriented in living to the extent to which one has formulated, or can easily be led to formulate (or has insight into), data of the following types; the integrating tendencies (needs) which customarily characterize one's interpersonal relations; the circumstances appropriate to their satisfaction and relatively anxiety free discharge; and the more or less remote goals for the approximation of which one will forego intercurrent opportunities for the satisfaction or enhancement of one's prestige.²⁶

The individual learns, by means of interpersonal experiences, to respond to a given situation in a manner which is need fulfilling and at the same time socially acceptable. Although response varies to meet the demands of the situation, the tendency to behave in a given manner is a part of the individual's personality orientation. This has been described in the classic definition of attitude.

Attitude is an enduring, learned predisposition to behave in a consistent way toward a given class of objects; a persistent mental and/or neural state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to be. It is by the consistency of response to a class of objects that an attitude is identified. The readiness state has a directive effect upon feeling and action related to the object. Attitude is one of the many terms that refer to an aspect of personality inferred to account for persistent and consistent behavior toward a family of related situations or objects.²⁷

26. Ibid., p. 145.

27. English and English, p. 60.

Crow and Crow call attitudes the affective by-products of an individual's experience based on his inner urges, acquired habits, and the environmental influences which surround him. They are actually a part of an individual's own personality but are affected by the group or groups with which he associates. Attitudes can exert a strong influence upon the individual. They act as causes as well as results of behavior. They are personal and represent the way an individual feels as he thinks, talks, or acts in any situation.²⁸

Attitudes are sometimes defined as that part of the value system which the individual is willing to express in an opinion and which, in turn, manifest the feelings of the individual about a part of his universe. Ferguson refers to an attitude as an expression of belief, and an interest as an expression of feeling. He describes an attitude as believing that something is true or false, favoring one thing and objecting to another, accepting one thing and rejecting another; and an interest as liking one thing and disliking another, having a preference for or an aversion to something.²⁹

A few decades ago the concept of attitude was thought of as a revolutionary concept, and as something basic in the study of human behavior. Attitudes were considered the basic units of personality. Later the term came to depict an overall concept which referred to the predisposing tendencies, of

28. Lester D. Crow and Alice Crow, Educational Psychology (New York: The American Book Company, 1954).

29. Leonard W. Ferguson, Personality Measurement (New York: McGraw-Hill Book Company, 1952), pp. 81-82.

what ever kind, which the reacting individual brings to a situation. Within this frame of reference, each investigator defined attitude to suit the needs of his theoretical position. Common to all definitions was the belief that attitudes are separate from behaviors and are more general than their specific overt behavior. A distinction is made between attitude and opinion, the latter is defined as a verbal expression from which an attitude can be inferred.³⁰

Attitudes are important in the orientation of personality. Hall and Lindzey describe four fundamental psychological functions which are involved in the process of orientation: (1) thinking, by which man attempts to comprehend the nature of the universe and himself; (2) feeling, the value function, the value of things with reference to the subject; (3) sensing, the perceptual or reality function which yields concrete representation of man's universe; and (4) intuition, which is perception by means of unconscious processes, it is by means of perception that man constructs elaborate models of reality. Both thinking and feeling are rational functions which make use of reason, judgment, abstraction, and generalization. Attitudes developed as a part of these processes are embedded in personality and cannot be considered merely verbal responses or opinions dissociated from the whole. Attitudes may also be described as a mental set in which the factor of conscious will is an essential feature.³¹

30. Lindesmith and Strauss, op. cit.

31. Hall and Lindzey, op. cit.

Attitudes have been the subject for a considerable number of investigations. Many investigators have tended to consider attitudes and values almost as a single entity. Research in this area has demonstrated that: (1) there are significant sociocultural-educational differences in attitudes and values; (2) changes in values and attitudes will occur from the freshman through the senior year of college; (3) the degree and extent to which attitudes and values are modifiable depends upon the nature of the experience, the type of contact, the personality make-up of the individual, the peer group's approval of new attitudes, and the individual's perception of the outcome of the change.^{32, 33, 34, 35}

One of the most interesting and speculative findings to be revealed by investigations of changes in the attitudes and values of college students was the conclusion that insofar as college experiences or contacts were concerned, the formal or academic type such as instructors or courses had no impact upon student behavior; there was, however, a significant relationship between

32. H. Webster, "Changes in Attitudes During College," Journal of Educational Psychology, IXL (June, 1958), 109-117.

33. P. Heist, "Entering College Student; Values and Attitudes," Journal of Educational Research, XXX (October, 1960), 291.

34. D. M. Kipnis, "Changes in Self Concepts in Relation to Perceptions of Others," Journal of Personality, XXIX (December, 1961), 449-465.

35. D. N. Lombardi, "Peer Group Influences on Attitudes," Journal of Educational Sociology, XXXVI (March, 1963), 307-309.

some of the informal, extracurricular activities and value changes. Neither the activity which influenced value change nor the change itself was identified in the study.³⁶

Although the concept of role was incidental to this study, it was felt that a very selective review of the literature in that area would be of value. A comprehensive treatment of role concept and theory is Toward a General Theory of Action.³⁷ This volume presents the views of several theorists. Basic to the formulation of the theory is the concept of role and its related facets. This refers to a complex pattern of responses which are conceptually organized within the context of other roles -- "counter-roles." Society is made up of a number of systems, or institutions, which have purposive, goal-directed behavior. The structure of the social system may be conceptualized as the organization of roles of various types. The functional effectiveness of the system is then dependent upon (1) the role incumbent's degree of commitment, (2) his enactment of the role, and (3) the conflict of the defined role with the incumbent's other roles.

Roles can be defined in terms of the behavior which is characteristic or expected of the occupant. When defined in terms of behavioral

36. Irvin J. Lehmann and Isabelle K. Payne, "An Exploration of Attitude and Value Changes of College Freshmen," Personnel and Guidance Journal, XXXXI (January, 1963), 403-408.

37. Talcott Parsons and Edward Shils (eds.), Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1959).

expectations, role can be described as the "dynamic aspect" of a position, office, or status. Each role has certain obligatory behaviors necessary to achieve the purpose of the system. These behaviors are defined by the system as role expectations. Role expectations define behavior which is required and behavior which is prohibited. Between these two extremes, the role player may behave according to his individualized personality. Except for those rigidly prescribed roles commonly referred to as "ritualistic," most roles allow for individual interpretation.

The Presentation of Self in Everyday Life³⁸ is an action analysis which considers behavior, expectations, management, communication, and impression in dynamic interaction. Although Goffman presents the material in stage language, using terms such as performers and audiences, routines and parts, cues and stage settings, the report is not concerned with the theater. It is concerned with the structure of social encounters, interpersonal situations: those entities which appear whenever interaction takes place.

Whenever the individual plays a role, he is attempting to present a performance of reality: he asks that the audience and his fellow performers accept his enactment of the role. To be effective, a performer must have a certain amount of belief in the role he is playing. At one end of the continuum is the actor who is convinced that the impression of reality he is giving is actual reality. At the other extreme is the role player who is completely

38. Erving Goffman, op. cit.

cynical about the part he is playing. He behaves in a defined manner solely because it is defined, he is not committed to the role. He attempts to give the impression of reality because both his fellow performers and the audience expect reality. A limited view of performance is to assume that the content of the presentation is an expressive extension of the personality of the performer. This is a personalization which tends to obscure the fact that "the performance expresses the characteristics of the task that is performed and not the characteristics of the performer."³⁹

Personality dynamics of student nurses

Nursing students and the programs of nursing education by which students are prepared for a career in nursing have been the subject of considerable research by nursing educators, general educators, sociologists, and psychologists. For a number of years, the general area of interest among such investigators was the prediction of academic success in schools of nursing and the identification of methods by which such a prediction could be made with a significant degree of validity. A common objective of all school of nursing admissions committees is to select prospective nursing students who will be successful in the educational program offered by the school. Prior to the development of the Prenursing and Guidance Test Service of the National League for Nursing, a common problem of all school of nursing admissions committees was to select from

39. Ibid., p. 77.

among the wide variety of evaluation devices available the test, or battery of tests, which would best meet the objective of the committee. This problem served as the impetus for many investigations and led, eventually, to the development of the NLN Prenursing and Guidance Test Service.

Crider, in a very early study carried out between 1938 and 1942, attempted to determine the value of various measures of predictability of success in nursing. He concluded that interest and adjustment inventories do not contribute to the selection process. He emphasized the value of the clinical interview as a part of selection.⁴⁰

A study done at the University of Oklahoma examined the results of various tests in relation to success in the classroom. The tests included the Ohio State Psychological Examination, the Iowa High School Content Examination, Kuder and Strong Interest tests, and the Szondi. The Iowa High School Content Examination proved to be the strongest test in the battery. The use of the Kuder and Strong made little difference. The Szondi was of questionable value but its inclusion was recommended where systematic personality factors were suspected in influencing achievement.⁴¹

40. Blake Crider, "A School of Nursing Selection Program," Journal of Applied Psychology, XXVII (1943), 206-207.

41. Mildred Dorffeld, Thomas Ray, and Theodore Baumberger, "A Study of Selection Criteria for Nursing School Applicants," Nursing Research, VII (June, 1958), 67-70.

Ford attempted to determine the extent to which scholastic success in a school of nursing can be predicted from a battery of tests administered to entering students. The tests included the George Washington University Reading Comprehension and Arithmetic Tests, the ACE General Science Test, the SRA Primary Mental Abilities, and the Kuder Preference Record. Students' high school point averages were included in the predictive data. He concluded that the science and the reading tests and the high school point average had predictive value, but the Kuder does not contribute to the predictive value of the battery. Achievement and potential ability appeared to be of the most value.⁴²

Garrett used a battery of tests which included the Ohio State University Psychological Examination; the Iowa Silent Reading Tests, Advanced Test; the George Washington University Series, Arithmetic Test for Prospective Nurses; the Minnesota Vocational Test for Clerical Workers; the MacQuarrie Test for Mechanical Ability; and the Shipley-Hartford Retreat Scale, 1950. He also included the entering student's high school point average. He determined the contribution of various combinations of each of the aforementioned variables. The high school point average, Arithmetic Test, Iowa Silent Reading Test, and Minnesota Clerical Test were found to be the most effective combination for predicting academic achievement.⁴³

42. Albert H. Ford, "Prediction of Academic Success in Three Schools of Nursing," Journal of Applied Psychology, XXXIV (June, 1950), 186-189.

43. Wiley S. Garrett, "Prediction of Academic Success in a School of Nursing," Personnel and Guidance Journal, XXXVII (February, 1960), 500-503.

Michael, Jones, and Haney describe the results of a similar test battery used to select 85 students from among 300 applicants to the Los Angeles County Hospital School of Nursing. They concluded that although a test battery of cognitive measures has some degree of success in reducing the incidence of academic failure, the drop-out of substantial numbers of students suggests the need for evaluation of motivational and personality characteristics.⁴⁴

Strowig surveyed several schools in Kansas and found more than two hundred different tests were being used to select students for admission. Some schools used several different measures and others used none except tests of mental ability administered in high school. Of the two hundred tests in use by various schools of nursing, there were forty different measures of reading or english achievement, ten different interest inventories, one personality test, all the rest were achievement tests in various academic areas.⁴⁵

Evidence of this lack of standardization of selection procedures eventually led to the development of the NLN Prenursing and Guidance Test Service to assist admissions committees in basic professional schools of nursing in the guidance of prospective students in nursing. Although the services of

44. William B. Michael, Robert A. Jones, and Russell Haney, "Development and Validation of a Test Battery for Selection of Student Nurses," Educational and Psychological Measurements, XIX (Winter, 1959), 641-643.

45. Wray W. Strowig, "High School Testing Helps in Selecting Students," Nursing Outlook, II (July, 1954), 369-371.

this agency are available to all schools of nursing throughout the country, each school is free to accept or reject the service.

The evaluation devices in the NLN Prenursing and Guidance Examination consist of a battery of five tests designed to "measure some of the capabilities and proficiencies related to the development of registered nurse competencies and which might reasonably be expected of high school graduates."⁴⁶ Included in the battery of tests are the American Council on Education Psychological Examination for College Freshmen and achievement tests in the areas of reading rate and comprehension, mathematics, natural sciences, and history and social studies. Although the tests are standardized with national norms, each school interprets the results of the tests in terms of its own standards. Personality tests are not included in the test battery unless requested by the school of nursing. If a personality test is requested, either the Bernreuter Personality Inventory or the Minnesota Personality Scale is administered, scored, and the results reported to the school.

The findings of a number of studies would seem to indicate that paper-and-pencil tests of personality traits do not contribute to the prediction of success in schools of nursing. Spaney states that one reason for the failure of direct personality tests to produce valid results lies in the nature of the test items which permit a respondent to give an answer he believes to be "right."⁴⁷

46. The NLN Prenursing and Guidance Examination, Pamphlet No. 1 (2nd. ed.), (New York: National League for Nursing, 1957), p. 4.

47. Emma Spaney, "Personality Tests and the Selection of Nurses," Nursing Research, I (February, 1953), 4-25.

Several studies of the validity or effectiveness of the NLN Prenursing and Guidance Examination have been done. The study by Shaycoft is considered the official validity study of the examination. To evaluate the effectiveness of the entire examination the percentiles of the composite scores of 4,416 students from 206 basic professional schools were used, and their relationships to the students' success in completing the program and on the licensure examination were determined. On the basis of the findings the conclusion was drawn that the NLN Prenursing and Guidance Examination provides information that is helpful in identifying applicants who have a good chance of becoming licensed nurses.⁴⁸

Similar studies of the validity of this test battery as a selective device have been made. Most of the studies, like that done by Miller,⁴⁹ make use of a limited sample from one or more selected schools of nursing. Some of the studies have used completion of the program of nursing education as the criterion of success; others have used success in the licensing examination as the criterion.

Screening devices for the selection of candidates for any profession are generally centered on cognitive rather than affective areas. Aptitudes

48. Marion F. Shaycoft, "A Validity Study of the Prenursing and Guidance Test Battery," American Journal of Nursing, LI (March, 1951), 201-205.

49. Marion Miller, "Relation Between Prenursing and Guidance Test Scores and Achievement in a Selected School of Nursing" (unpublished Master's thesis, School of Nursing, University of Alabama, 1954).

can be measured with objectivity and a high degree of validity. The same is not true for the measurement of personality or motivation. In nursing, certain intrinsic personality qualifications have been identified as essential to success; however, the identification of specific personality traits and a method of measurement have not been accomplished yet.

Frances Triggs describes the interest patterns of nurses as being significantly different from those of other occupational and professional groups. Using the Kuder Preference Record, she found that nurses differ most significantly from other women on the Social Service and Scientific Scales. She attributed this to the "service" nature of nursing and the scientific focus of the curriculum. Nurses also scored positively and significantly on the Artistic and Musical Scales. Triggs felt that this could be interpreted to mean "creative" interests. Much of nursing is the opposite of "routine" even though it is carried out within the confines of prescribed procedures. Nurses, as a group, are found to be inarticulate. Lack of interest in expression might well be due to a rather inflexible curriculum which does not encourage self-expression.^{50, 51}

Beaver administered the Minnesota Multi-Phasic Personality Inventory to matched pairs of nursing students and education majors. From the responses, she concluded that student nurses present a significantly different pattern of responses for a small number of items on the Group MMPI when compared with

50. Frances O. Triggs, "The Measured Interests of Nurses," Journal of Educational Research, XXXXI (September, 1947), 25-34.

51. _____, "The Measured Interests of Nurses: A Second Report," Journal of Educational Research, XXXXII (October, 1958), 113-121.

college education majors. On the basis of her findings, she described the student nurse as a stable individual who exhibits a preference for her own sex, likes mannish qualities in her associates, is fastidious and conventional in attitude, and is duty inspired.⁵²

Both Hilgard⁵³ and Navran⁵⁴ investigated the value of vocational interest tests in the selection of nursing students. Although the two investigations were done almost fifteen years apart, the conclusions were very similar; that even with the special key the use of vocational interest tests is not of great value in the selection of candidates who will be successful in schools of nursing.

The findings of two different studies indicate that students enter schools of nursing with previously established attitudes about nursing and what they expect from it. Although these attitudes may have been formulated on the basis of completely or partially erroneous information they are a major source from which the student draws in developing her own concept of the role of a nurse.^{55, 56}

52. Alma Perry Beaver, "Personality Factors in Choice of Nursing," Journal of Applied Psychology, XXXVII (1953), 374-379.

53. Josephine Hilgard, "Strong Vocational Interest Test and Completion of Training in a Nursing School," Psychology Bulletin, XXXVI (1939), 646-654.

54. Leslie Navran, "Validity of Strong Vocational Interest Bland Nursing Key," Journal of Applied Psychology, XXXVII (February, 1953), 31-32.

55. Marvin Bressler and William Kephart, Career Dynamics, (Philadelphia: University of Pennsylvania, Pennsylvania Nurses Association, 1955).

56. Thomas S. McPartland, Formal Education and Process of Professionalization (Kansas City, Mo: Community Studies, Inc., 1957).

McPartland traces changes in the attitudes and expectations of nursing students as they progress through the school of nursing. The data for this study were from small local samples and the conclusions may not be applicable in other situations. However limited the generalizations which may be made on the basis of this study it does demonstrate that in this particular instance the attitudes and expectations of student nurses are subject to change through the influence of factors within the program of nursing education.⁵⁷

Reissman and Rohrer, in a study of both attitudes and role behavior, demonstrated that a relationship exists between attitudes, status, and role behavior. They also determined that attitudes are subject to change during the period of nursing education.⁵⁸

McKinney and Ingles examined the professionalization process and described it as a special and important case of adult socialization in which the attitudes and values, skills and behavior patterns of a subculture are acquired by means of both direct and indirect learning. They describe the self-image of the nurse when she takes nursing skills and attitudes as her own and state, "Presumably, nurses who consistently feel and think like nurses are better able to meet the requirements of the role that those who have not fully incorporated such a self-image." Part of the capacity to

57. Ibid.

58. Reissman and Rohrer, op. cit.

act the role, especially in difficult situations, is based upon the student's confidence that she is performing as a nurse should perform.⁵⁹

Williams and Williams used participant observations, interviews, and recorded observations focused on the behavior of 524 student nurses and 45 nursing instructors in five schools of nursing to determine how students acquire the behavior and attitudes of graduate professional nurses. Three basic acquisitional techniques were identified: 1) the Nightingale ideal of selfless, untiring service to the sick; 2) the rationale of science with its sanction of known physical cause and effect; and 3) authoritarian control of students' personal behavior. The latter leaves few areas of personal attitudes and beliefs untouched and affects the success and efficiency of the other two major techniques. The investigators concluded that an examination of the system of values and standards, and the techniques for instilling them might well lead nurse educators to select more effective socialization measures to insure a high level of professional nursing knowledge and skill.⁶⁰

Satisfactory performance requires that the incumbent be aware of the definition of the role. Benne and Bennis assert that the expectations of various social systems converge to define the role of the nurse. They list the forces which determine the character of the nurse's role as the expectations of 1) the institution, 2) colleagues, 3) reference groups outside the work situation, and

59. John C. McKinney and Thelma Ingles, "The Professionalization of Nurses," Nursing Outlook, VII (June, 1959), pp. 365-366.

60. Thomas R. Williams and Margaret H. Williams, "The Socialization of the Student Nurse," Nursing Research, VIII (Winter, 1959), 18-25.

4) the nurse herself. When these expectations reinforce each other and are consistent the role definition is stable, motivation and job satisfaction are high, but when they are inconsistent role conflict exists.⁶¹

Johnson and Martin define the role of the nurse as being primarily an expressive role in a therapeutic environment, a role which results in direct gratification on the part of both the nurse and the patient; this contrasts sharply with the role of the doctor which they define as primarily instrumental, a role which is not directly gratifying to either doctor or patient.⁶²

Investigating the public's image of the nurse, Deutscher concluded that the public does not have a clear image of the nurse or her role. He found that sex and socioeconomic status are significant differentiators of attitudes toward nurses. Women have a more favorable image than do men. The image of nursing becomes less favorable as one moves up the socioeconomic scale.⁶³

In recent years, investigators have begun to take a closer look at other factors that may contribute to the success of nursing students. One factor that has received much attention from investigators is the attitudes of nursing students. Examples of this attention to the study of attitudes are the investigations

61. Kenneth D. Benne and Warren Bennis, "The Role of the Professional Nurse," American Journal of Nursing, LIX (February, 1959), pp. 196-198.

62. Miriam M. Johnson and Harry W. Martin, "A Sociological Analysis of the Nurse Role," American Journal of Nursing, LVIII (March, 1958), pp. 373-377.

63. Irvin Deutscher, Public Image of the Nurse, (Kansas City, Mo.: Community Studies, Inc., 1955).

of Eron,⁶⁴ Meyer,⁶⁵ and Brooks.⁶⁶ Each of these investigators concluded that the attitudes of nursing students are subject to change and that the program of nursing education has some effect on attitudes. Exactly what changes occur in the attitudes of nursing students and the forces which bring about such changes have not been thoroughly investigated, although research in these areas is being conducted currently.

The construction of attitude scales

Ferguson⁶⁷ describes two principal techniques used in the development of attitude scales: the equal-appearing intervals method and the summated rating method. Each of these methods represents a different approach. The equal-appearing intervals method is referred to as an a priori approach because the test items are scaled before the attitude data are collected. The summated rating method is referred to as an a posteriori approach because it depends upon scaling the items after the attitude data are collected.

The premises upon which the equal-appearing intervals method is based are that (1) a series of statements can be made to serve as unit markers on a

64. Leonard D. Eron, "The Effect of Nursing Education on Attitudes," Nursing Research, IV (June, 1955), 24-27.

65. Genevieve R. Meyer, "The Attitude of Student Nurses Toward Patient Contact and Their Images of and Preferences for Four Nursing Specialties," Nursing Research, VII (October, 1958), 126-130.

66. Beatrice P. Brooks, "Students Attitudes: How They Change," Nursing World, (July, 1960), 27-31.

67. Ferguson, op. cit., pp. 81-143.

scale for the measurement of attitudes; (2) each of the statements will represent a specified degree of acceptance or rejection of a belief; and (3) the specified degree of acceptance or rejection will be equally spaced along the entire range of the attitude continuum. The underlying theory of this approach is that the individual can be located at a definite position of the attitude continuum by determining which of the statements he accepts and which of the statements he rejects. The major problems of scale construction using this approach are the selection of an appropriate series of statements and the location of each statement in its proper position along the attitude continuum. Seven steps are involved in the development of an attitude scale using this method: (1) collection of a list of preliminary statements; (2) evaluation of the statements; (3) determination of scale values; (4) selection of a final list of statements; (5) elimination of ambiguous statements; (6) elimination of irrelevant statements; and (7) collection of normative data. A number of different sources may be utilized to develop the preliminary list of statements so long as the statements represent the entire continuum: from complete rejection to complete acceptance of the belief. The evaluation of the statements, that is, the estimation of the degree of acceptance or rejection of a belief which each statement represents, is carried out by a group of judges. A number of variations of this step have been tried by different investigators. Statistical analysis is used to determine the scale values, identify ambiguous items, and select the final items. The final step, the collection of normative data is not unique to this method. The major consideration for the collection of

normative data is that a distribution of scores adequate for standardization groups must be obtained.

The Thurstone equal-appearing intervals technique of scale construction has been extended and modified over the years. It has been generalized to develop scales which can be used to measure attitudes toward a number of objects within the same class. The development of sophisticated statistical techniques has contributed to the extension of the uses of this approach to scale development.

The second major technique for the development of attitude measurement scales is the method of summated ratings. This technique was developed by Rensis Likert and represents an entirely different approach to the problem of scaling the items of the questionnaire. The premises upon which this method is based are that (1) each statement in the scale covers an entire attitude continuum; (2) specific points on the scale can be indicated by alternative responses to the statement; (3) points to be represented by the alternative responses can be determined on the basis of the percentage of subjects who give each of the responses; and (4) an individual's attitude can be determined by a summation of his responses to all statements in the scale.

There are ten major steps in the development of an attitude scale using this technique: (1) a list of statements are collected; (2) the statements are edited; (3) the edited statements are given to individuals whose attitudes are to be measured; (4) the percentage distribution of responses for each statement are determined; (5) scoring weights for alternative responses are

determined; (6) the scale is scored; (7) item-consistency data are secured; (8) inconsistent items are eliminated; (9) the revised scale is rescored; and (10) norms are prepared. As in the Thurstone method, the preliminary statements may be obtained from a variety of sources but should contain statements which represent both rejection and acceptance of a belief. Steps 2 and 3 are self-explanatory. Steps 4 through 9 involve the use of statistical techniques which were thoroughly described in textbooks on scale construction. Step 10 involves the preparation of normative data using techniques common to such procedures.

Some advantages claimed for the summated ratings method over the method of equal-appearing intervals are: (1) ease of scale construction; (2) no preliminary judging group is necessary; (3) greater reliability is secured; (4) the scoring system can be adapted to the groups whose attitudes are to be measured; and (5) it does not require the assumptions inherent in the Thurstone technique. There are arguments both for and against the claims made for the method of summated ratings but these are beyond the scope of this review.

This method, like the Thurstone method, has been extended, modified, and subjected to certain changes. Much attention has been given to various ways of determining the scoring weights for the alternative responses for each of the statements.

CHAPTER III

METHODOLOGY

I. The Procedure

Based on the reasoning in the previous sections the study was designed to measure the relationships between students' images of nurses and nursing and the length of time in the program of nursing education. A cross sectional approach was used. The attitudes of prenursing candidates, first-year nursing students, and third-year nursing students from both degree-granting and diploma-granting programs of nursing education were compared for similarities and differences. The students' attitudes were inferred from their responses to statements describing the personality traits and occupational characteristics of nursing.

The measurement of attitudes

There are no standardized scales for the measurement of attitudes toward nurses and nursing. It was felt that an attitude scale composed of items which described the work nurses do, personality traits of nurses, and occupational characteristics of nursing would provide a valid instrument by which to elicit responses from which attitudes could be inferred. The validity of such an instrument would be increased if the descriptive statements were developed as a result of observing nurses at work, interviewing nurses about

their work and about nursing in general, and gathering descriptions of the "nurse stereotype" from sources other than nurses. The attitudes of a nursing student toward the work nurses do, personality traits of nurses, and the occupational characteristics of nursing could be inferred from her responses to statements which describe the work nurses do, personality traits of nurses, and the occupational characteristics of nursing. Although there are no standardized scales for the measurement of these dimensions, a scale which contained these kinds of statements had been constructed and used by Dr. Bullock, of the Department of Sociology and Anthropology of The Ohio State University, for an earlier study involving graduate nurses.⁶⁸

With Dr. Bullock's permission, three sections of the schedule were used. These sections of the schedule were designed to measure (1) the nurse's own perceptions of nurses and nursing, (2) the nurse's perceptions of public opinion of nurses and nursing, and (3) the rewards the nurse expects from nursing. The first two sections each contained

twenty statements to which the respondent could indicate strong agreement, agreement, disagreement, strong disagreement, or

68. Robert P. Bullock, What Do Nurses Think of Their Profession? Occupational Role and Function as Related to Job Satisfaction Among Registered Nurses (Columbus; The Ohio State University Research Foundation, 1954).

a neutral 'undecided' position. Both of these sections contained statements relating to the qualities and characteristics of nurses and nursing. In one scale the respondent was asked to indicate her own feelings regarding nurses and nursing, in the second the statements were each worded so that the respondent was asked to indicate her estimate of the general public's opinion concerning nurses and nursing. The response alternatives in each of the two scales were assigned values from 1 to 5, with the higher values being given to responses presumed to indicate higher rather than lower prestige for nurses and for the occupation.⁶⁹

The third section of the scale was

a forced-choice type of rating scale in which the respondents were required to compare nursing, school teaching, and social work in regard to thirty qualities, characteristics, or rewards. A single quality or reward was identified in each of the thirty items and the respondent was asked to indicate in each item the occupation she considered best in that respect. A fourth response alternative 'undecided' was provided if no judgment could be made. The thirty items were coded consistently the number 1 indicating the response 'nursing', 2 'school teaching', 3 'social work', and 4 'undecided'. These numbers did not constitute values as on the other scales.⁷⁰

An a posteriori approach using an arbitrary weighting method was used to construct the scales. Nursing activities were observed and interviews held with staff members of The Ohio State University Hospital. Descriptions of the nurse stereotype and characteristics of the nursing occupation were collected from a population sample which included student nurses enrolled in The Ohio State University School of Nursing and both male and female students not enrolled in nursing education. A preliminary list of items was developed and

69. *Ibid.*, pp. 8-9.

70. *Ibid.*, p. 10.

administered to a pre-test sample consisting of staff nurses of the hospitals within The Ohio State University Health Center. Data obtained from the pre-test sample were used for item analysis procedures. Ambiguous, irrelevant, and non-discriminating items were eliminated and the final scales prepared for administration. Reference is made to the original study for a more complete description of the scale construction and pre-test procedures.⁷¹

In this study the three scales are entitled the Nurse's Own Appraisal of Nurses and Nursing, the Nurse's Estimate of Public Opinion of Nurses and Nursing, and Occupational Rewards. In addition to the three scales, the schedule used for this study contained a personal data questionnaire designed to collect biographical information about the respondents. In addition to the usual questions about class level, age, religion, and residence, the respondents were asked specific questions related to career choice, whether there were nurses in their family, whether they would recommend nursing to a friend, and whether they would encourage a younger sister to enter nursing. Third-year nursing students were also asked if they believed their image of nursing had changed since they enrolled in the school of nursing. Students who replied affirmatively to a change of image were asked for a brief statement describing how they thought their image of nursing had changed. A copy of the total schedule is included in Appendix I.

71. Ibid., pp. 8-14.

Because the attitude scales were constructed for a different study, it was necessary to determine the reliability of the instrument for the present study. Three different methods were used to determine the reliability coefficients for each of the two scales: the Kuder-Richardson Formula 20, the Kuder-Richardson Formula 21, and the split half method. For the Nurse's Own Appraisal of Nurses and Nursing, the reliability coefficient determined by the Kuder-Richardson Formula 20 was 0.64 with a standard error of 1.23; by the Kuder-Richardson Formula 21 the reliability coefficient was 0.56 with a standard error of 1.36; and by the split half method the reliability coefficient was 0.68 with a standard error of 1.17. For the Nurse's Estimate of Public Opinion of Nurses and Nursing, the reliability coefficient determined by the Kuder-Richardson Formula 20 was 0.80 with a standard error of 1.29; by the Kuder-Richardson Formula 21 the reliability coefficient was 0.78 with a standard error of 1.36; and by the split half method the reliability coefficient was 0.83 with a standard error of 1.19.

The sample

Because the study was designed to compare the attitudes of students at different levels in the program and from different kinds of programs, data were collected from prenursing candidates, first-year nursing students, and third-year nursing students from two diploma-granting and one degree-granting program of nursing education in the city of Columbus. The total number of respondents from all three programs was 554. There were 276 from the degree program and 278 from the two diploma programs; 176 third-year nursing students, 205 first-year nursing students, and 173 prenursing candidates. The descriptive

data for each of the nine groups comprising the total sample are given in Tables 47 through 55 in Appendix V.

The degree-granting program used for the study was The Ohio State University School of Nursing. The Program is accredited by the National League for Nursing and awards the Bachelor of Science in Nursing degree to students who fulfill the requirements of the school of nursing and the university. The 87 students classified as third-year nursing students were in the third year of the clinical program but were university seniors. The 110 first-year students were in the first year of the clinical program but were university sophomores. The 79 prenursing candidates were completing the first year of university requirements but were not, at that time, enrolled in the clinical program of nursing. The students making up this portion of the sample were, on the average, about one year older than those of comparable class levels in the diploma programs.

To insure a comparable representation of diploma students, it was necessary to include two diploma-granting programs in the study. The Riverside-White Cross School of Nursing is a church sponsored school which awards the diploma in nursing to students who successfully meet the requirements of the school. It is accredited by the National League for Nursing and by the State of Ohio Board of Nursing Education and Nurse Registration. Fifty-one third-year students, 59 first-year students, and 58 prenursing candidates who had been accepted for enrollment in the school completed the questionnaire.

The second diploma-granting program included in the study was that of the Grant Hospital School of Nursing. It is a non-sectarian school with a three-year program of nursing education. The school awards the diploma in nursing to students who successfully meet the requirements of the program. Although the program is accredited by the State of Ohio Board of Nursing Education and Nurse Registration , it is not accredited by the National League for Nursing at the present time (1956). Thirty-eight third-year students, 36 first-year students, and 36 prenursing candidates who had been accepted for enrollment in the school completed the questionnaire.

CHAPTER IV

ANALYSIS OF THE DATA

The complete schedule used in this study consisted of four sections: two attitude scales entitled the Nurse's Appraisal of Nurses and Nursing and the Nurse's Estimate of Public Opinion of Nurses and Nursing; the Occupational Rewards scale; and a biographical information questionnaire. The construction of the scales and the response alternative values for the scale items are described in the preceding chapter. A copy of the schedule is included in Appendix I.

The percentage distribution of the responses of each of the nine groups within the sample were determined for each of the three scales. Tabulation of the data in this form was not considered essential to analysis; however, it provides a comprehensive overview of the responses of the total sample. For that reason, it has been included in the appendixes. The responses to the scale for the Nurse's Own Appraisal of Nurses and Nursing are given in Appendix II, for the Nurse's Estimate of Public Opinion of Nurses and Nursing in Appendix III, and for the Occupational Rewards scale in Appendix IV. The biographical information for the total sample is contained in Appendix V. The statements made by third-year nursing students describing how their opinions of nurses and nursing have changed are given in Appendix VII.

For purposes of data analysis, the two diploma-granting programs were considered one data source. The total sample was categorized in terms of class level: prenursing candidates; first-year students; and third-year students; and type of program, degree and diploma. Before the major analyses were carried out, the raw data were transformed into rated value scores for each of the two attitude scales. The questionnaires were scored and each response was assigned the appropriate value from 1 through 5, with the higher values being given to responses presumed to indicate higher rather than lower prestige for nurses and nursing.

In order to obtain a single measure for each scale by which the criterion groups could be compared for similarities and differences, the items of the scale were considered as constituting a single scale for which a total score was derived by summing the values of the responses to each item. Each respondent thus had a value score for each item and a total value score for each scale. Responses to the items on the Occupational Rewards scale were coded consistently and did not constitute value scores.

It is necessary to recognize the fact that the use of a total value score for an attitude scale poses certain complex problems of identifying and defining the dimensions presumably measured by the scale. It is almost inevitable that scales composed of many separate items become multidimensional measures. The scale for the Nurse's Own Appraisal of Nurses and Nursing is focused on the respondent's own perceptions and may be assumed to constitute a projection of her own views of nurses and nursing. However,

it is possible that the individual's responses to the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing may reflect a limited and specific segment of the public, they may be a projection of her own views, they may be an expression of the views of her co-workers, or they may even be all these things combined. To state such problems does not preclude the use of a total score value nor discount its contribution to the data analysis.

I. Nurse's Own Appraisal of Nurses and Nursing

The items of the scale for the Nurse's Own Appraisal of Nurses and Nursing consist of statements which describe the work nurses do, personality traits of nurses, and occupational characteristics of nursing. Prenursing candidates, first-year students, and third-year students were compared in terms of the modal responses of each criterion group to clusters of related items. Responses to those items related to the work nurses do are given in Table 1.

Students who have reached the third year of the nursing program have developed rather definite opinions about certain aspects of nursing. When asked to compare their work with that of women in most other occupations, they see themselves as working under more rigid discipline, being required to take and follow orders more, and accepting criticism without complaint. They also feel that they are required to be more obedient, and must abide by more rules and regulations than women in other occupations. In these respects, third-year students see nursing as restricting and somewhat

TABLE 1. Modal Responses of Each of the Criterion Groups to Items Related to the Work Nurses Do on the Scale for Nurse's Own Appraisal of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
Nurses, when compared with women in most other occupations:			
1. Work under more rigid discipline	77% agree	50% agree	81% agree
2. Are more independent and self-directing in their work	60% agree	58% agree	51% agree
5. Must take and follow orders more	67% agree	59% agree	73% agree
6. Participate more in planning their work	76% agree	71% agree	35% agree
7. Must accept criticism without complaint	51% agree	63% agree	72% agree
8. Are required to be more obedient	62% agree	61% agree	83% agree
13. Must abide by more rules and regulations	73% agree	71% agree	81% agree
18. Are required to work with greater precision	43% agree	88% agree	90% agree

regimented. However, despite its demanding nature, nursing is viewed as a profession which allows for independence and self direction, as well as participation in planning of work. Third-year students do not believe that more precision is required in nursing than in other occupations.

Students in the first year of the program of nursing education tend to be less definite in their opinions about the work nurses do than students who have had more experience. Although they agree with third-year students' views of nursing in most respects, there are two items which illustrate a disparity between the two groups. Only one half of the first-year students agree that nurses work under more rigid discipline than women in other occupations, while over three fourths of the third-year students agree with this statement. Third-year students disagree that nurses work with more precision than women in other occupations, but eighty-eight per cent of the first-year students agree with this item. It may be speculated that third-year students have become adept in the skills which first-year students are still learning and are therefore less impressed by techniques requiring precision.

Prenursing candidates who have not been subjected to the learning experiences in the program of nursing education tend to view the work that nurses do in a manner quite similar to that of first- and third-year nursing students, with two notable exceptions. Prenursing candidates differ from students who have had some experience in the program of nursing education

in their attitude toward independence and self-direction in work, and participation in planning of work.

The modal responses of the criterion groups to the items related to personality traits of nurses are given in Table 2. In some respects, third-year nursing students are even more definite in their opinions about the personality traits of nurses than they are about the work nurses do. Although they do not agree that nurses are more emancipated than women in other occupations, they do consider nurses as aggressive, determined individuals. There is a high degree of consensus among third-year students in their responses to statements which describe nurses in unfavorable terms. It would seem that students at this level are more inclined to disagree with statements which are unfavorable than they are to agree with statements which describe nurses in favorable terms.

There seems to be little difference between first- and third-year students in their responses to items describing personality traits of nurses. The disparities which do exist between these two groups seems to be in the larger percentage of first-year students agreeing or disagreeing with a particular item. Of all the unpleasant traits which might be attributed to nurses, the most distasteful to first-year nursing students is that of being 'old-maidish'.

There is very little difference between prenursing candidates and the other two groups in the mode of their responses to statements which describe the personality traits of nurses. The one item with which this group disagrees and the other two groups agree is the item which describes nurses as aggressive

TABLE 2. Modal Responses of Each of the Criterion Groups to Items Related to Personality Traits of Nurses on the Scale for Nurse's Own Appraisal of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
Nurses, when compared with women in most other occupations:			
10. Become hardened and less feminine	66% disagree	84% disagree	87% disagree
15. Tend to become grouchy and strict	42% disagree	84% disagree	86% disagree
16. Are more aggressive and determined	51% agree	54% agree	44% disagree
17. Are forced by the work they do to be more narrow in their fields of interest	62% disagree	77% disagree	79% disagree
19. Tend to become 'old-maidish'	74% disagree	89% disagree	94% disagree
20. Are more ambitious	44% disagree 34% agree	32% disagree 42% agree	38% disagree 35% agree

and determined. The disparities which exist between this group and the other are, once again, the larger percentage of prenursing candidates agreeing or disagreeing with a particular item.

The modal responses of the criterion groups to the items related to occupational characteristics of nursing are given in Table 3. In respect to certain advantages which nursing is believed to have, all three criterion groups exhibit the same modal response. They do not consider nurses better informed about business and social matters than other women. They believe that opportunity for social activity and recreation is equally available to nurses and to other women. They disagree that nurses dress better when off duty than women in other occupations. Nursing is not thought of as an occupation which leads easily to other occupations. With one exception, the disparities between the criterion groups seem to be in the larger percentage of responses which agree or disagree with a particular item. Third-year students are almost evenly divided in their responses to the item which describes nurses as having more chance for pleasant recreation than women in other occupations, each of the other two groups disagrees with this statement.

Are students' attitudes related to length of experience?

In order to determine whether the length of time a student has spent in the program of nursing education is related to the attitudes she has toward nurses and nursing, the total score values of first- and third-year

TABLE 3. Modal Responses of Each of the Criterion Groups to Items Related to Occupational Characteristics on the Scale for Nurse's Own Appraisal of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
Nurses, when compared with women in most other occupations:			
3. Are better informed about business and social matters	63% disagree	48% disagree	43% disagree
4. Have less opportunity for social activity	48% disagree	67% disagree	76% disagree
9. Are more emancipated (equal with men)	63% disagree	49% disagree	50% disagree
11. Dress better when off duty	66% disagree	57% disagree	51% disagree
12. Are able to change occupations (from nursing to something else) more easily	61% disagree	60% disagree	57% disagree
14. Have more chance for pleasant recreation	39% disagree	74% disagree	66% disagree

students were examined. Since the response alternatives were assigned values of 1 through 5, with the higher values being given to the responses presumed to indicate higher rather than lower prestige for nurses and nursing, a high total score value would also indicate high prestige for nurses and nursing.

A total of 176 third-year nursing students responded to the questionnaire. The lowest total score value for this group was 41 and the highest was 76 with a range of 35. The median score was 59.55 and the mean was 58.96 with a standard deviation of 7.13 and a standard error of 0.539.

A total of 205 first-year nursing students responded to the questionnaire. The lowest total score for this group was 45 and the highest was 77 with a range of 32. The median score was 62.76 and the mean was 62.29 with a standard deviation of 5.27 and a standard error of 0.369.

These two groups were compared to determine whether the attitudes of third-year students differed significantly from the attitudes of first-year students. The significance of differences was found by computing the critical ratio of the difference between the means of the total score values of the two classes. The critical ratio was then related to the probability that such a difference would occur by chance. The critical ratio was computed for first- and third-year students from both degree and diploma programs, from only the degree program, and from only the diploma program. The total score means, standard deviations, standard errors, critical ratio, and probability level for these groups are given in Table 4.

TABLE 4. Critical Ratio, t for Total Score Values of Scale for Nurse's Own Appraisal of Nurses and Nursing for First- and Third-Year Students from Degree and Diploma Programs

Program - Class Level	$\bar{X}$	σ	σ_X	CR	P
Degree and Diploma Students					
Third Year	58.96	7.13	0.539	5.0	< .001
First Year	62.29	5.27	0.369		
Degree Students					
Third Year	57.00	8.20	0.884	5.3	< .001
First Year	62.45	5.51	0.525		
Diploma Students					
Third Year	59.75	5.51	0.587	3.3	< .001
First Year	62.31	4.96	0.511		
Third- and First-Year Students					
Degree	59.94	7.32	0.523	1.7	.089
Diploma	61.08	5.39	0.399		
Third-Year Students					
Degree	57.00	8.20	0.884	2.3	.021
Diploma	59.75	5.51	0.587		
First-Year Students					
Degree	62.45	5.51	0.525	0.2	.841
Diploma	62.31	4.96	0.511		

The total score means for first-year degree students and those of first-year diploma students are almost identical, 62.45 and 62.31; however, there is a difference of 2.75 between the means of third-year students from the two programs, with diploma students having a higher total score mean value. The critical ratio of the difference between the means of first- and third-year students in the diploma program is 3.3, significant at less than the .001 level of probability. For the difference between the means of first- and third-year students in the degree program, the critical ratio is 5.3 which is also significant at less than the .001 level of probability. The critical ratio of the difference between the means of all first- and third-year students is 5.0, also significant at less than the .001 level of probability.

Are students' attitudes related to type of program?

In order to determine whether the type of program in which she is enrolled is related to the attitudes a student has toward nurses and nursing, critical ratio techniques were again used to compare the difference between the means of the total score values. For this analysis, the sample was categorized according to type of program. The means, standard deviations, standard errors, critical ratio, and probability level for this analysis are also included in Table 4.

When both first- and third-year students are included, we find there is no significant difference between students from the two kinds of program. When first-year students are compared, we again find there is no significant difference between students enrolled in the degree program and those enrolled

in the diploma program. However, by the time the student reaches the third-year of the nursing program there is a significant difference between students from the two kinds of program. Third-year students from the diploma program have a total score value mean of 59.94, and those from the degree program 57.00. The critical ratio of the difference between these two means is 2.3; this is significant at the .02 level. In other words, it is probable that such a difference would occur solely by chance only twice in 100 samples.

A second analysis of the same data was done using Chi-square median techniques. The results obtained using this technique substantiated those of the first analysis. The statistics obtained are presented in Table 5.

Which items are most significant?

Analysis of the data in terms of the total score value indicated that the attitudes of nursing students toward nurses and nursing are significantly related to the length of time they have been enrolled in the nursing program. In order to determine which of these attitudes are significantly related to length of experience, item analysis was done. The data was categorized according to class level and comparison was made between first- and third-year nursing students, first-year students and prenursing candidates, and third-year students and prenursing candidates.

Table 6 gives the item mean scores and variances for first- and third-year students, critical ratio of the difference between means for each item, and the probability level for each critical ratio.

TABLE 5. Chi Square Median Test for Total Score Values of Scale for Nurse's Own Appraisal of Nurses and Nursing for First- and Third-Year Students from Degree and Diploma Programs

Variables	n ₁	n ₂	N	$\bar{X}$	X^2	P
Degree and Diploma Students Third Year x First Year	176	205	381	61.45	27.37	<.001
Degree Students Third Year x First Year	87	110	197	61.77	21.98	<.001
Diploma Students Third Year x First Year	89	95	184	61.77	26.63	<.001
Third- and First-Year Students Degree x Diploma	197	184	381	61.45	0.56	.45
Third-Year Students Degree x Diploma	87	89	176	59.55	7.35	<.01
First-Year Students Degree x Diploma	110	95	205	62.77	0.01	.90

TABLE 6. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: First- and Third-Year Nursing Students

Item	First Year		Third Year		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Work under more rigid discipline	2.89	1.19	2.21	0.88	6.5	<.001
2. Are more self-directing in work	3.37	1.00	3.42	1.03	0.4	.689
3. Are better informed	2.81	0.83	2.45	0.90	0.4	.689
4. Have less social activity	3.57	1.78	3.15	1.66	1.3	.193
5. Must take more orders	2.57	1.27	2.36	1.15	1.8	.071
6. Participate in planning work	3.62	1.02	3.85	0.53	2.7	.007
7. Must take more criticism	2.47	1.18	2.69	1.40	1.9	.057
8. More obedience is required	2.46	1.13	2.51	1.23	0.4	.689
9. Are more emancipated	2.77	0.89	2.54	0.97	2.4	.016
10. Become harder, less feminine	4.10	0.80	3.63	1.33	4.4	<.001
11. Dress better off duty	2.60	0.32	2.47	0.03	3.2	.001
12. Can change occupation easily	2.49	0.99	2.40	1.16	0.8	.423
13. Have more rules and regulations	2.35	0.97	2.26	1.00	0.9	.368
14. More chance for recreation	2.27	0.34	3.02	1.18	8.3	<.001
15. Become more grouchy, strict	4.06	0.64	3.02	1.50	9.6	<.001
16. Are more aggressive, determined	3.19	1.24	3.22	1.16	0.2	.841
17. Have narrower interests	3.83	1.19	3.45	1.58	0.3	.764
18. More precision required in work	4.14	0.71	2.91	1.57	11.0	<.001
19. Become more 'old-maidish'	4.20	0.66	3.76	1.19	4.5	<.001
20. Are generally more ambitious	3.12	1.06	2.93	1.05	1.9	.057

The item showing the highest critical ratio is, 'Nurses must work with greater precision than women in most other occupations.' First-year students tend to agree with this statement. Third-year students tend to be less impressed with precision requirements of nursing techniques.

The item with the next highest critical ratio is the statement which describes nurses as becoming grouchy and strict. Students who have had much experience in the nursing program believe that this is a personality characteristic which can be attributed to nurses. First-year students would rather not believe that this is so.

The next item of significance is number 14, 'Nurses have more chance for pleasant recreation than women in most other occupations.' First-year students, who may possibly find their time fully occupied with study and new learning experiences, tend to disagree with this statement. By the time the student has reached the third year of the program, the demands upon her time may have lessened; these students tend to agree with this item.

Item 1 has the fourth largest critical ratio. This item states that 'Nurses work under more rigid discipline than women in most other occupations.' Third-year students are more inclined to agree with this statement than first-year students.

Each of the aforementioned items has a critical ratio of 6.5 or higher, which is significant at less than the .001 level. The probability that differences between first- and third-year students could be due to chance is less than one in a thousand.

Fifth and sixth in order of probability level are those items which deal with femininity and 'old-maidishness.' Although each of the two class levels has a mean score greater than 3.75 for these two items, the first-year students express stronger disagreement than third-year students. Each of these items has a critical ratio greater than 4, with an associated probability level of less than .001.

Two additional items having critical ratio values sufficiently large to indicate that differences in response could not occur by chance are item 11, which indicates that 'Nurses are better dressed off-duty than women in other occupations' and item 6, which refers to nurses' 'Participation in planning their work.' First-year, more than third-year, students tend to think of nurses as better dressed than women in other occupations. Third-year students, who have had the opportunity to 'Participate in planning their work,' express greater agreement with this view than first-year students, who may be just beginning to recognize this factor about nursing.

When the responses of first-year students were compared with those of prenursing candidates, fewer and different items were found to be significant than when first- and third-year students' responses were compared. Item mean scores and variances for first-year students and prenursing candidates, critical ratio of the difference between means for each item, and the probability level of each critical ratio as shown in Table 7.

The item having the highest critical ratio is item 1, 'Nurses work under more rigid discipline than women in most other occupations.'

TABLE 7. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: First-Year Students and Prenursing Candidates

Item	Prenursing		First Year		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Work under more rigid discipline	2.17	0.62	2.89	1.19	7.0	<.001
2. Are more self-directing in work	2.85	1.14	3.37	1.00	4.9	<.001
3. Are better informed	2.83	0.78	2.81	0.83	0.3	.764
4. Have less social activity	3.83	0.91	3.57	1.78	2.3	.021
5. Must take more orders	2.24	1.00	2.57	1.27	3.0	.002
6. Participate in planning work	2.95	1.00	3.62	1.02	6.4	<.001
7. Must take more criticism	2.27	1.08	2.47	1.18	1.8	.071
8. More obedience is required	1.99	0.76	2.46	1.13	4.7	<.001
9. Are more emancipated	2.79	0.97	2.77	0.88	0.2	.841
10. Become harder, less feminine	4.27	0.71	4.10	0.80	0.2	.841
11. Dress better off duty	2.57	0.57	2.60	0.32	0.5	.617
12. Can change occupation easily	2.56	0.83	2.49	0.99	0.7	.488
13. Have more rules and regulations	2.17	0.74	2.35	0.97	1.8	.071
14. More chance for recreation	2.38	0.43	2.27	0.34	1.8	.071
15. Become more grouchy, strict	4.20	0.67	4.06	0.64	1.7	.089
16. Are more aggressive, determined	2.87	1.07	3.19	1.24	2.9	.003
17. Have narrower interests	3.81	1.67	3.83	1.19	0.2	.841
18. More precision required in work	4.18	0.60	4.14	0.71	0.5	.617
19. Become more 'old-maidish'	4.37	0.46	4.20	0.66	2.3	.021
20. Are generally more ambitious	3.01	1.18	3.12	1.06	1.0	.317

Prenursing candidates, who have not yet entered the program, tend to agree more with this statement than first-year students. Although the item mean score for both groups was less than 3, this item has a critical ratio of 7 which is significant at less than the .001 level of probability.

The second item having a high critical ratio was the item referring to 'Nurses' participation in planning their work.' First-year students agree that they do participate, and prenursing candidates, with no experience in nursing, are inclined to disagree. This item is also significant at less than the .001 level.

Third and fourth in order of probability level are the items referring to self-direction in work (item 2), and the requirement of obedience (item 8). The critical ratio for each of these two items is greater than 4.5; the probability level associated with a critical ratio that large is less than .001. Prenursing candidates tend to agree that nurses must be more obedient than women in other occupations. They disagree that nurses are independent and self-directing in their work. First-year students, with some experience in the nursing program, agree that they do participate in planning their work. They do not agree that obedience is required of them more than of women in other occupations.

The next highest critical ratio was found for the statement that 'Nurses must take and follow orders more than women in most other occupations.' This item has a critical ratio of 3, significant at the .002 level. The chances

are 1 in 500 that the difference in the responses of the two groups to this item is not a real difference.

The last item to be significant at less than the .001 level is item 16, which describes nurses as 'More aggressive and determined than women in most other occupations.' This is a personality trait that first-year students agree should be attributed to nurses; prenursing candidates tend to disagree. The critical ratio for this item is 2.9, which means that such a difference in response could occur by chance only once in three hundred times.

The item mean scores and variances for third-year students and pre-nursing candidates, critical ratio of the difference between means for each item, and the probability level of each critical ratio are shown in Table 8. When a comparison of the responses of these two groups was made, fourteen of the items were found to be significant at probability levels ranging from .016 to less than .001. The critical ratios ranged from 2.4 to 11.4.

The item having the greatest significance describes nurses as working with 'Greater precision than women in other occupations.' Third-year students whose experience has familiarized them with nursing skills tend to disagree with this item.

The item with the second highest critical ratio describes nurses as becoming 'Grouchy and strict.' Prenursing candidates disagree with this description, but third-year students agree that this trait can be attributed to nurses. A critical ratio of 10.5 indicates that this item is significant at less than the .001 level.

TABLE 8. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: Third-Year Students and Prenursing Candidates

Item	Prenursing		Third Year		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Work under more rigid discipline	2.17	0.62	2.21	0.88	0.5	.617
2. Are more self-directing in work	2.85	1.14	3.42	1.03	5.1	<.001
3. Are better informed	2.83	0.78	2.45	0.90	3.9	<.001
4. Have less social activity	3.83	0.91	3.15	1.66	5.6	<.001
5. Must take more orders	2.24	1.00	2.36	1.15	1.1	.271
6. Participate in planning work	2.95	1.00	3.85	0.53	9.6	<.001
7. Must take more criticism	2.27	1.06	2.69	1.40	3.5	<.001
8. More obedience is required	1.99	0.76	2.51	1.23	4.8	<.001
9. Are more emancipated	2.79	0.97	2.54	0.94	2.4	.016
10. Become harder, less feminine	4.27	0.71	3.63	1.33	5.9	<.001
11. Dress better off duty	2.57	0.57	2.47	0.03	1.7	.089
12. Can change occupation easily	2.56	0.83	2.40	1.16	1.0	.317
13. Have more rules and regulations	2.17	0.74	2.26	1.00	0.8	.423
14. More chance for recreation	2.38	0.43	3.02	1.18	6.7	<.001
15. Become more grouchy, strict	4.20	0.67	3.02	1.50	10.5	<.001
16. Are more aggressive, determined	2.87	1.07	3.22	1.16	3.0	.002
17. Have narrower interests	3.81	1.67	3.45	1.58	2.6	.009
18. More precision required in work	4.18	0.60	2.91	1.57	11.4	<.001
19. Become more 'old-maidish'	4.37	0.46	3.75	1.19	6.4	<.001
20. Are generally more ambitious	3.01	1.18	2.93	1.05	0.8	.423

Third-year students whose experience has familiarized them with the way nurses function believe that 'Nurses do participate in planning their work.' Prenursing candidates are not so sure that they do. This item was third in level of significance, having a critical ratio of 9.6.

The item having the next largest critical ratio, 6.7, is number 14 which states that 'Nurses have more chance for pleasant recreation than women in most other occupations.' Prenursing candidates, concerned with the new learning experiences facing them, tend to disagree with this statement.

Fifth and sixth in order of probability level are the items regarding 'femininity' and 'old-maidishness.' Critical ratios for these two items are 5.9 and 6.4, respectively. Both are significant at less than the .001 level. Prenursing candidates disagree with statements which describe nurses in terms of unfavorable personality characteristics. Although third-year students may tend to disagree, their disagreement is not so emphatic as that of prenursing candidates.

Two other items that are significant at less than the .001 level are item 4 which states that 'Nurses have less opportunity for social activity than women in most other occupations'; and item 2, 'Nurses are more independent and self-directing in their work than women in most other occupations.' Prenursing candidates, once again concerned with the probable demands of study and educational experiences, agree that nurses do have less opportunity for social activity than other women. On the other hand, being inexperienced in

actual nursing activities, they do not agree that nurses are independent and self-directing in their work.

Prenursing candidates see nurses as being required to be 'More obedient than women in other occupations,' while third-year students disagree with this viewpoint. The critical ratio for this item is 4.8, which is significant at less than the .001 level.

The next item of significance is item 3: 'Nurses are better informed about business and social conditions than women in most other occupations.' This is a statement with which prenursing candidates tend to agree more than third-year students. The probability that the difference in opinion of the two groups could be due to chance is less than 1 in 100.

Prenursing candidates tend to agree that 'Nurses must accept criticism uncomplainingly.' Third-year students, being somewhat secure in their position, do not agree so strongly with this statement. This item has a critical ratio of 3.5, which indicates that it is significant at less than the .001 level.

Item 16 which describes nurses as 'More aggressive and determined than women in most other occupations' has a critical ratio of 3.0, significant at the .002 level. Third-year nursing students tend to look upon this as a desirable characteristic for women in their occupation. Prenursing candidates disagree with the statement.

The last two items which are significant in determining differences in the opinions of these two groups are the items regarding narrow interests

(item 17), and emancipation (item 9). These items have critical ratio values of 2.6 and 2.4, respectively. Both are significant at less than the .01 level. Pre-nursing candidates tend to agree with both of these statements more than third-year students do.

Some items on the scale were found to have little or no probability of association with the amount time the student has been in the program of nursing education. However, it is interesting to note that as students progress through the program there seems to be a decrease in the differences which exist in their attitudes toward nurses and nursing.

II. Nurse's Estimate of Public Opinion of Nurses and Nursing

The definition of a role is influenced by many factors. An occupational role is defined by the incumbent and by those groups having some interest in the occupation. Among the interest groups are others in the same, or related, occupations and those who are recipients of some benefit or service from the occupation. Nursing, as an occupational role, is defined by nurses, related medical and paramedical groups, and the general public. Each of these groups will define nursing differently. The attitude nurses have toward nursing will be influenced by each of these definitions. Because the nurse functions much of the time in interpersonal situations with patients who represent the general public, this group becomes important as a criterion group in determining nurses' attitudes toward nursing.

The second section of the schedule was a scale to determine what image nurses believe the public has of nurses and nursing. The items of the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing consist of statements which describe nursing and preparation for nursing, personality traits of nurses, and occupational characteristics of nursing. Prenursing candidates, first-year students, and third-year students were compared in terms of the modal responses of each criterion group to clusters of related items. Responses to those items related to nursing and preparation for nursing are given in Table 9.

Third-year nursing students seem to be more in agreement about what they believe the public's image to be than they are in their own appraisal of nurses and nursing. Students at this level believe that the public thinks of nursing as a profession and that nursing is a profession which is highly regarded. More than half agree that the public views nurses as a highly educated group, and eighty per cent believe that the public thinks of nurses as having much technical knowledge. Although forty-two per cent disagree that the public has much respect for the education which nurses receive, thirty-four per cent agree that the public does respect the education of nurses. Third-year students do not believe that the public thinks of nursing as an occupation chosen by girls who cannot go to college.

The modal responses of first-year students to these items are similar to those of the third-year students. They believe that the public thinks of nursing as a profession and that nursing is a profession which is highly

TABLE 9. Modal Responses of Each of the Criterion Groups to Items Related to Nursing and Preparation for Nursing on the Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
The general public:			
2. Has high regard for nursing as a profession	62% agree	78% agree	73% agree
4. Views nurses as a highly educated group	52% agree	46% agree	55% agree
9. Thinks of nursing as an occupation chosen by non-college girls	62% disagree	70% disagree	77% disagree
12. Has much respect for the education which nurses receive	42% disagree 34% agree	37% disagree 45% agree	38% disagree 35% agree
13. Considers nursing a profession	85% agree	89% agree	93% agree
17. Thinks of nurses as having much technical knowledge	80% agree	73% agree	64% agree

regarded. Although forty-six per cent agree that the public views nurses as a highly educated group, almost three-fourths believe that the public thinks of nurses as having much technical knowledge. As was the case with third-year students, forty-five per cent of these students believe that the public respects the education of nurses, but thirty-seven per cent disagree with the item. First-year students do not believe that the public thinks of nursing as an occupation chosen by girls who cannot go to college.

Prenursing candidates respond to items describing nursing and preparation for nursing in a manner similar to the responses of first- and third-year nursing students. They believe the public considers nursing a profession, and a profession which is highly regarded. They believe the public views nurses as highly educated and having much technical knowledge. They do not believe the public thinks of nursing as an occupation chosen by girls who cannot go to college. Like the other two groups they are almost evenly divided in their responses to whether the public has respect for the education which nurses receive.

When the modal responses of the three criterion groups are compared, it can be seen that they are very similar. The disparities which exist between the groups seems to be in the percentage of each criterion group which agrees or disagrees with a particular item.

The modal responses of the criterion groups to the items related to personality traits of nurses are given in Table 10. Third-year students do not believe that the public thinks of nurses as being intellectually superior,

TABLE 10. Modal Responses of Each of the Criterion Groups to Items Related to Personality Traits of Nurses on the Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
The general public:			
5. Thinks nurses are 'freer' or 'faster' in sex matters than other women	77% agree	57% agree	23% agree
6. Thinks of nurses as being devoted to duty	65% agree	76% agree	79% agree
7. Thinks of nurses as alert, efficient persons	83% agree	88% agree	87% agree
8. Thinks nurses are domineering and unreasonable	76% disagree	75% disagree	79% disagree
11. Thinks of nurses as intellectually superior	60% disagree	58% disagree	63% disagree
14. Thinks of nurses as intellectually inferior	94% disagree	85% disagree	86% disagree
15. Thinks of nurses as hard working people	75% agree	92% agree	86% agree

nor do they believe that nurses are thought of as intellectually inferior. They agree that the public's image of nurses is of alert, efficient persons who are hard working and devoted to duty. They do not believe that the public thinks nurses are domineering and unreasonable, but they do agree that nurses are thought to be 'faster' or 'freer' in sex matters than other women.

Except for a different percentage of the group agreeing or disagreeing with a particular item, the responses of the first-year students to items describing personality traits of nurses are similar to those of third-year students. The percentage difference between the two groups is not remarkable except in one instance. Although seventy-seven per cent of the third-year students believe nurses are thought of as 'faster' or 'freer' in sex matters than other women, only fifty-seven per cent of the first-year students believe this to be true.

The modal responses of the prenursing candidates to these items are almost identical to those of the first-year students with one notable exception. Sixty-seven per cent of this group disagree with the item which describes nurses as being 'faster' or 'freer' than other women in matters of sex. For all other items, six per cent was the largest disparity between the two groups. The modal response of the prenursing candidates was the same as that of the first- and third-year nursing students.

The modal responses of each of the criterion groups to items related to occupational characteristics of nursing are given in Table 11. There is a greater disparity between the three groups in their responses to this cluster

TABLE 11. Modal Responses of Each of the Criterion Groups to Items Related to Occupational Characteristics on the Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing

Item	Modal Response		
	Third-Year	First-Year	Prenursing
The general public:			
1. Doesn't appreciate the work nurses do	42% disagree	60% disagree	51% disagree
3. Looks upon nurses as a special kind of servants	59% agree	51% agree	64% agree
10. Thinks nurses are overpaid	84% disagree	83% disagree	84% disagree
16. Classes nurses with stenographers, clerks, and waitresses	81% disagree	87% disagree	86% disagree
18. Thinks of nurses as persons who do mental work in the sick-room	55% disagree	52% disagree	52% disagree
19. Thinks of nurses as independent and self-directing in their work	57% agree	55% agree	34% agree
20. Thinks of nursing as an unpleasant occupation	70% agree	61% agree	45% agree

of items than to any of the other items. Third-year students agree that the public does not appreciate the work that nurses do but both the first-year students and prenursing candidates agree that the public does appreciate nurses' work. Prenursing candidates disagree that the public looks upon nurses as a special kind of servant, while both first- and third-year students believe this is how the public sees nurses. All three groups believe that the public does not (1) class nurses with stenographers, clerks, and waitresses; (2) think of nurses as persons who do menial work in the sick room; or (3) think nurses are overpaid. Both first- and third-year students believe the public thinks of nurses as being independent and self-directing in their work. Prenursing candidates are somewhat divided in their opinion about this, forty-three per cent disagree and thirty-four per cent agree. Although all three groups believe the public thinks of nursing as an unpleasant occupation, forty-two per cent of the prenursing candidates disagree compared to only forty-five per cent who agree.

Are students' perceptions of public opinion
related to length of experience?

In order to determine whether the length of time a student has spent in the program of nursing education is related to her perception of public opinion of nurses and nursing, the total score values of first- and third-year students were examined. As was the case with the Nurse's Own Appraisal of Nurses and Nursing scale, highest values were given to response alternatives presumed to indicate higher rather than lower prestige

for nurses and nursing. A high total score value would indicate that the respondent believed the public has a favorable opinion of nurses and nursing.

A total of 176 third-year students responded to the questionnaire. The lowest total score value for this group was 38 and the highest was 87 with a range of 49. The median score was 68.41 and the mean was 67.14 with a standard deviation of 8.09 and a standard error of 0.611.

A total of 205 first-year students responded to the questionnaire. The lowest total score value for this group was 39 and the highest was 96 with a range of 57. The median score was 69.94 and the mean was 69.71 with a standard deviation of 8.59 and a standard error of 0.601.

These two groups were compared to determine whether the perceptions of third-year students differed significantly from the perceptions of first-year students. The significance of differences was found by computing the critical ratio of the difference between the means of the total score values of the two classes. The critical ratio was then related to the probability that such a difference would occur by chance. The critical ratio was computed for first- and third-year students from both degree and diploma programs, from only the degree program, and from only the diploma program. The total score means, standard deviations, standard errors, critical ratio, and probability level for these groups are given in Table 12.

When examined in terms of the critical ratio of the difference between the means of the total score values, it can be seen that there is a significant difference between all first-year students and all third-year

TABLE 12. Critical Ratio, t for Total Score Values of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing for First- and Third-Year Nursing Students from Degree and Diploma Programs

Program - Class Level	$\bar{X}$	σ	σ_x	CR	P
Degree and Diploma Students					
Third Year	67.14	8.09	0.611	3.0	.002
First Year	69.71	8.59	0.601		
Degree Students					
Third Year	66.02	9.02	0.927	3.7	<.001
First Year	70.68	8.53	0.813		
Diploma Students					
Third Year	68.23	6.84	0.729	0.3	.764
First Year	68.57	8.50	0.877		
Third- and First-Year Students					
Degree	68.62	8.55	0.611	0.3	.764
Diploma	68.41	7.74	0.572		
Third-Year Students					
Degree	66.02	9.02	0.972	1.8	.071
Diploma	68.23	6.84	0.729		
First-Year Students					
Degree	70.68	8.53	0.813	1.8	.071
Diploma	68.58	8.50	0.877		

students in the sample. A critical ratio of 3.0, which is significant at the .002 level of probability, indicated that such a difference would occur by chance only once in 500 times.

When the first- and third-year students from only the degree program are examined, we find that a significant difference exists between these two classes. The critical ratio of the difference between the means is 3.7, which is significant at less than the .001 level. However, when first- and third-year students from only the diploma program are compared, the critical ratio of the difference between the means of these two groups is only 0.3. This would indicate that as far as their estimate of public opinion of nurses and nursing is concerned there is very little difference between first- and third-year students from a diploma program.

Are students' perceptions of public opinion related
to type of program?

In order to determine whether the type of program in which the student is enrolled is related to her perceptions of public opinion of nurses and nursing, critical ratio techniques were again used to compare the difference between the means of the total score values. For this analysis, the sample was categorized according to type of program. The means, standard deviations, standard errors, critical ratio, and probability level for this analysis are also included in Table 12. Examining the table, it can be seen that when students are compared according to the type of nursing program in which they are

enrolled there is very little difference between degree and diploma students in their perceptions of public opinion of nurses and nursing. Not one of the critical ratio values obtained was significant at a level which could be accepted.

A second analysis of the same data was done using Chi-square median techniques. The results obtained using this technique substantiated those of the first analysis. The statistics obtained are presented in Table 13.

Which items are most significant?

Analysis of the data in terms of total score value indicated the length of time students have been enrolled in the nursing program is significantly related to the estimate they have of public opinion of nurses and nursing. In order to determine what factors are related to length of experience, item analysis was done. The data were categorized according to class level and comparison was made between first- and third-year nursing students, first-year students and prenursing candidates, and third-year students and prenursing candidates.

Table 14 gives the item mean scores and variance for first- and third-year students, critical ratio of the difference between means for each item, and the probability level for each critical ratio.

Looking at the table it can be seen that only three of the twenty items on this scale are significant in distinguishing between first- and third-year nursing students. The item showing the highest critical ratio is, "Most lay people think nurses are 'faster' or 'freer' in sex matters than most other women."

TABLE 13. Chi Square Median Test for Total Score Values of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing for First- and Third-Year Students from Degree and Diploma Programs

Variables	n_1	n_2	N	$\bar{X}$	X^2	P
Degree and Diploma Students Third Year x First Year	176	205	381	69.26	1.50	.22
Degree Students Third Year x First Year	87	110	197	69.98	2.07	.12
Diploma Students Third Year x First Year	89	95	184	65.85	0.60	.40
Third- and First-Year Students Degree x Diploma	197	184	381	69.26	0.14	.70
Third-Year Students Degree x Diploma	87	89	176	68.41	0.20	.60
First-Year Students Degree x Diploma	110	95	205	69.94	0.86	.37

TABLE 14. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: First- and Third-Year Students

Item	First Year		Third Year		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Public doesn't appreciate	3.31	1.31	2.82	1.18	4.1	<.001
2. Nursing highly regarded	3.81	0.82	3.44	1.07	3.5	<.001
3. Nurses viewed as servants	2.79	0.91	2.64	0.93	1.5	.133
4. Nurses highly educated	3.29	1.11	3.25	0.99	0.4	.689
5. Nurses 'fast'	2.68	1.23	2.20	0.88	4.5	<.001
6. Nurses devoted to duty	3.76	0.61	3.71	0.87	0.6	.548
7. Nurses alert, efficient	3.96	0.32	3.87	0.65	1.5	.133
8. Nurses domineering	3.73	0.57	3.78	0.77	0.6	.548
9. Chosen by non-college girls	3.76	1.17	3.50	1.25	2.4	.016
10. Nurses overpaid	4.01	0.54	4.03	0.78	0.3	.764
11. Intellectually superior	2.58	0.70	2.53	0.67	0.6	.548
12. Respect for education	3.09	0.97	2.92	0.92	1.7	.089
13. Nursing a profession	3.98	0.49	3.85	0.71	1.6	.109
14. Intellectually inferior	4.04	0.59	4.18	0.42	1.9	.057
15. Nurses hard working	4.02	0.32	3.93	0.59	1.3	.193
16. Nurses likened to clerks, etc.	4.09	0.72	3.95	0.87	1.5	.133
17. Possess technical knowledge	3.69	0.59	3.80	0.64	1.4	.161
18. Nurses do menial work	3.24	1.02	3.23	1.18	0.1	.920
19. Independent, self-directing	3.31	0.74	3.32	0.95	0.0	.000
20. Unpleasant kind of work	2.59	1.18	2.36	1.11	2.1	.035

The critical ratio for this item is 4.5, which is significant at less than the .001 level. This would indicate that although students from both class levels disagree with this statement, there is a significant difference in the amount of disagreement.

The item second in level of significance has to do with public appreciation of the nurse's work. Students from the third-year of the nursing program tend to feel "The general public does not properly appreciate the work nurses do." This item has a critical ratio of 4.1, significant at the less than .001 level of probability.

The final item of significance in comparing first- and third-year students is number 2: "Nursing is a profession very highly regarded by the public." Although students from each class level agree that the public thinks of nursing as a profession, first-year students tend to believe nursing is very highly regarded as a profession. Critical ratio for the item is 3.5, indicating probability of chance occurrence of about 1 in 2,500.

Not one of the remaining items on the scale has a critical ratio which is significant at the .01 level or less. However, a fourth item which describes 'Nursing as an occupation chosen by girls who cannot go to college' might be considered significant. The critical ratio for this item is 2.4, which is significant at the .016 level. This would indicate that the probability of chance occurrence is roughly 4 times in 250 samples.

When the responses of first-year students were compared with those of prenursing candidates, more items were found to be significant than when

first- and third-year students' responses were compared. Item mean scores and variances for first-year students and prenursing candidates, critical ratio of the difference between means for each item, and the probability level of each critical ratio are shown in Table 15.

The item having the greatest significance was once again the statement that "Most lay people think nurses are 'faster' or 'freer' in sex matters than most other women." The critical ratio of the difference between the means for these two groups is 8.5, somewhat higher than that for first- and third-year students. The probability that such a difference could be due to chance is less than .001.

The other items of significance are all different from those which are significant for first- and third-year students. The item which has the second highest critical ratio has to do with the independence and self-direction with which nurses function. First-year students who have some experience in the program of nursing education tend to agree with this statement. Critical ratio for the item is 4.5, which is significant at less than the .001 level of probability.

Third in level of significance is number 20: "Nursing is generally looked upon by the public as an unpleasant occupation." This item has a critical ratio of 4.0 with an associated probability of less than .001. This would indicate that the difference which exists between first-year students and pre-nursing candidates is a real difference, and not due to chance. When the

TABLE 15. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: First-Year Students and Prenursing Candidates

Item	<u>Prenursing</u>		<u>First Year</u>		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Public doesn't appreciate	3.17	1.27	3.31	1.31	1.1	.271
2. Nursing highly regarded	3.76	0.99	3.81	0.82	0.4	.689
3. Nurses viewed as servants	2.54	0.94	2.79	0.91	2.4	.016
4. Nurses highly educated	3.32	0.95	3.29	1.11	0.3	.764
5. Nurses 'fast'	3.67	1.34	2.68	1.23	8.5	< .001
6. Nurses devoted to duty	3.82	0.53	3.76	0.61	0.8	.423
7. Nurses alert, efficient	3.95	0.38	3.96	0.32	0.2	.841
8. Nurses domineering	3.85	0.64	3.73	0.57	1.5	.133
9. Chosen by non-college girls	4.05	1.15	3.76	1.17	0.3	.764
10. Nurses overpaid	4.02	0.53	4.01	0.54	0.1	.920
11. Intellectually superior	2.47	0.60	2.58	0.70	1.4	.161
12. Respect for education	2.95	0.78	3.09	0.97	1.4	.161
13. Nursing a profession	4.14	0.41	3.98	0.49	2.4	.016
14. Intellectually inferior	4.21	0.43	4.04	0.59	2.3	.021
15. Nurses hard working	3.95	0.42	4.02	0.32	1.0	.317
16. Nurses likened to clerks, etc.	4.13	0.59	4.09	0.72	0.5	.617
17. Possess technical knowledge	3.53	0.85	3.69	0.59	1.8	.071
18. Nurses do menial work	3.30	1.13	3.33	1.02	0.3	.764
19. Independent, self-directing	2.90	0.86	3.31	0.74	4.5	< .001
20. Unpleasant kind of work	3.03	1.18	2.59	1.18	4.0	< .001

responses of the two groups are compared, we find that prenursing candidates tend to disagree with the statement.

Fourth and fifth in order of probability level are the items regarding nursing as a profession and nurses as intellectually inferior. These items have critical ratios of 2.4 and 2.3, respectively. Although the associated probability level is slightly more than .01 (1 in 100), it is considerably less than .05 (1 in 20). In their responses to these items, prenursing candidates tend to agree more strongly than first-year students that the public views nursing as a profession; and to disagree more strongly that nurses are considered intellectually inferior.

The item mean scores and variances for third-year students and prenursing candidates, critical ratio of the difference between means for each item, and the probability level of each critical ratio are shown in Table 16. When a comparison of the responses of these two groups was made, seven of the items were found to be significant at probability levels ranging from .003 to less than .001. The critical ratios ranged from 2.9 to 13.3.

For all three between-groups comparisons, the same item had the highest critical ratio: "Most lay people think nurses are 'faster' or 'freer' in sex matters than other women." Prenursing candidates very emphatically disagree with this statement, and third-year students just as emphatically agree with it.

The item having the second highest critical ratio is number 20: "Nursing is generally looked upon by the public as an unpleasant occupation." Once again,

TABLE 16. Mean Scores ($\bar{X}$), Variances (σ^2), Critical Ratios (CR), and Probability Level (P) for Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: Third-Year Students and Prenursing Candidates

Item	Prenursing		Third Year		CR	P
	$\bar{X}$	σ^2	$\bar{X}$	σ^2		
1. Public doesn't appreciate	3.17	1.27	2.82	1.39	2.9	.003
2. Nursing highly regarded	3.76	0.99	3.44	1.14	2.9	.003
3. Nurses viewed as servants	2.54	0.94	2.64	0.87	0.9	.368
4. Nurses highly educated	3.32	0.95	3.25	0.97	0.6	.548
5. Nurses 'fast'	3.67	1.34	2.20	0.78	13.3	<.001
6. Nurses devoted to duty	3.82	0.53	3.71	0.75	1.3	.193
7. Nurses alert, efficient	3.95	0.38	3.87	0.42	1.2	.230
8. Nurses domineering	3.85	0.64	3.78	0.60	0.9	.368
9. Chosen by non-college girls	4.05	1.15	3.49	1.25	4.8	<.001
10. Nurses overpaid	4.02	0.53	4.03	0.78	0.2	.841
11. Intellectually superior	2.47	0.60	2.53	0.67	0.7	.488
12. Respect for education	2.95	0.78	2.92	0.92	0.3	.764
13. Nursing a profession	4.14	0.41	3.85	0.71	3.7	<.001
14. Intellectually inferior	4.21	0.43	4.18	0.42	0.5	.617
15. Nurses hard working	3.95	0.42	3.93	0.59	0.4	.689
16. Nurses likened to clerks, etc.	4.13	0.59	3.95	0.87	2.0	.045
17. Possess technical knowledge	3.53	0.85	3.80	0.64	2.9	.003
18. Nurses do menial work	3.30	1.13	3.23	1.18	0.6	.548
19. Independent, self-directing	2.90	0.86	3.32	0.95	4.2	<.001
20. Unpleasant kind of work	3.03	1.18	2.36	1.11	5.9	<.001

prenursing candidates disagree strongly; but third-year students agree just as strongly with the item.

Neither third-year students nor prenursing candidates agree that nursing is an occupation chosen by girls who cannot go to college. However, the responses of the two groups demonstrate that third-year students tend to be less optimistic than prenursing candidates about the public's opinion. The critical ratio for this item is 4.8 with an associated probability level of less than .001. This indicates that the difference between the two groups is a real difference, and not due to chance.

The next item of significance has to do with the way in which nurses function. Third-year students who have considerable experience in the program of nursing education believe the public is aware that nurses are independent and self-directing in their work. Prenursing candidates are somewhat skeptical. The critical ratio for this item is 4.2, significant at less than the .001 level of probability.

Both prenursing candidates and third-year students believe the public considers nursing a profession. However, prenursing candidates agree very strongly with this item. Although third-year students agree, they are less strong in their agreement than prenursing candidates.

The last two items of significance have to do with public appreciation of nurses' work and the amount of regard the public has for nursing as a profession. Both of these items have critical ratios of 2.9 with an associated probability of .003. Third-year students believe the public does not appreciate

the work nurses do. Prenursing candidates are sure that nurses are appreciated. Both groups think the public considers nursing a profession; but prenursing candidates feel that nursing, as a profession, is highly regarded by the public.

A large number of items on the scale were found to have little or no probability of association with the length of time the student has been in the program of nursing education. Again, as with the scale for Nurse's Own Appraisal of Nurses and Nursing, as students progress through the program there seems to be a decrease in the differences which exist between groups, or class levels.

III. What Rewards Do Nurses Expect?

The selection of an occupation or career is frequently determined by the rewards the individual expects to receive from active participation in that occupation. The expected rewards may be material, spiritual, or emotional. An important factor in satisfaction in one's chosen career is attainment of the rewards which were anticipated when the career choice was made. The rewards a student expects from nursing influence her attitude toward the profession and her role. What does she expect to achieve as she carries out the required behavior? Do her expectations change as she begins to acquire the skills of a professional nurse? Do prenursing candidates anticipate more and different rewards from those anticipated by students who have some experience in the program of nursing education?

In order to determine what rewards are expected from nursing, the respondents were asked to compare nursing, school teaching, and social work.

They were asked to indicate which occupation was best in respect to items describing different kinds of rewards or characteristics. The percentage distributions of the responses of each of the nine groups are given in Table 38 through 46 in Appendix IV.

Third-year students

A percentage distribution of the responses of all third-year students to items comparing nursing, school teaching, and social work in terms of occupational rewards is shown in Table 17. Students who have reached the third year of the program of nursing education are in general agreement about what they expect from the profession. There is a rather clear consensus regarding what is required of them.

Ninety-six per cent of the students at this level feel that, of the three occupations, nursing requires the hardest physical work. Only seven per cent anticipated from nursing financial rewards which are greater than those received in the other two occupations. They believe nursing offers the best opportunity for part-time work, but only forty-two per cent think it will give them the best chance to supplement family income.

For people who want a choice in the kind of work they do, and those who like variety in their work, nursing is the occupation most likely to provide these advantages. The majority of third-year students believe this to be true.

Although they are in general agreement that nursing requires the most unselfishness, courage, self-sacrifice, and faithfulness to duty, they are not

TABLE 17. Percentage Distribution of Responses of 176 Third-Year Nursing Students to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	7.39	42.04	27.27	17.61
2. Provides the greatest variety in work activity?	55.68	6.82	35.23	2.27
3. Provides the most educational experience?	32.39	44.89	11.93	10.79
4. Gives the best knowledge about one's self?	71.59	1.14	18.75	8.52
5. Gives the most chance to assist others?	67.04	1.70	9.66	21.59
6. Gives the best chance for security?	47.73	26.15	2.27	23.86
7. Provides most chance for self-direction in work?	40.91	19.89	23.29	15.91
8. Is most respected by public?	23.86	57.39	1.14	17.61
9. Allows one the most contact with people?	70.45	2.27	11.36	15.91
10. Gives greatest variety in experience?	68.75	4.54	16.48	10.23
11. Provides best part-time occupation?	80.11	9.09	2.27	8.52
12. Gives chance to experience gratitude of others?	77.84	1.14	5.68	15.34
13. Offers greatest choice in type of work?	80.11	4.54	5.68	9.66
14. Is most scientific in knowledge and skills?	90.34	3.41	2.27	3.98
15. Gives one the most prestige?	27.84	47.16	3.98	21.02

TABLE 17. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	77. 27	2. 84	2. 27	17. 61
17. Requires most unselfishness?	58. 52	0. 57	8. 52	30. 68
18. Requires the most courage?	56. 82	2. 27	14. 77	26. 14
19. Requires the most faithfulness to duty?	69. 89	3. 41	2. 27	24. 43
20. Requires the highest moral standards?	25. 57	31. 82	1. 70	40. 34
21. Gives the best opportunity for authority?	57. 95	17. 61	3. 41	21. 02
22. Gives the best chance for independence?	18. 75	35. 79	19. 32	26. 14
23. Involves the hardest physical work?	96. 02	0. 57	1. 14	2. 27
24. Is the best preparation for marriage and family?	90. 34	1. 14	1. 14	7. 39
25. Requires the most educational preparation?	10. 23	26. 70	37. 50	24. 43
26. Gives the best chance for professional advance?	69. 32	3. 98	5. 68	21. 02
27. Gives the best chance to supplement husband's income?	42. 04	24. 43	7. 39	19. 32
28. Gives the best opportunity to work with worthwhile people?	36. 36	19. 32	00. 00	44. 32
29. Gives the service most needed by society?	36. 93	5. 11	5. 68	52. 27
30. Requires the most self-sacrifice?	61. 36	1. 14	2. 27	35. 23

all sure that it requires the highest moral standards. In fact, forty per cent of the third-year students are undecided about which of the three occupations does require the highest moral standards. Students at this level do not think nursing requires more educational preparation than school teaching or social work. Nor do they think, in general, that it offers the greatest amount of educational experience.

Nursing is thought to allow the most contact with people, the most chance to assist others, and the opportunity to experience the gratitude of other people. However, in spite of these opportunities for personal contact and assistance to others, third-year students are not sure that nursing provides the service most needed by society. More than half of these students (52 per cent) cannot decide whether nurses, school teachers, or social workers provide the most needed service.

They do expect to acquire self knowledge from nursing. They also anticipate preparation for marriage and family life. Nurses are thought to have more opportunity for professional advancement than school teachers and social workers. These students also believe that nursing will allow them to function with authority. It is interesting to note that even though these students have selected nursing as a career, only one fourth of the group believe nursing is prestigious or respected by the public. School teaching is the occupation they believe is most respected by the public and has the greatest prestige.

First-year students

When first-year students are asked to compare nursing, school teaching, and social work in terms of occupational rewards, their responses are quite similar to the responses of third-year students. A percentage distribution of the responses of all first-year students to this scale are given in Table 18.

Like the third-year students, this group feels that, of the three occupations, nursing requires the hardest physical work. Even though they expect to be involved in hard physical work, only twenty per cent anticipate that the financial rewards will be any greater than those of the other two occupations. They believe nursing offers the most opportunity for part-time work, and more than half of the group (55 per cent) think it will give them the best chance to supplement the family income. The chance to choose the kind of work one wishes to do, and the opportunity to experience a certain amount of variety in work activities are thought to be advantages offered by nursing.

First-year students agree that nursing requires the most unselfishness, courage, self-sacrifice, and faithfulness to duty. They, like the third-year students, are not so sure that it requires the highest moral standards. Forty per cent of this group are undecided about which occupation does require the highest moral standards; thirty-two per cent believe it is nursing.

Students at this level do not think that nursing requires the most educational preparation. They are rather evenly divided in their responses. Twenty-two per cent select nursing, twenty-five per cent select school teaching, twenty-four per cent select social work, and twenty-eight per cent are

TABLE 18. Percentage Distribution of Responses of 205 First-Year Nursing Students to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	19.51	36.10	19.02	25.37
2. Provides the greatest variety in work activity?	57.07	0.98	37.07	4.89
3. Provides the most educational experience?	36.58	40.49	12.68	10.24
4. Gives the best knowledge about one's self?	68.78	0.49	20.49	10.24
5. Gives the most chance to assist others?	75.61	0.98	6.83	16.58
6. Gives the best chance for security?	61.46	14.15	2.44	21.95
7. Provides most chance for self-direction in work?	39.51	18.05	24.88	17.56
8. Is most respected by the public?	40.49	38.05	4.39	17.07
9. Allows one the most contact with people?	54.63	2.93	24.88	17.56
10. Gives the greatest variety in experience?	62.44	0.98	22.44	14.15
11. Provides the best part-time occupation?	75.61	13.17	5.37	5.85
12. Gives chance to experience gratitude of others?	84.88	0.98	7.32	6.83
13. Offers greatest choice in type of work?	70.24	8.29	9.76	11.71
14. Is most scientific in knowledge and skills?	91.22	2.44	00.00	6.34
15. Gives one the most prestige?	38.05	28.29	7.32	26.34

TABLE 18. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	76.58	2.93	4.39	16.10
17. Requires most unselfishness?	63.41	0.98	16.10	19.51
18. Requires the most courage?	58.05	2.44	20.49	19.02
19. Requires the most faithfulness to duty?	71.22	00.00	6.34	22.44
20. Requires the highest moral standards?	32.19	20.97	7.32	39.51
21. Gives the best opportunity for authority?	54.14	20.97	3.41	21.46
22. Gives the best chance for independence?	37.56	23.90	5.85	32.68
23. Involves the hardest physical work?	89.27	00.00	5.85	4.89
24. Is the best preparation for marriage and family?	90.73	0.98	1.95	6.34
25. Requires the most educational preparation?	22.44	25.37	24.39	27.80
26. Gives the best chance for professional advance?	53.66	11.22	3.90	31.22
27. Gives best chance to supplement husband's income?	54.63	17.07	2.44	25.85
28. Gives most opportunity to work with worthwhile people?	38.05	16.10	3.90	41.95
29. Gives the service most needed by society?	50.73	9.76	6.34	33.17
30. Requires the most self-sacrifice?	59.02	2.44	11.23	27.32

undecided. Slightly over one third of the group believe nursing offers the practitioner more educational experience than school teaching or social work, but forty per cent say school teaching offers this advantage. Nursing is seen to offer the advantages of interpersonal contact, opportunity to give assistance, and to experience the gratitude of other people. Approximately one half of the students in the first year of the program of nursing education believe that nursing is the occupation which provides the service most needed by society.

Knowledge about one's self, and preparation for marriage and family living are believed to be rewards which will be attained by girls who select nursing as a career. Nurses are thought to have more opportunity for professional advancement than school teachers or social workers. Authority and the opportunity to assume responsibility are thought to be characteristic of nursing. First-year students are more reluctant than third-year students to view nursing as a profession lacking in prestige or public respect. However, less than half the group say that nursing is the occupation most respected by the public, and slightly over one third agree that nursing gives one the most prestige.

Prenursing candidates

Prenursing candidates tend to be less definite than first- for third-year students about what they expect from nursing in the way of rewards. A percentage distribution of the responses of all prenursing candidates to the items on the rewards scale is given in Table 19.

TABLE 19. Percentage Distribution of Responses of 173 Prenursing Candidates to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	27. 74	39. 31	12. 14	20. 81
2. Provides the greatest variety in work experience?	41. 04	3. 47	47. 40	8. 09
3. Provides the most educational experience?	24. 28	41. 62	15. 03	19. 07
4. Gives the best knowledge about one's self?	58. 96	7. 51	21. 39	12. 14
5. Gives the most chance to assist others?	69. 36	00. 00	9. 25	21. 39
6. Gives the best chance for security?	51. 44	30. 64	1. 16	16. 76
7. Provides most chance for self-direction in work?	21. 39	31. 21	28. 32	19. 07
8. Is most respected by the public?	33. 53	38. 73	4. 05	23. 70
9. Allows one the most contact with people?	53. 76	4. 05	19. 07	23. 12
10. Gives the greatest variety in experience?	45. 66	5. 20	34. 68	14. 45
11. Provides best part-time occupation?	67. 63	15. 03	9. 83	7. 51
12. Gives chance to experience gratitude of others?	73. 99	1. 73	7. 51	16. 76
13. Offers greatest choice in type of work?	66. 47	9. 25	14. 45	9. 83
14. Is most scientific in knowledge and skills?	94. 80	00. 00	0. 58	4. 62
15. Gives one the most prestige?	38. 15	31. 21	5. 78	24. 85

TABLE 19. Continued

Item		N	S T	S W	U
16.	Provides most chance for responsibility?	77. 46	4. 05	2. 31	16. 18
17.	Requires most unselfishness?	53. 76	1. 73	15. 61	28. 90
18.	Requires the most courage?	50. 29	1. 16	30. 06	18. 50
19.	Requires the most faithfulness to duty?	72. 83	1. 16	7. 51	18. 50
20.	Requires the highest moral standards?	30. 64	20. 23	8. 67	40. 46
21.	Gives the best opportunity for authority?	58. 38	23. 70	1. 73	16. 18
22.	Gives the best chance for independence?	36. 42	28. 90	9. 83	24. 85
23.	Involves the hardest physical work?	80. 35	1. 16	7. 51	10. 98
24.	Is the best preparation for marriage and family?	84. 39	2. 89	1. 73	10. 98
25.	Requires the most educational preparation?	21. 96	28. 32	26. 01	23. 70
26.	Gives the best chance for professional advance?	64. 74	16. 18	3. 47	15. 61
27.	Gives best chance to supplement husband's income?	50. 87	27. 17	2. 89	19. 07
28.	Gives most opportunity to work with worthwhile people?	39. 88	16. 76	4. 05	39. 31
29.	Gives the service most needed by society?	40. 46	10. 40	10. 40	38. 73
30.	Requires the most self-sacrifice?	47. 40	2. 31	17. 92	32. 37

Although they do not know from experience, they tend to believe that nursing involves harder physical work than school teaching or social work. However, slightly more than one fourth (28 per cent) expect that their financial reward will be greater than that of school teachers or social workers. Prenursing candidates see nursing as the best part-time occupation, but only half the group think it will give them the best chance to supplement the family income. Although sixty-six per cent of the respondents agree that nursing offers the greatest choice in type of work, only forty-six per cent think that nursing offers a greater variety in experience than school teaching or social work. They tend to believe nurses have a choice about the kind of work they will do, but once the choice has been made there is little variety in their experiences.

Like first- and third-year students, the prenursing candidates see nursing as requiring the most unselfishness, courage, self-sacrifice, and faithfulness to duty. Thirty per cent of these respondents think nursing requires the highest moral standards, but an even greater percentage (40 per cent) are undecided about this requirement. They are about evenly divided in their opinions about the educational requirements of nursing, school teaching, and social work. They are sure that school teaching offers more educational experience than nursing.

Prenursing candidates believe that nursing will allow them the most contact with other people, the most chance to assist others, and the opportunity to experience the gratitude of other people. Only forty per cent of this group select nursing as the occupation which provides the service most needed by society.

School teaching and social work are each selected by ten per cent, and the remaining forty per cent are undecided. They do anticipate that nursing is an occupation which will help to prepare them for marriage and family life. They also expect to acquire self-knowledge from nursing. Nurses are thought to have more opportunity for professional advancement than school teachers and social workers. The opportunity to assume responsibility and to function with authority are also believed to be characteristic of nursing. Only thirty-eight per cent of the prenursing candidates select nursing as the occupation which gives one the most prestige; almost as many (31 per cent) choose school teaching as most prestigious. School teaching was identified by thirty-nine per cent, and nursing by thirty-four per cent, as the occupation most respected by the public.

IV. Biographical Factors and Students' Perceptions

In order to determine whether selected biographical factors are related to students' perceptions of nurses and nursing supplementary analyses of the data were done. The biographical factors selected for these analyses were those related to (1) influence on the development of students' images of nursing, (2) their commitment to a career in nursing, and (3) their own identification of a change in their image of nursing. Four students did not complete the biographical section of the schedule. The total sample for the supplementary analyses was five hundred and fifty: 174 third-year students; 204 first-year students; and 172 prenursing candidates. This sample was categorized in

terms of those who responded yes and those who responded no to the selected biographical items.

A nurse in the family

Because the student's image of nursing may be influenced by those around her, the first item to be considered was does the student have a nurse in her family? An item analysis was done for each of the two scales to compare the responses of students who do have nurses in their families with the responses of students who do not have nurses in their families. For the scale for the Nurse's Own Appraisal of Nurses and Nursing the reliability coefficients for distinguishing between the two criterion groups ranged from 0.00 to 0.36. Only three items had reliability coefficients of 0.30 or greater: "Nurses must work with greater precision than women in most other occupations;" "Nurses tend to become 'old-maidish';" and "Nurses become more hardened and less feminine than women in most other occupations."

The two criterion groups were then compared in terms of the total score values. Three hundred and sixteen students indicated that they came from families in which there were one or more nurses. The mean of the total score value for this group was 60.56 with a standard deviation of 6.03 and a standard error of 0.339. Two hundred and thirty-four students indicated that they came from families in which there were no nurses. The mean of the total score value for this group was 60.43 with a standard deviation of 6.02 and a standard error of 0.394. The difference between the means of

these two groups is only 0.13. The critical ratio of the difference between the means is only 0.2501, this indicates no significant difference between the two groups in terms of the mean score.

For the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing the reliability coefficients for distinguishing between the two criterion groups ranged from 0.00 to 0.31. Only one item had a reliability coefficient greater than 0.30: "The general public classes nurses with stenographers, waitresses, and clerks." Two items had reliability coefficients of 0.29: "The general public looks upon nursing as an occupation chosen by girls who cannot go to college;" and "The general public thinks of nurses as intellectually inferior."

The two criterion groups were then compared in terms of their total score values for the second scale. The mean of the total score value for the group who had nurses in their families was 69.52 with a standard deviation of 8.51 and a standard error of 0.479. The mean of the total score value for students who did not have nurses in their families was 69.08 with a standard deviation of 9.13 and a standard error of 0.598. The difference between the means of the two groups is only 0.438. The critical ratio of the difference between the means is only 0.571, this indicates there is no significant difference between the two groups in terms of the mean score.

Choice of career

The selection of a career to which an individual expects to devote the rest of his life is a matter of some importance. Some students preparing for

a career can say that they have always known what they wanted to do, they decided upon a career at a rather young age and never changed their minds.

Other students may have considered several different occupations or professions before finally settling upon the one for which they are preparing. Of the five hundred and fifty students in this sample, two hundred and ninety-eight indicated that nursing was their first choice of a career. Two hundred and fifty-two said they had considered other choices before finally selecting nursing.

These two criterion groups were compared in terms of the difference between the means of their total score values. For the scale for the Nurse's Own Appraisal of Nurses and Nursing, those students who said nursing was their first choice of career had a mean score of 60.12 with a standard deviation of 6.19 and a standard error of 0.393. Those students who indicated that they had considered other careers before selecting nursing had a mean score of 60.81 with a standard deviation of 5.87 and a standard error of 0.340. The difference between the means of these two groups is only 0.69. The critical ratio for this difference is only 1.33. This indicates that there is no significant difference between the means of these two groups.

For the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing, those students who said nursing was their first choice of career had a mean score of 69.97 with a standard deviation of 8.65 and a standard error of 0.502. Students who indicated that nursing was their second choice of career had a mean score of 69.74 with a standard deviation of 8.93 and a standard

error of 0.564. The difference between the means of the two groups is only 0.77. The critical ratio for this difference is only 1.02. This indicates that there is no significant difference between the means of the two groups.

Recommend nursing to a friend

It can be assumed that a student who is satisfied with her own choice of a career might be inclined to recommend the same career to others. Three hundred and ninety-three students indicated that they had recommended nursing to friends. One hundred and fifty-seven said they had not done so. For the scale for the Nurse's Own Appraisal of Nurses and Nursing, students who said they had recommended nursing had total score value mean of 61.1 with a standard deviation of 5.74 and a standard error of 0.289. Students who had not recommended nursing had a lower mean score, 59.0 with a standard deviation of 6.44 and a standard error of 0.516. The difference between the means of the two groups is 2.1. This difference has a critical ratio of 3.55 which is significant at less than the .001 level of probability.

For the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing, students who said they had recommended nursing to a friend had a mean score of 69.76 with a standard deviation of 8.50 and a standard error of 0.429. Students who said they had not recommended nursing to a friend had a mean score of 68.27 with a standard deviation of 9.37 and a standard error of 0.750. The difference between the means is 1.49. The critical ratio for this

difference is 1.72. This indicates there is no significant difference between the means of these two groups for this scale.

Encourage a younger sister to enter nursing

It can be assumed that a nursing student would not encourage a younger sister to enroll in a school of nursing unless she was satisfied with her own selection of nursing as a career. It might even be assumed that she would be less inclined to encourage a younger sister to enter nursing than she would be to recommend nursing to a friend.

Four hundred and three students said that they would encourage a sister to enter nursing, one hundred and thirty-three said they would not, and fourteen replied that it was a decision for a younger sister to make for herself with neither encouragement nor discouragement from anyone else. For the scale for the Nurse's Own Appraisal of Nurses and Nursing students who said they would encourage a younger sister had a mean score of 61.31 with a standard deviation of 5.34 and a standard error of 0.266. Students who said they would not encourage a younger sister had a lower mean score, 58.23 with a standard deviation of 7.22 and a standard error of 0.628. The difference between the means of the two groups is 3.08. The critical ratio for this difference is 4.52. A critical ratio of this value is significant at less than the .001 level of probability.

For the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing students who said they would encourage a younger sister to enter nursing had a mean score of 69.91 with a standard deviation of 8.56 and a standard

error of 0.4296. Students who indicated that they would not encourage a younger sister to enter nursing had a lower mean score, 67.68 with a standard deviation of 9.33 and a standard error of 0.812. The difference between the means score of these two groups is 2.23. The critical ratio of the difference between the means is 2.43. The probability level associated with a critical ratio of this value is 0.016.

Identify a change in image of nursing

Third-year nursing students who were enrolled in the diploma-granting programs of nursing education were asked if they believed their images of nurses and nursing had changed since they enrolled in the school of nursing. Seventy students replied in the affirmative, fifteen students replied negatively. Those students who indicated that they believed their images of nursing had changed were asked for a brief statement describing the change. These statements are given in Appendix VI. Scanning the statements, it can be seen that third-year students believe people do not realize what nursing involves, how much education nurses receive, or the responsibilities nurses must assume. They feel that nurses are not appreciated, either as women or as professional persons. These students say they did not realize the scope of nursing education before they enrolled in the school of nursing. They also indicate that nursing is not so glamorous as they had expected it to be.

For the scale for the Nurse's Own Appraisal of Nurses and Nursing, students who believe their images of nursing have changed have a total score

mean of 59.56 with a standard deviation of 5.19 and a standard error of 0.625.

Students who do not believe their image of nursing has changed have a total score mean of 61.80 with a standard deviation of 6.74 and a standard error of 1.80. The difference between these two means is 2.24. The critical ratio for such a difference is 1.17. This indicates there is no significant difference between the means of these two groups.

For the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing students who believe their images of nursing have changed have a total score mean of 68.60 with a standard deviation of 5.59 and a standard error of 1.493. Those students who believe their image of nursing has not changed have a total score mean of 68.01 with a standard deviation of 7.39 and a standard error of 0.889. The difference between the two means is 0.59. The critical ratio of this difference is only 0.339. This indicates there is no significant difference between the means of these two groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The problem in retrospect

The fact that one of every three nursing students fails to complete the program of nursing education is a matter of concern to both the nursing profession and to society as a whole. A number of investigators have attempted to find a solution to the problem. Research has been done in the areas of (1) prediction of academic success in schools of nursing; (2) personality traits, interests, and attitudes of nursing students; (3) evaluation of the structure and content of programs of nursing education; and (4) the changing definition of the role of the professional nurse. Recently investigations have been focused on nursing students' images of nurses and nursing.

The general aim of this study was an investigation of the relationships of nursing students' perceptions of nurses and nursing and (1) the length of their experience in the program of nursing education, and (2) the type of program of nursing education in which they are enrolled. An attempt was also made to identify specific biographical factors which might be related to students' perceptions of nurses and nursing. Prenursing candidates, first-year students, and third-year students from both degree-granting and diploma-granting

programs of nursing education were compared for similarities and differences in their responses to statements describing the work nurses do, personality traits of nurses, and the occupational characteristics of nursing.

The criterion groups were compared in terms of their modal responses to clusters of related items. Critical ratio and chi square techniques were used to compare the criterion groups in terms of total score values for each of the two attitude scales. Item analysis was done in order to identify those items which tended to discriminate between the criterion groups.

Summary of the findings

In general, the attitudes of third-year nursing students toward the work that nurses do are that nursing is a well regulated, disciplined occupation which demands obedience and uncomplaining acceptance of criticism; but at the same time allows a certain amount of participation in planning, and self-direction in carrying out nursing functions. First-year nursing students view the work that nurses do in much the same way as do the third-year students. However, first-year students tend to think of nursing as requiring more precision than other occupations in which women are engaged. Prenursing candidates view the work of nurses in a manner similar to first- and third-year students except that they do not seem to be aware that nurses participate actively in planning the therapeutic regime for patients.

Although third-year nursing students do not consider nurses more emancipated than women in other occupations, they do believe nurses are aggressive,

determined individuals. There is a high degree of consensus among third-year students in their responses to items which describe nurses in unfavorable terms. It would seem that students at this level are more inclined to disagree with statements which describe nurses in unfavorable terms than they are to agree with statements which describe nurses in favorable terms. The modal responses of both the first-year students and the prenursing candidates are very similar to those of the third-year students.

In respect to certain occupational advantages which nursing is believed to have, all three criterion groups exhibit similar modal responses. They do not believe that nursing offers advantages over other occupations open to women. In fact, the modal response to each item describing occupational characteristics is disagreement.

When the modal responses of the three class levels are compared, it can be seen that, with few exceptions, there is a gradual change from the pre-nursing level through the third year. The change is very gradual and occurs in the per cent of each group agreeing or disagreeing with a specific item. For example, in response to the item which states that "Nurses must accept criticism without complaint more than women in other occupations," fifty-one per cent of the third-year students agree, sixty-three per cent of the first-year students agree, and seventy-two per cent of the prenursing candidates agree. The change in distribution is in the opposite direction in response to the item which says that "Nurses participate more in planning their work than women in other occupations." Seventy-six per cent of the third-year students agree

with this item, seventy-one per cent of the first-year students agree, and only thirty-five per cent of the prenursing candidates agree.

When critical ratio techniques were used to determine the significance of the difference between the means of the total score values for each of the scales, it was found that a statistically significant difference does exist between class levels. It was also found that a statistically significant difference does exist between third-year students from the degree-granting program and third-year students from the diploma-granting program for the Scale for the Nurse's Own Appraisal of Nurses and Nursing.

Item analysis of the scale was done using as criterion groups third- and first-year nursing students, first-year students and prenursing candidates, and third-year students and prenursing candidates. Some items were found to be significant for all criterion groups. For first-year students and prenursing candidates, a small number of items describing how nurses function were found to be significant. Items of significance for first- and third-year students were those which describe the personality traits of nurses, discipline under which nurses work, and the precision required in their work. When prenursing candidates and third-year students were compared a large number of items proved to be significant. These were items which described the personality traits of nurses and how the nurse functions.

Because the nurse functions in interpersonal situations with patients who represent the general public, this group is important as a criterion group in determining the attitudes of nurses toward nursing. The second section of

the schedule was a scale to determine what nurses believe the public thinks about nurses and nursing. Students who have reached the third year of the program of nursing education believe their chosen profession is thought of as an unpleasant occupation and that the work they do is unappreciated. However, in general, they have a rather optimistic view of what they believe to be the public image of nurses and nursing.

Students who are just beginning the program of nursing education credit the public with an image of nurses and nursing which is comparable to their own. Both first- and third-year students do, however, believe that lay persons generally think of nurses as being 'faster' or 'freer' in sex matters than most other women. Prenursing candidates are more in agreement about what they believe the public thinks about nurses and nursing than they are about their own image of nurses and nursing. In general, they have a very optimistic view of public opinion -- more optimistic than that of first- and third-year students. As was the case for the scale for the Nurse's Own Appraisal of Nurses and Nursing, the modal responses of the criterion groups to the scale for the Nurse's Estimate of Public Opinion of Nurses and Nursing demonstrate a gradual change from the prenursing level through the third year of the program in the per cent of each class agreeing or disagreeing with a specific item.

Comparison of the criterion groups, using critical ratio techniques, demonstrated that a statistically significant difference does exist between class levels of the total sample. Although a statistically significant difference was demonstrated between first- and third-year students from the degree-granting

program, there was no difference between first- and third-year students from the diploma-granting program.

Item analysis of this scale was done using the same techniques and criterion groups as were used for the scale for the Nurse's Own Appraisal of Nurses and Nursing. Only one item was found to be significant for all three criterion groups: "Lay people in general think of nurses as being 'faster' or 'freer' in sex matters than most other women." Two other items were found to be significant for first- and third-year students. These two items were related to the public's appreciation of the nurse's work and whether the public has a high regard for nursing as a profession.

Items of significance for first-year students and prenursing candidates were those related to whether nursing is thought to be an unpleasant occupation and whether it is considered a profession. The manner in which nurses function and the intellect of nurses were also items of significance for these criterion groups. When third-year students and prenursing candidates were compared, seven items proved to be significant. In addition to the items which were significant for the other two criterion groups, these included the item which describes nursing as an occupation chosen by girls who cannot go to college.

There was a striking degree of similarity in the responses of all three class levels to the items on the Occupational Rewards scale. Prenursing candidates, first-year students, and third-year students anticipate most of the same rewards from nursing. However, fewer third-year than first-year students expect a given reward; and fewer first-year students than prenursing

candidates expect the same reward. For characteristics which might be considered less than rewarding the class levels are inversely related.

The findings from the supplementary analyses of the data indicated that the selected biographical factors had little, if any, relationship to students' perceptions of nurses and nursing. There was no statistically significant difference between the responses of students who come from families in which there are nurses and the responses of students who do not have nurses in their families. There was also no statistically significant difference between the responses of students who had considered other careers before selecting nursing and the responses of students for whom nursing was a first choice of career. There was, however, a statistically significant difference between the responses of students who indicated that they would recommend nursing to a friend or encourage a younger sister to enter nursing and the responses of those students who indicated that they would neither recommend nursing to a friend nor encourage a younger sister to enter a school of nursing.

Although a large majority of the third-year students did believe that their image of nurses and nursing had changed since they enrolled in the school of nursing, there was no statistically significant difference between the responses of these students and the responses of the students who did not believe their image of nurses and nursing had changed. Students who said their image of nurses and nursing had changed described the change in terms which would indicate a moving away from the traditional image of nursing to the more functional image of reality as nursing is presently practiced.

The results of the study indicate that statistically significant differences do exist between students from different class levels, and from different kinds of programs, in relation to their perceptions of nurses and nursing. First-year students in both the degree-granting and diploma-granting programs tend to have a more traditional image of nursing than third-year students in the two kinds of programs. Third-year students in the diploma-granting program tend to have a more traditional image of nursing than third-year students in the degree-granting program.

Conclusions

This study was based on the following assumptions: (1) the attitudes of nursing students reflect their image of nurses and nursing, (2) students enroll in schools of nursing with a set of pre-established attitudes, and (3) students' attitudes are subject to change during the time they are enrolled in the program of nursing education. The study was designed to identify students' perceptions of nurses and nursing and determine whether there are differences between students from different class levels and from different kinds of nursing programs. Two null hypotheses were formulated:

1. There is no significant difference between prenursing candidates, first-year students, and third-year students in their responses to statements describing the personality traits and occupational characteristics of nursing.
2. There is no significant difference between students enrolled in diploma-granting programs of nursing education and those enrolled in degree-granting programs in their responses to statements describing the personality traits and occupational characteristics of nursing.

Statistical analysis of the data demonstrated a significant difference between students from different class levels, and a significant difference between students from degree and diploma programs. These findings would lead to the rejection of both of the null hypotheses on a purely statistical basis.

Although the results of this study lead to the conclusion that nursing students' perceptions of nurses and nursing change away from the traditional image of nursing toward the more functional image of present day nursing practice during the time they are enrolled in the program of nursing education, in actuality there are not many differences between the criterion groups. Those differences that do occur, while statistically significant, are small in the absolute sense. The demonstration of any difference at all between the criterion groups, no matter how small, would tend to support the hypothesis that there is a relationship between nursing students' role perceptions and the attrition rates in schools of nursing. This does not imply that role perception is the only factor related to withdrawal from nursing programs.

It is probable that a different approach than that used for this study might result in a more concise and accurate identification of the student's image of nursing. A longitudinal study in which student's concepts of the nurse role prior to entering a school of nursing were identified by indepth interviews and then evaluated in terms of her behavior during the program of nursing education would provide a means for testing the relationship between role perception and withdrawal from the school of nursing. This kind of an approach would also allow for the identification of learning experiences in the program of

nursing education which might be related to changes in students' role perceptions.

Implications of the study

Although the conclusions which may be drawn from this study are limited, both in significance and in generality, the study did substantiate the belief of the investigator that, in general, students who enroll in programs of nursing education have an image of nursing which is more idealistic than realistic. Students themselves recognize this to be true. This would seem to have certain implications for nurse educators and for general educators. It is of particular significance for the guidance counselor who is expected to assist the student in selecting a career.

In addition to the longitudinal approach described in the preceding section, it would seem that programs of nursing education should be the subject of research directed toward the identification of factors in the program related to students' perceptions of nurses and nursing. The study indicated that the perceptions of students in the degree program change more than those of students in the diploma program. Two questions evolve: (1) Are the modifying factors part of the clinical program? (2) Are the liberal arts requirements of the degree program responsible?

The present study has led to the conclusion that nursing students' perceptions of nurses and nursing are subject to change through the influence of modifying factors in the program of nursing education. A logical step

to follow would be identification of the specific changes and identification of the modifying factors.

APPENDIX I. THE SCHEDULE

The attached questionnaire is part of a study to determine what nursing students think about nurses and the nursing profession.

This questionnaire is a small part of the total questionnaire developed and used by Dr. Robert P. Bullock for the 1953 Ohio State Nurses Association study of Occupational Role and Function as Related to Job Satisfaction.

The present study constitutes the second phase of my doctoral dissertation and is under the direction of Dr. Herman Peters, Guidance Department; Miss Mildred Newton, Director of the School of Nursing; and Dr. Robert Bullock, Department of Sociology and Anthropology.

Will you please complete these schedules, checking them according to the directions, and return them as your instructor directs? Please check your answers as frankly and as honestly as you can. The questionnaires are anonymous. You do not need to sign your name anywhere. None of your answers will be identified with you as an individual.

Thank you for your assistance in this study.

— Lillian M. Pierce, R. N.
Graduate Student
The Ohio State University

NURSES ARE PEOPLE TOO

In some ways the work nurses do sets them apart, or makes them different from women who work in other occupations. You will probably agree with some of the following statements and disagree with others. Indicate, for each statement, whether you "strongly agree" (SA), "agree" (A), are "undecided" (U), "disagree" (D), or "strongly disagree" (SD) with that statement. Circle the abbreviation which shows how you feel.

SA A U D SD	1. Nurses work under more rigid discipline than women in most other occupations.
SA A U D SD	2. In their work, nurses are more independent and self-directing than women in most other occupations.
SA A U D SD	3. Nurses are better informed about business and social conditions than are women in most other occupations.
SA A U D SD	4. Nurses have less opportunity for social activities than women in most other occupations.
SA A U D SD	5. Nurses must take and follow orders more than women in most other occupations.
SA A U D SD	6. Nurses participate more in planning their work than do women in most other occupations.
SA A U D SD	7. Nurses must accept criticism without complaint more than women in most occupations.
SA A U D SD	8. Obedience is required of nurses more than it is of women in most other occupations.
SA A U D SD	9. Nurses are more emancipated (equal with men) than are women in most other occupations.

SA	A	U	D	SD	10.	Nurses become more "hardened" and less "feminine" than women in most other occupations.
SA	A	U	D	SD	11.	Nurses, when off duty, dress better than women in most other occupations.
SA	A	U	D	SD	12.	It is easier for nurses to change from one occupation to another (nursing to something else) than it is for women in other occupations.
SA	A	U	D	SD	13.	Nurses have to abide by more rules and regulations than women in most other occupations.
SA	A	U	D	SD	14.	Nurses have more chance for pleasant recreation than women in most other occupations.
SA	A	U	D	SD	15.	Nurses tend to become more grouchy and strict than women in most other occupations.
SA	A	U	D	SD	16.	Nurses are more aggressive and determined than women in most other occupations.
SA	A	U	D	SD	17.	The work nurses do forces them to be more narrow in their fields of interest than most women in other occupations.
SA	A	U	D	SD	18.	Nurses must work with greater precision than women in most other occupations.
SA	A	U	D	SD	19.	Nurses become more "old-maidish" than women in most other occupations.
SA	A	U	D	SD	20.	In general, nurses have more ambition than women in most other occupations.

JOHN Q'S VIEW

Following is a list of statements about nursing and how it is looked upon by the public. Some of them will be statements with which you agree. You will probably disagree with others. Indicate how you feel about each statement by circling the appropriate abbreviation, as you did in the preceding section.

SA	A	U	D	SD	1.	The general public does not properly appreciate the work nurses do.
SA	A	U	D	SD	2.	Nursing is a profession very highly regarded by the public.
SA	A	U	D	SD	3.	The general public looks upon nurses as somewhat special servants.
SA	A	U	D	SD	4.	In the eyes of most ordinary citizens, nurses are a highly educated group.
SA	A	U	D	SD	5.	Most lay people think nurses are "Faster" or "Freer" in sex matters than most other women.
SA	A	U	D	SD	6.	Nurses are known to the public for their devotion to duty.
SA	A	U	D	SD	7.	The public thinks of nurses as very alert and efficient persons.
SA	A	U	D	SD	8.	Generally, the public thinks nurses are domineering and unreasonable.
SA	A	U	D	SD	9.	Nursing is generally looked upon as an occupation chosen mostly by girls who can't go to college.
SA	A	U	D	SD	10.	The general public thinks nurses are overpaid.
SA	A	U	D	SD	11.	Nurses are recognized by the public as being superior intellectually.

SA	A	U	D	SD	12.	The public has great respect for the amount of education which nurses receive.
SA	A	U	D	SD	13.	Nursing is generally looked upon by the public as a profession.
SA	A	U	D	SD	14.	Nurses are looked upon by the public as being inferior intellectually.
SA	A	U	D	SD	15.	Nurses are recognized as being very hard-working people.
SA	A	U	D	SD	16.	The general public classes nurses at about the same level as stenographers, clerks, and waitresses.
SA	A	U	D	SD	17.	Nurses are generally recognized as having a great deal of technical knowledge.
SA	A	U	D	SD	18.	The general public usually thinks of nurses as being persons who do menial work in the sick-room.
SA	A	U	D	SD	19.	The public generally thinks of nurses as being independent and self-directing in their work.
SA	A	U	D	SD	20.	Nursing is generally looked upon by the public as an unpleasant occupation.

WHAT ARE THE REWARDS?

Nursing (N), School Teaching (ST), Social Work (SW) are probably the occupations most open to women. In the following section please compare these professions. Indicate which profession you think is best in each case by circling the appropriate abbreviation. If you can't decide circle U for "undecided." Give one answer for each question.

Which occupation do you believe:

N	ST	SW	U	1.	Provides the greatest financial reward?
N	ST	SW	U	2.	Provides the greatest variety of work activity on the job?
N	ST	SW	U	3.	Provides the greatest amount of educational experience?
N	ST	SW	U	4.	Gives the best knowledge about one's self?
N	ST	SW	U	5.	Gives greatest opportunity to be of assistance to others?
N	ST	SW	U	6.	Gives one the best chance for security?
N	ST	SW	U	7.	Provides the most opportunity for self-direction in one's work?
N	ST	SW	U	8.	Is most respected by the public?
N	ST	SW	U	9.	Allows one the greatest amount of contact with people?
N	ST	SW	U	10.	Gives one the greatest variety in experience?
N	ST	SW	U	11.	Provides the best part-time occupation?
N	ST	SW	U	12.	Gives the greatest opportunity to experience gratitude of other people?
N	ST	SW	U	13.	Offers greatest choice in type of work?
N	ST	SW	U	14.	Is most scientific in knowledge required or skills used?

N	ST	SW	U	15.	Gives one the greatest amount of prestige?
N	ST	SW	U	16.	Provides the greatest opportunity to have responsibility?
N	ST	SW	U	17.	Requires the most unselfishness?
N	ST	SW	U	18.	Requires the most courage?
N	ST	SW	U	19.	Requires the most faithfulness to duty?
N	ST	SW	U	20.	Requires the highest moral standards?
N	ST	SW	U	21.	Gives the best opportunity to hold positions of authority?
N	ST	SW	U	22.	Gives the best opportunity to be independent in planning one's personal life?
N	ST	SW	U	23.	Involves the hardest physical work?
N	ST	SW	U	24.	Is best as preparation for marriage and family life?
N	ST	SW	U	25.	Requires the greatest amount of educational preparation?
N	ST	SW	U	26.	Gives best opportunity for professional advancement?
N	ST	SW	U	27.	Gives best opportunity for a woman to supplement her husband's income?
N	ST	SW	U	28.	Gives best opportunity to work with worthwhile people?
N	ST	SW	U	29.	Gives service most needed by society?
N	ST	SW	U	30.	Requires the most self-sacrifice?

ABOUT YOU

The following information is necessary for the analysis of data obtained in these schedules.

1. What is your class rank? _____ Soph. _____ Jr. _____ Sr.
2. What is your age? _____ years.
3. Religious preference? _____ Catholic, _____ Protestant,
_____ Jewish, _____ No preference, _____ Other.
4. Where did you live while attending high school?
_____ A. Small town or village.
_____ B. City of 10, 000 or less.
_____ C. City of 10, 000 to 100, 000.
_____ D. City of 100, 000 to 500, 000.
_____ E. City over 500, 000.
5. Is someone else in your family or close acquaintance a nurse?
_____ Yes _____ No.
6. _____ Sister, _____ Mother, _____ Cousin, _____ Aunt, _____ Friend.
7. Did you consider another profession before nursing?
_____ Yes _____ No.
8. If the answer is Yes, what was your other consideration?

9. Have you recommended nursing to any of your friends?
_____ Yes _____ No.

10. Would you encourage a younger sister to enter nursing?
- _____ Yes _____ No.
11. Have you recommended this school of nursing to any friend, acquaintance, or member of your family?
- _____ Yes _____ No.
12. Regarding your plans for the future, do you:
- _____ A. Plan mostly to use nursing to supplement husband's income?
- _____ B. Plan on a career in hospital staff nursing?
- _____ C. Plan on a career in public health nursing?
- _____ D. Plan on a career in nursing education?
- _____ E. Plan on a career in nursing administration?
- _____ F. Plan on a career in one of the nursing specialties?
- _____ G. Plan to stop nursing when you marry?
- _____ H. Have plans different from any of the above or are undecided on your future plans?
13. If you are a senior, do you think your attitude or feelings about nursing have changed since you entered the school of nursing?
- _____ Yes _____ No.
14. If the answer is yes to question #13, will you indicate briefly any change in your attitude toward nursing which you are able to identify?

**APPENDIX II. TABLES OF PERCENTAGE DISTRIBUTION OF
RESPONSES TO SCALE FOR NURSE'S OWN APPRAISAL OF
NURSES AND NURSING**

TABLE 20. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 87 Third-Year Nursing Students from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	17. 24	62. 07	5. 75	14. 94	00. 00
2. Are more independent and self-directing in their work.	14. 94	46. 00	8. 00	28. 80	2. 30
3. Are better informed about business and social affairs.	1. 10	11. 50	16. 10	54. 00	17. 30
4. Have less opportunity for social activity.	17. 30	32. 20	12. 60	24. 10	13. 80
5. Must take and follow orders more.	18. 40	43. 70	13. 80	24. 10	00. 00
6. Participate more in planning their work.	17. 30	55. 20	9. 20	13. 70	4. 60
7. Must accept criticism without complaint.	27. 60	27. 60	8. 00	34. 50	2. 30
8. Are required to be more obedient.	20. 70	41. 40	9. 20	28. 70	00. 00
9. Are more emancipated.	3. 50	16. 10	13. 70	54. 10	12. 60

TABLE 20. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	6. 90	23. 00	11. 50	41. 30	17. 30
11. Dress better when off duty.	00. 00	5. 70	28. 70	59. 90	5. 70
12. Can change from nursing to another occupation more easily.	4. 60	21. 80	16. 10	34. 50	23. 00
13. Have to abide by more rules and regulations.	25. 30	49. 45	8. 00	17. 30	00. 00
14. Have more chance for pleasant recreation.	13. 70	67. 90	17. 30	1. 15	00. 00
15. Tend to become more grouchy and strict.	14. 90	55. 30	11. 50	13. 70	4. 60
16. Are more aggressive and determined.	5. 70	47. 20	18. 40	21. 80	6. 90
17. Are forced, by the work they do, to be more narrow in their fields of interest.	10. 40	26. 40	6. 90	40. 20	16. 10
18. Must work with greater precision.	00. 00	18. 40	4. 60	51. 70	25. 30
19. Become more 'old-maidish.'	10. 40	11. 50	12. 60	49. 40	16. 10
20. In general, have more ambition.	4. 60	33. 40	21. 80	37. 95	2. 30

TABLE 21. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 51 Third-Year Nursing Students from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	5.88	58.83	9.81	25.49	00.00
2. Are more independent and self-directing in their work.	13.73	52.95	3.92	29.42	00.00
3. Are better informed about business and social affairs.	00.00	17.65	23.53	52.95	5.88
4. Have less opportunity for social activity.	00.00	19.61	11.77	45.10	23.53
5. Must take and follow orders more.	5.88	52.95	3.92	37.26	00.00
6. Participate more in planning their work.	17.65	58.83	9.81	11.77	1.96
7. Must accept criticism without complaint.	3.92	25.49	15.69	52.95	1.96
8. Are required to be more obedient.	5.88	41.18	9.81	39.22	3.92
9. Are more emancipated.	3.92	17.65	21.57	50.98	5.88

TABLE 21. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	1. 96	9. 81	11. 77	47. 06	29. 42
11. Dress better when off duty.	00. 00	1. 96	23. 53	66. 66	7. 84
12. Can change from nursing to another occupation more easily.	00. 00	15. 69	17. 65	47. 06	19. 61
13. Have to abide by more rules and regulations.	9. 81	47. 06	9. 81	33. 33	00. 00
14. Have more chance for pleasant recreation.	00. 00	00. 00	19. 61	70. 59	9. 81
15. Tend to become more grouchy and strict.	00. 00	7. 84	21. 57	54. 90	15. 69
16. Are more aggressive and determined.	3. 92	41. 18	21. 57	27. 45	5. 88
17. Are forced, by the work they do, to be more narrow in their fields of interest.	3. 92	21. 57	9. 81	39. 22	25. 49
18. Must work with greater precision.	11. 77	49. 03	11. 77	27. 45	00. 00
19. Become more 'old-maidish.'	00. 00	7. 84	11. 77	49. 03	31. 37
20. In general, have more ambition.	3. 92	21. 57	19. 61	50. 98	3. 92

TABLE 22. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 38 Third-Year Nursing Students from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	39. 47	47. 37	5. 26	7. 89	00. 00
2. Are more independent and self-directing in their work.	7. 89	42. 11	10. 53	31. 58	7. 89
3. Are better informed about business and social affairs.	7. 89	18. 42	23. 68	47. 37	2. 63
4. Have less opportunity for social activity.	7. 89	34. 21	13. 16	31. 58	13. 16
5. Must take and follow orders more.	50. 00	36. 84	5. 26	7. 89	00. 00
6. Participate more in planning their work.	36. 84	44. 74	7. 89	7. 89	2. 63
7. Must accept criticism without complaint.	18. 42	52. 63	15. 79	13. 16	00. 00
8. Are required to be more obedient.	26. 32	55. 26	7. 89	10. 53	00. 00
9. Are more emancipated.	00. 00	21. 05	26. 32	50. 00	2. 63

TABLE 22. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	2. 63	15. 79	13. 16	36. 84	31. 58
11. Dress better when off duty.	2. 63	21. 05	21. 05	42. 11	13. 16
12. Can change from nursing to another occupation more easily.	00. 00	10. 53	31. 58	36. 84	21. 05
13. Have to abide by more rules and regulations.	26. 32	63. 16	5. 26	5. 26	00. 00
14. Have more chance for pleasant recreation.	00. 00	00. 00	31. 58	52. 63	15. 79
15. Tend to become more grouchy and strict.	2. 63	23. 68	13. 16	39. 47	21. 05
16. Are more aggressive and determined.	15. 79	36. 84	15. 79	64. 71	2. 63
17. Are forced, by the work they do, to be more narrow in their fields of interest.	7. 89	13. 16	5. 26	50. 00	23. 68
18. Must work with greater precision.	64. 71	44. 74	13. 16	13. 16	00. 00
19. Become more 'old-maidish. '	5. 26	5. 26	2. 63	63. 16	23. 68
20. In general, have more ambition.	13. 16	21. 05	26. 32	36. 84	2. 63

TABLE 23. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 110 First-Year Nursing Students from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	. 91	29. 99	8. 18	54. 54	6. 36
2. Are more independent and self-directing in their work.	6. 36	54. 54	8. 18	29. 99	. 91
3. Are better informed about business and social affairs.	. 91	19. 99	24. 54	52. 72	1. 82
4. Have less opportunity for social activity.	3. 64	16. 36	8. 18	50. 90	20. 90
5. Must take and follow orders more.	16. 36	36. 36	9. 09	36. 36	1. 82
6. Participate more in planning their work.	11. 81	50. 90	8. 81	28. 79	. 91
7. Must accept criticism without complaint.	19. 99	39. 99	9. 99	29. 09	. 91
8. Are required to be more obedient.	16. 36	46. 36	13. 63	21. 81	1. 82
9. Are more emancipated.	1. 82	29. 09	20. 90	44. 54	3. 64

TABLE 23. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	. 91	8. 18	7. 27	47. 26	36. 36
11. Dress better when off duty.	1. 82	14. 54	29. 08	45. 45	9. 09
12. Can change from nursing to another occupation more easily.	3. 64	18. 18	19. 19	40. 90	7. 27
13. Have to abide by more rules and regulations.	14. 54	57. 26	8. 18	18. 18	1. 82
14. Have more chance for pleasant recreation.	00. 00	3. 64	24. 54	68. 17	3. 64
15. Tend to become more grouchy and strict.	00. 00	7. 27	7. 27	52. 72	32. 72
16. Are more aggressive and determined.	3. 64	54. 54	14. 54	26. 36	. 91
17. Are forced, by the work they do, to be more narrow in their fields of interest.	2. 73	21. 81	3. 64	42. 72	29. 09
18. Must work with greater precision.	00. 00	54. 54	3. 64	9. 09	00. 00
19. Become more 'old-maidish. '	1. 82	4. 55	6. 36	46. 35	40. 90
20. In general, have more ambition.	9. 99	35. 45	23. 63	27. 27	3. 64

TABLE 24. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 59 First-Year Nursing Students from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	5.08	59.32	10.17	25.42	00.00
2. Are more independent and self-directing in their work.	6.78	49.15	20.34	23.73	00.00
3. Are better informed about business and social affairs.	1.69	30.51	25.42	40.68	1.69
4. Have less opportunity for social activity.	1.69	11.86	10.17	62.71	13.56
5. Must take and follow orders more.	13.56	47.46	13.56	25.42	00.00
6. Participate more in planning their work.	20.34	62.71	5.08	10.17	1.69
7. Must accept criticism without complaint.	5.08	49.15	18.64	23.73	3.39
8. Are required to be more obedient.	11.86	42.37	16.95	27.12	1.69
9. Are more emancipated.	00.00	18.64	30.51	49.15	1.69

TABLE 24. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	1. 69	8. 47	5. 08	61. 02	23. 73
11. Dress better when off duty.	00. 00	13. 56	27. 12	54. 24	5. 08
12. Can change from nursing to another occupation more easily.	00. 00	11. 86	23. 73	55. 93	8. 47
13. Have to abide by more rules and regulations.	10. 17	54. 24	15. 25	20. 34	00. 00
14. Have more chance for pleasant recreation.	00. 00	1. 69	18. 64	74. 58	5. 08
15. Tend to become more grouchy and strict.	00. 00	5. 08	10. 17	57. 63	27. 12
16. Are more aggressive and determined.	00. 00	49. 15	11. 86	38. 98	00. 00
17. Are forced, by the work they do, to be more narrow in their fields of interest.	00. 00	15. 25	5. 08	55. 93	23. 73
18. Must work with greater precision.	32. 20	52. 54	3. 39	11. 86	00. 00
19. Become more 'old-maidish. '	00. 00	3. 39	3. 39	64. 41	28. 81
20. In general, have more ambition.	5. 08	32. 20	35. 59	23. 73	3. 39

TABLE 25. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 36 First-Year Nursing Students from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	25.00	58.33	8.33	8.33	00.00
2. Are more independent and self-directing in their work.	19.44	30.56	19.44	30.56	00.00
3. Are better informed about business and social affairs.	5.56	38.89	16.67	38.89	00.00
4. Have less opportunity for social activity.	2.78	8.33	2.78	61.11	25.00
5. Must take and follow orders more.	27.78	44.44	5.56	22.22	00.00
6. Participate more in planning their work.	13.89	58.33	8.33	19.44	00.00
7. Must accept criticism without complaint.	30.56	55.56	2.78	11.11	00.00
8. Are required to be more obedient.	30.56	36.11	19.44	13.89	00.00
9. Are more emancipated.	5.56	27.78	16.67	44.44	5.56

TABLE 25. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	00. 00	2. 78	11. 11	36. 11	50. 00
11. Dress better when off duty.	2. 78	8. 33	27. 78	55. 56	5. 56
12. Can change from nursing to another occupation more easily.	2. 78	19. 44	22. 22	47. 22	8. 33
13. Have to abide by more rules and regulations.	27. 78	47. 22	8. 33	16. 67	00. 00
14. Have more chance for pleasant recreation.	00. 00	8. 33	22. 22	69. 44	00. 00
15. Tend to become more grouchy and strict.	00. 00	5. 56	16. 67	61. 11	16. 67
16. Are more aggressive and determined.	5. 56	44. 44	13. 89	33. 33	2. 78
17. Are forced, by the work they do, to be more narrow in their fields of interest.	2. 78	11. 11	00. 00	50. 00	36. 11
18. Must work with greater precision.	44. 44	50. 00	2. 78	2. 78	00. 00
19. Become more 'old-maidish.'	00. 00	5. 56	8. 33	47. 22	38. 89
20. In general, have more ambition.	00. 00	38. 89	16. 67	36. 11	8. 33

TABLE 26. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 79 Prenursing Candidates from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	10.13	68.35	7.59	13.92	00.00
2. Are more independent and self-directing in their work.	5.06	21.52	12.66	54.43	6.33
3. Are better informed about business and social affairs.	2.53	18.99	37.98	37.98	2.53
4. Have less opportunity for social activity.	2.53	13.92	8.86	58.23	16.46
5. Must take and follow orders more.	17.72	50.63	10.13	21.52	00.00
6. Participate more in planning their work.	3.80	17.72	20.25	54.43	3.80
7. Must accept criticism without complaint.	20.25	44.30	10.13	22.78	2.53
8. Are required to be more obedient.	25.32	54.43	8.86	10.13	1.27
9. Are more emancipated.	3.80	16.46	26.58	49.37	3.80

TABLE 26. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	2.53	6.33	6.33	41.77	43.04
11. Dress better when off duty.	00.00	12.66	34.18	50.63	2.53
12. Can change from nursing to another occupation more easily.	1.27	21.52	27.85	43.04	6.33
13. Have to abide by more ruled and regulations.	16.46	62.02	8.86	12.66	00.00
14. Have more chance for pleasant recreation.	00.00	5.06	20.25	70.89	3.80
15. Tend to become more grouchy and strict.	00.00	2.53	13.92	39.24	44.30
16. Are more aggressive and determined.	5.06	18.99	26.58	44.30	5.06
17. Are forced, by the work they do, to be more narrow in their fields of interest.	00.00	10.13	7.59	58.23	24.05
18. Must work with greater precision.	34.18	54.43	5.06	6.33	00.00
19. Become more 'old-maidish.'	00.00	00.00	7.59	50.63	41.77
20. In general, have more ambition.	7.59	27.85	25.32	36.71	2.53

TABLE 27. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 58 Prenursing Candidates from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	13. 79	70. 69	5. 17	10. 34	00. 00
2. Are more independent and self-directing in their work.	6. 90	25. 86	18. 96	44. 83	3. 45
3. Are better informed about business and social affairs.	6. 90	13. 79	37. 93	41. 38	00. 00
4. Have less opportunity for social activity.	00. 00	12. 08	12. 08	46. 55	29. 31
5. Must take and follow orders more.	27. 59	46. 55	6. 90	18. 96	00. 00
6. Participate more in planning their work.	8. 62	36. 21	24. 14	29. 31	1. 72
7. Must accept criticism without complaint.	18. 96	55. 17	6. 90	17. 24	1. 72
8. Are required to be more obedient.	22. 41	62. 07	6. 90	8. 62	00. 00
9. Are more emancipated.	8. 62	17. 24	18. 96	51. 72	3. 45

TABLE 27. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	3. 45	3. 45	1. 72	29. 31	00. 00
11. Dress better when off duty.	1. 72	6. 90	48. 27	37. 93	5. 17
12. Can change from nursing to another occupation more easily.	00. 00	17. 24	19. 52	56. 90	10. 34
13. Have to abide by more rules and regulations.	15. 52	67. 24	3. 45	12. 08	1. 72
14. Have more chance for pleasant recreation.	00. 00	5. 17	34. 48	58. 62	1. 72
15. Tend to become more grouchy and strict.	1. 72	5. 17	6. 90	43. 10	43. 10
16. Are more aggressive and determined.	6. 90	27. 59	22. 41	34. 48	8. 62
17. Are forced, by the work they do, to be more narrow in their fields of interest.	1. 72	6. 90	3. 45	53. 45	34. 48
18. Must work with greater precision.	31. 03	60. 34	1. 72	6. 90	00. 00
19. Become more 'old-maidish.'	3. 45	00. 00	3. 45	46. 55	46. 55
20. In general, have more ambition.	6. 90	25. 86	27. 59	37. 93	1. 72

TABLE 28. Percentage Distribution of Responses to Items of Scale for Nurse's Own Appraisal of Nurses and Nursing: 36 Prenursing Candidates from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
Nurses, when compared with women in most other occupations:					
1. Work under more rigid discipline.	19.44	61.11	13.89	5.56	00.00
2. Are more independent and self-directing in their work.	11.11	36.11	19.44	33.33	00.00
3. Are better informed about business and social affairs.	00.00	33.33	16.67	50.00	00.00
4. Have less opportunity for social activity.	00.00	11.11	8.33	58.33	22.22
5. Must take and follow orders more.	22.22	61.11	2.78	13.89	00.00
6. Participate more in planning their work.	2.78	47.22	19.44	30.56	00.00
7. Must accept criticism without complaint.	27.78	58.33	8.33	5.56	00.00
8. Are required to be more obedient.	41.67	44.44	8.33	5.56	00.00
9. Are more emancipated.	5.56	33.33	27.78	33.33	00.00

TABLE 28. Continued

Item	S A	A	U	D	S D
10. Become hardened and less feminine.	00. 00	8. 33	8. 33	47. 22	36. 11
11. Dress better when off duty.	2. 78	5. 56	30. 56	58. 33	2. 78
12. Can change from nursing to another occupation more easily.	5. 56	2. 78	36. 11	50. 00	5. 56
13. Have to abide by more rules and regulations.	13. 89	66. 66	8. 33	11. 11	00. 00
14. Have more chance for pleasant recreation.	2. 78	8. 33	30. 56	58. 33	00. 00
15. Tend to become more grouchy and strict.	00. 00	5. 56	5. 56	66. 66	22. 22
16. Are more aggressive and determined.	2. 78	41. 67	22. 22	30. 56	2. 78
17. Are forced, by the work they do, to be more narrow in their fields of interest.	2. 78	5. 56	5. 56	52. 78	33. 33
18. Must work with greater precision.	38. 89	52. 78	2. 78	5. 56	00. 00
19. Become more 'old-maidish.'	00. 00	00. 00	00. 00	50. 00	50. 00
20. In general, have more ambition.	00. 00	36. 11	33. 33	30. 56	00. 00

**APPENDIX III. TABLES OF PERCENTAGE DISTRIBUTION OF
RESPONSES TO SCALE FOR NURSE'S ESTIMATE OF
PUBLIC OPINION OF NURSES AND NURSING**

TABLE 29. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 89 Third-Year Nursing Students from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	14.95	40.25	3.45	35.65	5.75
2. Has high regard for nursing as a profession.	11.50	41.40	9.20	32.20	5.75
3. Looks upon nurses as special servants.	8.05	52.90	8.05	29.90	1.15
4. Views nurses as a highly educated group.	4.60	42.55	11.50	39.10	2.30
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	13.80	60.95	12.65	11.50	1.15
6. Knows nurses as being devoted to duty.	6.90	65.55	11.50	16.10	00.00
7. Thinks of nurses as alert, efficient persons.	10.35	72.45	9.20	8.05	00.00
8. Thinks nurses are domineering and unreasonable.	00.00	11.50	14.95	60.95	12.65
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	4.60	31.05	8.05	43.70	12.65

TABLE 29. Continued

Item	S A	A	U	D	S D
10. Thinks that nurses are overpaid.	2. 30	3. 45	6. 90	54. 05	33. 35
11. Recognizes nurses as being superior intellectually.	1. 15	17. 25	25. 30	49. 45	6. 90
12. Has great respect for the amount of education.	1. 15	25. 30	24. 15	44. 85	4. 60
13. Looks upon nursing as a profession.	14. 95	72. 45	1. 15	10. 35	1. 15
14. Looks upon nurses as being inferior intellectually.	1. 15	1. 15	5. 75	64. 40	27. 60
15. Recognizes nurses as being hard-working.	14. 95	72. 45	5. 75	6. 90	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	2. 30	13. 80	6. 90	51. 75	25. 30
17. Recognizes nurses as having a great deal of technical knowledge.	10. 35	66. 70	4. 60	18. 40	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	4. 60	42. 55	11. 50	34. 50	6. 90
19. Thinks of nurses as being independent and self-directing in their work.	6. 90	48. 30	17. 25	24. 15	3. 45
20. Looks upon nursing as an unpleasant occupation.	24. 15	48. 30	8. 05	17. 25	2. 30

TABLE 30. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 51 Third-Year Nursing Students from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	7.84	35.30	7.84	49.03	00.00
2. Has high regard for nursing as a profession.	5.88	64.71	15.69	13.73	00.00
3. Looks upon nurses as special servants.	3.92	47.06	17.65	27.45	3.92
4. Views nurses as a highly educated group.	3.92	52.95	25.49	17.65	00.00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	11.77	62.75	9.81	13.73	1.96
6. Knows nurses as being devoted to duty.	1.96	43.14	25.49	29.42	00.00
7. Thinks of nurses as alert, efficient persons.	3.92	80.40	13.73	1.96	00.00
8. Thinks nurses are domineering and unreasonable.	00.00	1.96	15.69	72.56	9.81
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	00.00	21.57	3.92	49.03	25.49
10. Thinks that nurses are overpaid.	00.00	5.88	3.92	64.71	25.49

TABLE 30. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	9. 81	19. 61	70. 60	00. 00
12. Has great respect for the amount of education.	3. 92	37. 26	23. 53	35. 30	00. 00
13. Looks upon nursing as a profession.	11. 77	68. 64	1. 96	15. 69	1. 96
14. Looks upon nurses as being inferior intellectually.	00. 00	1. 96	7. 84	64. 71	25. 49
15. Recognizes nurses as being hard-working.	15. 69	60. 79	9. 81	13. 73	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	5. 88	5. 88	68. 64	19. 61
17. Recognizes nurses as having a great deal of technical knowledge.	11. 77	72. 56	11. 77	3. 92	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	3. 92	13. 73	13. 73	62. 75	5. 88
19. Thinks of nurses as being independent and self-directing in their work.	00. 00	58. 83	19. 61	19. 61	1. 96
20. Looks upon nursing as an unpleasant occupation.	11. 77	56. 87	11. 77	13. 73	5. 88

TABLE 31. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 38 Third-Year Nursing Students from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	15. 79	34. 21	15. 79	31. 58	2. 63
2. Has high regard for nursing as a profession.	21. 05	50. 00	10. 53	18. 42	00. 00
3. Looks upon nurses as special servants.	18. 42	47. 37	7. 89	26. 32	00. 00
4. Views nurses as a highly educated group.	10. 53	44. 74	18. 42	26. 32	00. 00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	26. 32	60. 53	5. 26	7. 89	00. 00
6. Knows nurses as being devoted to duty.	15. 79	60. 53	18. 42	00. 00	5. 26
7. Thinks of nurses as alert, efficient persons.	15. 79	65. 79	13. 16	5. 26	00. 00
8. Thinks nurses are domineering and unreasonable.	00. 00	15. 79	10. 53	63. 16	10. 53
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	2. 36	13. 16	23. 68	44. 74	15. 79
10. Thinks that nurses are overpaid.	00. 00	21. 05	10. 53	42. 11	26. 32

TABLE 31. Continued

	Item	S A	A	U	D	S D
11.	Recognizes nurses as being superior intellectually.	00. 00	18. 42	28. 95	50. 00	2. 63
12.	Has great respect for the amount of education.	5. 26	34. 21	28. 95	28. 95	2. 63
13.	Looks upon nursing as a profession.	15. 79	68. 42	7. 89	7. 89	00. 00
14.	Looks upon nurses as being inferior intellectually.	00. 00	2. 63	00. 00	63. 16	34. 21
15.	Recognizes nurses as being hard-working.	23. 68	65. 79	2. 63	7. 89	00. 00
16.	Classes nurses with stenographers, clerks, and waitresses.	2. 63	2. 63	13. 16	42. 11	39. 47
17.	Recognizes nurses as having a great deal of technical knowledge.	15. 79	65. 79	10. 53	7. 89	00. 00
18.	Usually thinks of nurses as persons who do menial work in the sick-room.	5. 26	21. 05	7. 89	57. 89	7. 89
19.	Thinks of nurses as being independent and self-directing in their work.	2. 63	55. 26	15. 79	21. 05	5. 26
20.	Looks upon nursing as an unpleasant occupation.	10. 53	52. 63	18. 42	15. 79	2. 63

TABLE 32. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 110 First-Year Nursing Students from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	4.54	19.99	9.99	54.54	10.90
2. Has high regard for nursing as a profession.	23.63	55.44	9.99	10.90	00.00
3. Looks upon nurses as special servants.	3.63	49.99	13.63	29.08	3.63
4. Views nurses as a highly educated group.	4.54	44.54	19.08	31.81	00.00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	8.18	45.45	12.72	24.54	9.09
6. Knows nurses as being devoted to duty.	12.72	69.99	8.18	8.18	.91
7. Thinks of nurses as alert, efficient persons.	10.90	77.26	8.18	3.63	00.00
8. Thinks nurses are domineering and unreasonable.	00.00	10.90	12.72	67.26	9.09
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	1.82	15.45	9.99	48.17	23.63
10. Thinks that nurses are overpaid.	.91	4.54	10.90	57.26	26.36

TABLE 32. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	24. 54	20. 90	51. 81	2. 73
12. Has great respect for the amount of education.	2. 73	41. 81	19. 99	33. 63	1. 82
13. Looks upon nursing as a profession.	21. 81	66. 35	3. 63	8. 18	00. 00
14. Looks upon nurses as being inferior intellectually.	00. 00	4. 54	7. 27	59. 08	29. 08
15. Recognizes nurses as being hard-working.	15. 45	75. 44	6. 36	2. 73	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	5. 45	2. 73	47. 26	44. 54
17. Recognizes nurses as having a great deal of technical knowledge.	10. 90	64. 53	15. 45	9. 09	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	3. 63	28. 17	17. 27	46. 35	4. 54
19. Thinks of nurses as being independent and self-directing in their work.	. 91	54. 54	17. 27	27. 27	00. 00
20. Looks upon nursing as an unpleasant occupation.	16. 36	47. 26	9. 09	24. 54	2. 73

TABLE 33. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 59 First-Year Nursing Students from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	5. 08	35. 59	5. 08	45. 76	8. 47
2. Has high regard for nursing as a profession.	11. 86	62. 71	13. 56	11. 86	1. 69
3. Looks upon nurses as special servants.	00. 00	47. 46	25. 42	27. 12	00. 00
4. Views nurses as a highly educated group.	6. 78	38. 98	16. 95	37. 29	00. 00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	6. 78	59. 32	16. 95	15. 25	1. 69
6. Knows nurses as being devoted to duty.	6. 78	57. 63	23. 73	11. 86	00. 00
7. Thinks of nurses as alert, efficient persons.	11. 86	76. 27	10. 17	1. 69	00. 00
8. Thinks nurses are domineering and unreasonable.	00. 00	3. 39	22. 03	69. 49	5. 08
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	1. 69	22. 03	11. 86	45. 76	18. 64
10. Thinks that nurses are overpaid.	00. 00	1. 69	11. 86	66. 10	20. 34

TABLE 33. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	11. 86	27. 12	57. 63	3. 39
12. Has great respect for the amount of education.	00. 00	40. 68	20. 34	35. 59	3. 39
13. Looks upon nursing as a profession.	10. 17	79. 66	5. 08	5. 08	00. 00
14. Looks upon nurses as being inferior intellectually.	00. 00	6. 78	11. 86	67. 80	13. 56
15. Recognizes nurses as being hard-working.	10. 17	83. 05	3. 39	3. 39	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	15. 25	1. 69	66. 10	16. 95
17. Recognizes nurses as having a great deal of technical knowledge.	3. 39	61. 02	18. 64	16. 95	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	00. 00	32. 20	20. 34	45. 76	1. 69
19. Thinks of nurses as being independent and self-directing in their work.	00. 00	59. 32	20. 34	20. 34	00. 00
20. Looks upon nursing as an unpleasant occupation.	5. 08	45. 76	13. 56	32. 20	3. 39

TABLE 34. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 36 First-Year Nursing Students from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	13. 89	27. 78	8. 33	41. 67	8. 33
2. Has high regard for nursing as a profession.	13. 89	61. 11	5. 56	16. 67	2. 78
3. Looks upon nurses as special servants.	2. 78	47. 22	25. 00	22. 22	2. 78
4. Views nurses as a highly educated group.	11. 11	52. 78	11. 11	19. 44	5. 56
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	22. 22	27. 78	16. 67	30. 56	2. 78
6. Knows nurses as being devoted to duty.	11. 11	61. 11	19. 44	8. 33	00. 00
7. Thinks of nurses as alert, efficient persons.	11. 11	75. 00	11. 11	2. 78	00. 00
8. Thinks nurses are domineering and unreasonable.	2. 78	11. 11	16. 67	58. 33	11. 11
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	2. 78	13. 89	8. 33	30. 56	44. 44
10. Thinks that nurses are overpaid.	00. 00	2. 78	22. 22	61. 11	13. 89

TABLE 34. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	13. 89	25. 00	55. 56	5. 56
12. Has great respect for the amount of education.	8. 33	44. 44	11. 11	33. 33	2. 78
13. Looks upon nursing as a profession.	8. 33	80. 56	8. 33	00. 00	2. 78
14. Looks upon nurses as being inferior intellectually.	2. 78	2. 78	13. 89	47. 22	33. 33
15. Recognizes nurses as being hard-working.	13. 89	75. 00	8. 33	2. 78	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	11. 11	13. 89	58. 33	16. 67
17. Recognizes nurses as having a great deal of technical knowledge.	2. 78	77. 78	8. 33	11. 11	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	00. 00	33. 33	2. 78	47. 22	16. 67
19. Thinks of nurses as being independent and self-directing in their work.	2. 78	47. 22	22. 22	27. 78	00. 00
20. Looks upon nursing as an unpleasant occupation.	11. 11	58. 33	8. 33	19. 44	2. 78

TABLE 35. Percentage Distribution of Responses to Items of Scale for Nurse's Estimate of Public Opinion of Nurses and Nursing: 79 Prenursing Candidates from The Ohio State University School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	2. 53	37. 98	12. 66	37. 98	8. 86
2. Has high regard for nursing as a profession.	13. 92	54. 43	8. 86	22. 78	00. 00
3. Looks upon nurses as special servants.	5. 06	63. 29	12. 66	13. 92	5. 06
4. Views nurses as a highly educated group.	5. 06	39. 24	18. 99	36. 71	00. 00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	6. 33	17. 72	13. 92	40. 50	21. 52
6. Knows nurses as being devoted to duty.	7. 59	68. 35	15. 19	8. 86	00. 00
7. Thinks of nurses as alert, efficient persons.	8. 86	79. 75	7. 59	3. 80	00. 00
8. Thinks nurses are domineering and unreasonable.	00. 00	11. 39	10. 13	67. 09	11. 39
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	1. 27	21. 52	8. 86	35. 44	32. 91
10. Thinks that nurses are overpaid.	1. 27	1. 27	7. 59	65. 82	24. 05

TABLE 35. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	8. 86	21. 52	67. 09	2. 53
12. Has great respect for the amount of education.	00. 00	26. 58	24. 05	48. 10	1. 27
13. Looks upon nursing as a profession.	22. 78	67. 09	5. 06	5. 06	00. 00
14. Looks upon nurses as being inferior intellectually.	00. 00	2. 53	3. 80	69. 62	24. 05
15. Recognizes nurses as being hard-working.	16. 46	74. 68	5. 06	3. 80	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	5. 06	7. 59	53. 16	34. 18
17. Recognizes nurses as having a great deal of technical knowledge.	10. 13	46. 83	17. 72	25. 32	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	1. 27	32. 91	12. 66	44. 30	8. 86
19. Thinks of nurses as being independent and self-directing in their work.	00. 00	25. 32	18. 99	53. 16	2. 53
20. Looks upon nursing as an unpleasant occupation.	2. 53	44. 30	12. 66	34. 18	6. 33

TABLE 36. Percentage Distribution of Responses to Items of Scale of Nurse's Estimate of Public Opinion of Nurses and Nursing: 58 Prenursing Candidates from Riverside-White Cross School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	6. 90	39. 65	6. 90	41. 38	5. 17
2. Has high regard for nursing as a profession.	22. 41	51. 72	8. 62	15. 52	1. 72
3. Looks upon nurses as special servants.	10. 34	49. 28	18. 96	20. 69	00. 00
4. Views nurses as highly educated group.	3. 45	53. 45	18. 96	22. 41	1. 72
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	00. 00	18. 96	3. 45	44. 83	32. 76
6. Knows nurses as being devoted to duty.	12. 08	70. 69	10. 34	6. 90	00. 00
7. Thinks of nurses as alert, efficient persons.	12. 08	74. 14	8. 62	5. 17	00. 00
8. Thinks nurses are domineering and unreasonable.	00. 00	10. 34	13. 79	56. 90	18. 96
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	00. 00	10. 34	3. 45	27. 59	58. 62
10. Thinks that nurses are overpaid.	00. 00	5. 17	24. 14	46. 55	24. 14

TABLE 36. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	1. 72	12. 08	25. 86	53. 45	6. 90
12. Has great respect for the amount of education.	00. 00	41. 38	27. 59	27. 59	3. 45
13. Looks upon nursing as a profession.	29. 31	65. 52	3. 45	1. 72	00. 00
14. Looks upon nurses as being inferior intellectually.	00. 00	3. 45	8. 62	48. 27	39. 65
15. Recognizes nurses as being hard-working.	12. 08	75. 86	8. 62	3. 45	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	15. 52	3. 45	44. 83	36. 21
17. Recognizes nurses as having a great deal of technical knowledge.	6. 90	60. 34	13. 79	17. 24	1. 72
18. Usually thinks of nurses as persons who do menial work in the sick-room.	1. 72	34. 48	8. 62	37. 93	17. 24
19. Thinks of nurses as being independent and self-directing in their work.	1. 72	31. 03	31. 03	34. 48	1. 72
20. Looks upon nursing as an unpleasant occupation.	5. 17	39. 65	17. 24	27. 59	10. 34

TABLE 37. Percentage Distribution of Responses to Items of Scale of Nurse's Estimate of Public Opinion of Nurses and Nursing: 36 Prenursing Candidates from Grant Hospital School of Nursing

Item	S A	A	U	D	S D
The general public:					
1. Doesn't appreciate the work nurses do.	00. 00	27. 78	2. 78	52. 78	16. 67
2. Has high regard for nursing as a profession.	36. 11	47. 22	8. 33	8. 33	00. 00
3. Looks upon nurses as special servants.	2. 78	55. 56	19. 44	13. 89	8. 33
4. Views nurses as a highly educated group.	13. 89	61. 11	5. 56	19. 44	00. 00
5. Thinks of nurses as being 'faster' or 'freer' in sex matters than other women.	2. 78	22. 22	16. 67	30. 56	27. 78
6. Knows nurses as being devoted to duty.	16. 67	63. 89	11. 11	8. 33	00. 00
7. Thinks of nurses as alert, efficient persons.	19. 44	66. 66	8. 33	5. 56	00. 00
8. Thinks nurses are domineering and unreasonable.	00. 00	5. 56	8. 33	66. 66	19. 44
9. Looks upon nursing as an occupation chosen by girls who can't go to college.	00. 00	5. 56	13. 89	36. 11	44. 44
10. Thinks that nurses are overpaid.	00. 00	2. 78	8. 33	72. 22	16. 67

TABLE 37. Continued

Item	S A	A	U	D	S D
11. Recognizes nurses as being superior intellectually.	00. 00	19. 44	27. 78	52. 78	00. 00
12. Has great respect for the amount of education.	00. 00	44. 44	30. 56	25. 00	00. 00
13. Looks upon nursing as a profession.	22. 22	75. 00	00. 00	2. 78	00. 00
14. Looks upon nurses as being inferior intellectually.	00. 00	00. 00	8. 33	52. 78	38. 89
15. Recognizes nurses as being hard-working.	11. 11	63. 89	13. 89	11. 11	00. 00
16. Classes nurses with stenographers, clerks, and waitresses.	00. 00	11. 11	00. 00	52. 78	36. 11
17. Recognizes nurses as having a great deal of technical knowledge.	11. 11	63. 89	16. 67	8. 33	00. 00
18. Usually thinks of nurses as persons who do menial work in the sick-room.	00. 00	22. 22	33. 33	36. 11	8. 33
19. Thinks of nurses as being independent and self-directing in their work.	2. 78	50. 00	22. 22	22. 22	2. 78
20. Looks upon nursing as an unpleasant occupation.	00. 00	38. 89	11. 11	38. 89	11. 11

**APPENDIX IV. TABLES OF PERCENTAGE DISTRIBUTION OF
RESPONSES TO ITEMS COMPARING NURSING,
SCHOOL TEACHING, AND SOCIAL WORK IN
TERMS OF OCCUPATIONAL REWARDS**

TABLE 38. Percentage Distribution of Responses to Items Comparing Nursing, School of Teaching, and Social Work in terms of Occupational Rewards: 87 Third-Year Nursing Students from The Ohio State University School of Nursing

Item	N	S T	S W	U
Which Occupation do you believe:				
1. Provides the greatest financial reward?	8. 05	57. 47	22. 99	11. 49
2. Provides the greatest variety in work experience?	59. 77	10. 35	26. 44	3. 45
3. Provides the most educational experience?	35. 63	44. 83	10. 35	9. 20
4. Gives the best knowledge about one's self?	66. 67	1. 15	25. 29	6. 90
5. Gives the most chance to assist others?	68. 97	1. 15	5. 75	24. 14
6. Gives the best chance for security?	44. 83	27. 59	3. 45	24. 14
7. Provides most chance for self-direction in work?	33. 33	24. 14	28. 74	13. 79
8. Is most respected by the public?	21. 84	63. 22	2. 30	12. 64
9. Allows one the most contact with people?	66. 67	4. 60	11. 49	17. 24
10. Gives the greatest variety in experience?	74. 71	4. 60	10. 35	10. 35
11. Provides the best part-time occupation?	83. 91	11. 49	2. 30	2. 30
12. Gives chance to experience gratitude of others?	85. 06	00. 00	4. 60	10. 35
13. Offers most choice in type of work?	86. 21	8. 05	2. 30	3. 45
14. Is most scientific in knowledge and skills?	93. 10	2. 30	2. 30	2. 30
15. Gives one the most prestige?	27. 59	51. 72	2. 30	18. 39

TABLE 38. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	81. 61	3. 45	3. 45	11. 49
17. Requires most unselfishness?	57. 47	3. 45	6. 90	32. 18
18. Requires the most courage?	59. 77	00. 00	14. 94	25. 29
19. Requires the most faithfulness to duty?	73. 56	2. 30	2. 30	21. 84
20. Requires the highest moral standards?	24. 14	33. 33	3. 45	39. 08
21. Gives the best opportunity for authority?	57. 47	11. 49	4. 60	26. 44
22. Gives the best chance for independence?	12. 64	40. 23	25. 29	21. 84
23. Involves the hardest physical work?	96. 55	1. 15	00. 00	2. 30
24. Is the best preparation for marriage and family?	95. 40	00. 00	1. 15	3. 45
25. Requires the most educational preparation?	17. 24	20. 69	44. 83	17. 24
26. Gives the best chance for professional advance?	78. 16	3. 45	5. 75	12. 64
27. Gives best chance to supplement husband's income?	41. 38	28. 74	9. 20	20. 69
28. Gives most opportunity to work with worthwhile people?	35. 63	24. 14	00. 00	40. 23
29. Gives the service most needed by society?	35. 63	6. 90	5. 75	51. 72
30. Requires the most self-sacrifice?	71. 26	00. 00	00. 00	28. 74

TABLE 39. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 51 Third-Year Nursing Students from Riverside-White Cross School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	9.81	29.42	35.30	25.49
2. Provides the greatest variety in work experience?	45.10	1.96	50.98	1.96
3. Provides the most educational experience?	31.37	37.26	17.65	13.73
4. Gives the best knowledge about one's self?	72.56	1.96	13.73	11.77
5. Gives the most chance to assist others?	52.95	3.92	17.65	25.49
6. Gives the best chance for security?	47.06	25.49	00.00	27.45
7. Provides most chance for self-direction in work?	43.14	15.69	17.65	23.53
8. Is most respected by the public?	23.53	52.59	00.00	23.53
9. Allows one the most contact with people?	70.59	00.00	9.81	19.61
10. Gives the greatest variety in experience?	50.98	7.84	25.49	15.69
11. Provides the best part-time occupation?	78.43	5.88	1.96	13.73
12. Gives chance to experience gratitude of others?	64.71	1.96	7.84	25.49
13. Offers most choice in type of work?	74.51	1.96	5.88	17.65
14. Is most scientific in knowledge and skills?	92.16	1.96	1.96	3.92
15. Gives one the most prestige?	31.37	47.06	00.00	21.57

TABLE 39. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	66.66	00.00	00.00	33.33
17. Requires most unselfishness?	52.95	1.96	9.81	35.30
18. Requires the most courage?	43.14	5.88	13.73	37.26
19. Requires the most faithfulness to duty?	56.87	5.88	1.96	35.30
20. Requires the highest moral standards?	23.53	37.26	00.00	39.22
21. Gives the best opportunity for authority?	64.71	11.77	1.96	21.57
22. Gives the best chance for independence?	25.49	31.37	5.88	37.26
23. Involves the hardest physical work?	96.09	00.00	1.96	1.96
24. Is the best preparation for marriage and family?	78.43	3.92	00.00	17.65
25. Requires the most educational preparation?	3.92	21.57	31.37	43.14
26. Gives the best chance for professional advance?	58.83	1.96	7.84	31.37
27. Gives best chance to supplement husband's income?	37.26	21.57	3.92	37.26
28. Gives most opportunity to work with worthwhile people?	25.49	13.73	00.00	60.78
29. Gives the service most needed by society?	25.49	3.92	1.96	68.64
30. Requires the most self-sacrifice?	41.18	3.92	1.96	52.95

TABLE 40. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 38 Third-Year Nursing Students from Grant Hospital School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	2. 63	50. 00	26. 32	21. 05
2. Provides the greatest variety in work experience?	60. 53	5. 26	34. 21	00. 00
3. Provides the most educational experience?	26. 32	55. 26	7. 89	10. 53
4. Gives the best knowledge about one's self?	81. 58	00. 00	10. 53	7. 89
5. Gives the most chance to assist others?	81. 58	00. 00	7. 89	10. 53
6. Gives the best chance for security?	55. 26	23. 68	2. 63	18. 42
7. Provides most chance for self-direction in work?	55. 26	15. 79	18. 42	10. 53
8. Is most respected by the public?	28. 95	50. 00	00. 00	21. 05
9. Allows one the most contact with people?	78. 95	00. 00	13. 16	7. 89
10. Gives the greatest variety in experience?	78. 95	00. 00	18. 42	2. 63
11. Provides the best part-time occupation?	73. 68	7. 89	2. 63	15. 79
12. Gives chance to experience gratitude of others?	78. 95	2. 63	5. 26	13. 16
13. Offers most choice in type of work?	73. 68	00. 00	13. 16	13. 16
14. Is most scientific in knowledge and skills?	81. 58	7. 89	2. 63	7. 89
15. Gives one the most prestige?	23. 68	36. 84	13. 16	26. 32

TABLE 40. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	81.58	5.26	2.63	10.53
17. Requires most unselfishness?	68.42	00.00	10.53	21.05
18. Requires the most courage?	68.42	2.63	15.79	13.16
19. Requires the most faithfulness to duty?	78.95	2.63	2.63	15.79
20. Requires the highest moral standards?	34.21	21.05	00.00	44.74
21. Gives the best opportunity for authority?	50.00	39.47	2.63	7.89
22. Gives the best chance for independence?	23.68	31.58	23.68	21.05
23. Involves the hardest physical work?	94.74	00.00	2.63	2.63
24. Is the best preparation for marriage and family?	94.74	00.00	2.63	2.63
25. Requires the most educational preparation?	2.63	52.63	28.95	15.79
26. Gives the best chance for professional advance?	63.16	7.89	2.63	26.32
27. Gives best chance to supplement husband's income?	50.00	18.42	13.16	18.42
28. Gives most opportunity to work with worthwhile people?	52.63	15.79	00.00	31.58
29. Gives the service most needed by society?	55.26	2.63	10.53	31.58
30. Requires the most self-sacrifice?	65.79	00.00	7.89	26.32

TABLE 41. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 110 First-Year Nursing Students from The Ohio State University School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	14.54	36.36	22.72	26.36
2. Provides the greatest variety in work experience?	53.63	1.82	38.17	6.36
3. Provides the most educational experience?	47.26	28.17	10.91	13.63
4. Gives the best knowledge about one's self?	75.44	0.91	14.54	9.09
5. Gives the most chance to assist others?	76.35	00.00	6.36	17.27
6. Gives the best chance for security?	54.54	17.27	3.63	24.54
7. Provides most chance for self-direction in work?	33.63	14.54	30.90	19.99
8. Is most respected by the public?	45.45	33.63	2.73	18.18
9. Allows one the most contact with people?	54.54	4.54	26.36	14.54
10. Gives the greatest variety in experience?	62.72	0.91	21.81	14.54
11. Provides the best part-time occupation?	72.72	16.36	4.54	6.36
12. Gives chance to experience gratitude of others?	85.44	0.91	8.18	5.45
13. Offers most choice in type of work?	72.72	4.54	10.91	11.81
14. Is most scientific in knowledge and skills?	90.90	3.63	00.00	5.45
15. Gives one the most prestige?	39.99	27.27	8.18	24.54

TABLE 41. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	77. 26	3. 63	6. 36	12. 72
17. Requires most unselfishness?	63. 63	0. 91	11. 81	23. 63
18. Requires the most courage?	65. 44	2. 73	11. 81	19. 99
19. Requires the most faithfulness to duty?	74. 53	00. 00	3. 63	21. 81
20. Requires the highest moral standards?	33. 63	20. 90	7. 27	38. 17
21. Gives the best opportunity for authority?	55. 44	21. 81	3. 36	19. 08
22. Gives the best chance for independence?	36. 36	28. 17	5. 45	29. 99
23. Involves the hardest physical work?	89. 99	00. 00	2. 73	7. 27
24. Is the best preparation for marriage and family?	89. 99	0. 91	2. 73	6. 36
25. Requires the most educational preparation?	29. 99	17. 27	18. 18	34. 54
26. Gives the best chance for professional advance?	57. 26	9. 99	4. 54	28. 17
27. Gives best chance to supplement husband's income?	49. 08	25. 45	0. 91	24. 54
28. Gives most opportunity to work with worthwhile people?	34. 54	19. 99	4. 54	40. 90
29. Gives the service most needed by society?	46. 35	11. 81	5. 45	3. 63
30. Requires the most self-sacrifice?	63. 63	3. 63	5. 45	27. 27

TABLE 42. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 59 First-Year Nursing Students from Riverside-White Cross School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	25. 42	38. 98	15. 25	20. 34
2. Provides the greatest variety in work experience?	61. 02	00. 00	33. 90	5. 08
3. Provides the most educational experience?	23. 73	55. 93	13. 56	6. 78
4. Gives the best knowledge about one's self?	59. 32	00. 00	25. 42	15. 25
5. Gives the most chance to assist others?	74. 58	1. 69	10. 17	13. 56
6. Gives the best chance for security?	57. 63	15. 25	1. 69	25. 42
7. Provides most chance for self-direction in work?	52. 54	16. 95	18. 64	11. 86
8. Is most respected by the public?	33. 90	49. 15	5. 08	11. 86
9. Allows one the most contact with people?	54. 24	00. 00	23. 73	22. 03
10. Gives the greatest variety in experience?	52. 54	00. 00	30. 51	16. 95
11. Provides the best part-time occupation?	76. 27	13. 56	5. 08	5. 08
12. Gives chance to experience gratitude of others?	81. 36	1. 69	8. 47	8. 47
13. Offers most choice in type of work?	64. 40	13. 56	11. 86	10. 17
14. Is most scientific in knowledge and skills?	86. 44	1. 69	00. 00	11. 86
15. Gives one the most prestige?	30. 51	33. 90	8. 47	27. 12

TABLE 42. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	76. 27	1. 69	3. 39	18. 64
17. Requires most unselfishness?	57. 63	00. 00	27. 12	15. 25
18. Requires the most courage?	40. 68	3. 39	37. 29	18. 64
19. Requires the most faithfulness to duty?	69. 49	00. 00	11. 86	18. 64
20. Requires the highest moral standards?	23. 73	30. 51	8. 47	37. 29
21. Gives the best opportunity for authority?	45. 76	28. 81	3. 39	22. 03
22. Gives the best chance for independence?	37. 29	18. 64	8. 47	35. 59
23. Involves the hardest physical work?	84. 76	00. 00	13. 56	1. 69
24. Is the best preparation for marriage and family?	91. 53	1. 69	00. 00	6. 78
25. Requires the most educational preparation?	11. 86	40. 68	28. 81	18. 64
26. Gives the best chance for professional advance?	40. 68	15. 25	3. 39	40. 68
27. Gives best chance to supplement husband's income?	55. 93	11. 86	1. 69	30. 51
28. Gives most opportunity to work with worthwhile people?	44. 06	8. 47	3. 39	44. 06
29. Gives the service most needed by society?	50. 85	10. 17	8. 47	30. 51
30. Requires the most self-sacrifice?	50. 85	00. 00	20. 34	28. 81

TABLE 43. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 36 First-Year Nursing Students from Grant Hospital School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	25.00	33.33	13.89	27.78
2. Provides the greatest variety in work experience?	61.11	00.00	38.89	00.00
3. Provides the most educational experience?	25.00	52.78	16.67	5.56
4. Gives the best knowledge about one's self?	63.89	00.00	30.56	5.56
5. Gives the most chance to assist others?	75.00	2.78	2.78	19.44
6. Gives the best chance for security?	88.89	2.78	00.00	8.33
7. Provides most chance for self-direction in work?	36.11	30.56	16.67	16.67
8. Is most respected by the public?	36.11	33.33	8.33	22.22
9. Allows one the most contact with people?	55.56	2.78	22.22	19.44
10. Gives the greatest variety in experience?	77.79	2.78	11.11	8.33
11. Provides the best part-time occupation?	83.33	2.78	8.33	5.56
12. Gives chance to experience gratitude of others?	88.89	00.00	2.78	8.33
13. Offers most choice in type of work?	72.22	11.11	2.78	13.89
14. Is most scientific in knowledge and skills?	100.00	00.00	00.00	00.00
15. Gives one the most prestige?	44.44	22.22	2.78	30.56

TABLE 43. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	75.00	2.78	00.00	22.22
17. Requires most unselfishness?	72.22	2.78	11.11	13.89
18. Requires the most courage?	63.89	00.00	19.44	16.67
19. Requires the most faithfulness to duty?	63.89	00.00	5.56	30.56
20. Requires the highest moral standards?	41.67	5.56	5.56	52.78
21. Gives the best opportunity for authority?	63.89	5.56	2.78	27.78
22. Gives the best chance for independence?	41.67	19.44	2.78	36.11
23. Involves the hardest physical work?	94.44	00.00	2.78	2.78
24. Is the best preparation for marriage and family?	91.67	00.00	2.78	5.56
25. Requires the most educational preparation?	16.67	25.00	36.11	22.22
26. Gives the best chance for professional advance?	63.89	8.33	2.78	25.00
27. Gives best chance to supplement husband's income?	69.44	00.00	8.33	22.22
28. Gives most opportunity to work with worthwhile people?	38.89	16.67	2.78	41.67
29. Gives the service most needed by society?	63.89	2.78	5.56	27.78
30. Requires the most self-sacrifice?	58.33	2.78	13.89	25.00

TABLE 44. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 79 Prenursing Candidates from The Ohio State University School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	22.78	40.51	11.39	25.32
2. Provides the greatest variety in work experience?	39.24	1.27	48.10	11.39
3. Provides the most educational experience?	27.85	29.11	16.46	26.58
4. Gives the best knowledge about one's self?	49.37	15.19	22.78	12.66
5. Gives the most chance to assist others?	68.52	00.00	6.33	27.85
6. Gives the best chance for security?	46.83	31.65	00.00	21.52
7. Provides most chance for self-direction in work?	20.25	20.25	37.98	21.52
8. Is most respected by the public?	31.65	44.30	5.06	18.99
9. Allows one the most contact with people?	45.57	3.80	20.25	30.38
10. Gives the greatest variety in experience?	48.10	3.80	32.91	15.19
11. Provides the best part-time occupation?	73.42	15.19	5.06	6.33
12. Gives chance to experience gratitude of others?	73.42	2.53	7.59	16.46
13. Offers most choice in type of work?	70.89	3.80	12.66	12.66
14. Is most scientific in knowledge and skills?	92.40	00.00	00.00	7.59
15. Gives one the most prestige?	31.65	34.18	5.06	29.11

TABLE 44. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	70.89	3.80	5.06	20.25
17. Requires most unselfishness?	44.30	1.27	15.19	39.24
18. Requires the most courage?	45.57	00.00	30.38	24.05
19. Requires the most faithfulness to duty?	67.09	1.27	8.86	22.78
20. Requires the highest moral standards?	27.85	13.92	8.86	49.37
21. Gives the best opportunity for authority?	64.56	18.99	2.53	13.92
22. Gives the best chance for independence?	32.91	31.65	10.13	25.32
23. Involves the hardest physical work?	79.75	00.00	7.59	12.66
24. Is the best preparation for marriage and family?	79.75	3.80	1.27	15.19
25. Requires the most educational preparation?	30.38	17.72	24.05	27.85
26. Gives the best chance for professional advance?	62.02	13.92	3.80	20.25
27. Gives best chance to supplement husband's income?	43.04	30.38	2.53	24.05
28. Gives most opportunity to work with worthwhile people?	36.71	12.66	2.53	48.10
29. Gives the service most needed by society?	36.71	15.19	5.06	43.04
30. Requires the most self-sacrifice?	44.30	1.27	16.46	37.98

TABLE 45. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 58 Prenursing Candidates from Riverside-White Cross School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	27.59	39.65	15.52	17.24
2. Provides the greatest variety in work experience?	44.83	1.72	51.72	1.72
3. Provides the most educational experience?	22.41	53.45	17.24	6.90
4. Gives the best knowledge about one's self?	67.24	00.00	22.41	10.34
5. Gives the most chance to assist others?	74.14	00.00	12.08	13.79
6. Gives the best chance for security?	56.90	31.03	1.72	10.34
7. Provides most chance for self-direction in work?	18.96	37.93	18.96	24.14
8. Is most respected by the public?	39.65	32.76	3.45	24.14
9. Allows one the most contact with people?	58.62	6.90	15.52	18.96
10. Gives the greatest variety in experience?	39.65	8.62	36.21	15.52
11. Provides the best part-time occupation?	58.62	20.69	15.52	5.17
12. Gives chance to experience gratitude of others?	72.41	00.00	10.34	17.24
13. Offers most choice in type of work?	70.69	10.34	13.79	5.17
14. Is most scientific in knowledge and skills?	98.27	00.00	00.00	1.72
15. Gives one the most prestige?	43.10	27.59	6.90	22.41

TABLE 45. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	81.03	5.17	00.00	13.79
17. Requires most unselfishness?	63.79	3.45	13.79	18.96
18. Requires the most courage?	46.55	00.00	41.38	12.08
19. Requires the most faithfulness to duty?	79.31	00.00	8.62	12.08
20. Requires the highest moral standards?	27.59	29.31	5.17	37.93
21. Gives the best opportunity for authority?	49.28	29.31	00.00	20.69
22. Gives the best chance for independence?	29.31	31.03	12.08	27.59
23. Involves the hardest physical work?	81.03	00.00	8.62	10.34
24. Is the best preparation for marriage and family?	91.38	1.72	1.72	5.17
25. Requires the most educational preparation?	17.24	32.76	27.59	22.41
26. Gives the best chance for professional advance?	68.96	18.96	00.00	12.08
27. Gives best chance to supplement husband's income?	56.90	27.59	3.45	12.08
28. Gives most opportunity to work with worthwhile people?	43.10	20.69	3.45	32.76
29. Gives the service most needed by society?	43.10	8.62	15.52	32.76
30. Requires the most self-sacrifice?	46.55	3.45	22.41	27.59

TABLE 46. Percentage Distribution of Responses to Items Comparing Nursing, School Teaching, and Social Work in Terms of Occupational Rewards: 36 Prenursing Candidates from Grant Hospital School of Nursing

Item	N	S T	S W	U
Which occupation do you believe:				
1. Provides the greatest financial reward?	38.89	36.11	8.33	16.67
2. Provides the greatest variety in work experience?	38.89	11.11	38.89	11.11
3. Provides the most educational experience?	19.44	50.00	8.33	22.22
4. Gives the best knowledge about one's self?	66.66	2.78	16.67	13.89
5. Gives the most chance to assist others?	69.44	00.00	11.11	19.44
6. Gives the best chance for security?	52.78	27.78	2.78	16.67
7. Provides most chance for self-direction in work?	27.78	44.44	22.22	5.56
8. Is most respected by the public?	27.78	36.11	2.78	33.33
9. Allows one the most contact with people?	63.89	00.00	22.22	13.89
10. Gives the greatest variety in experience?	50.00	2.78	36.11	11.11
11. Provides the best part-time occupation?	69.44	5.56	11.11	13.89
12. Gives chance to experience gratitude of others?	77.78	2.78	2.78	16.67
13. Offers most choice in type of work?	50.00	19.44	19.44	11.11
14. Is most scientific in knowledge and skills?	94.44	00.00	2.78	2.78
15. Gives one the most prestige?	44.44	30.56	5.56	19.44

TABLE 46. Continued

Item	N	S T	S W	U
16. Provides most chance for responsibility?	86. 11	2. 78	00. 00	11. 11
17. Requires most unselfishness?	58. 33	00. 00	19. 44	22. 22
18. Requires the most courage?	66. 66	5. 56	11. 11	16. 67
19. Requires the most faithfulness to duty?	75. 00	2. 78	2. 78	19. 44
20. Requires the highest moral standards?	41. 67	19. 44	13. 89	25. 00
21. Gives the best opportunity for authority?	58. 33	25. 00	2. 78	13. 89
22. Gives the best chance for independence?	55. 56	19. 44	5. 56	19. 44
23. Involves the hardest physical work?	80. 56	5. 56	5. 56	8. 33
24. Is the best preparation for marriage and family?	83. 33	2. 78	2. 78	11. 11
25. Requires the most educational preparation?	11. 11	44. 44	27. 78	16. 67
26. Gives the best chance for professional advance?	63. 89	16. 67	8. 33	11. 11
27. Gives best chance to supplement husband's income?	58. 33	19. 44	2. 78	19. 44
28. Gives most opportunity to work with worthwhile people?	41. 67	19. 44	8. 33	30. 56
29. Gives the service most needed by society?	44. 44	2. 78	13. 89	38. 89
30. Requires the most self-sacrifice?	55. 56	2. 78	13. 89	27. 78

**APPENDIX V. TABLES OF DESCRIPTIVE DATA FOR EACH OF
NINE GROUPS COMPRISING THE SAMPLE**

TABLE 47. Descriptive Data for 87 Third-Year Nursing Students from The Ohio State University School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
20 years	6	6.9	Catholic	5	5.7
21 years	70	80.5	Protestant	75	86.3
22 years	7	8.0	Jewish	4	4.6
23 years	2	2.3	Other	1	1.1
Over 23 years	0	0.0	No preference	0	0.0
No data	2	2.3	No data	2	2.3
Total	87	100.0	Total	87	100.0
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	24	27.6	Yes	48	55.2
City less than 10,000	10	11.5	No	37	42.5
City 10,000 - 100,000	26	29.9	No data	2	2.3
City 100,000 - 500,000	8	9.2	Total	87	100.0
City over 500,000	16	18.4			
More than one place	1	1.1	6. <u>Identification of #5:</u>		
No data	2	2.3	Sister	2	4.2
Total	87	100.0	Mother	7	14.6
7. <u>Another profession:</u>			Cousin	6	12.5
Yes	45	51.7	Aunt	8	16.7
No	40	46.0	Friend	9	18.7
No data	2	2.3	More than one	16	33.3
Total	87	100.0	Total	48	100.0

TABLE 47. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	57	62.5	Supplement family income	46	52.9
No	28	32.2	Hospital staff nursing	1	1.1
No data	2	2.3	Public health nursing	4	4.6
Total	87	100.0	Nursing education	6	6.9
			Nursing administration	0	0.0
10. <u>Encourage a younger sister:</u>			Nursing specialties	3	3.5
Yes	53	60.9	Stop nursing upon marriage	4	4.6
No	32	36.8	Undecided	21	24.1
No data	2	2.3	No data	2	2.3
Total	87	100.0	Total	87	100.0
11. <u>Recommend this school:</u>					
Yes	63	72.4			
No	22	25.3			
No data	2	2.3			
Total	87	100.0			

TABLE 48. Descriptive Data for 51 Third-Year Nursing Students from Riverside-White Cross School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
20 years	24	47.06	Catholic	2	3.92
21 years	23	45.10	Protestant	49	96.09
22 years	3	5.88	Jewish	0	00.00
23 years	0	00.00	Other	0	00.00
Over 23 years	1	1.96	No preference	0	00.00
No data	0	00.00	No data	0	00.00
Total	51	100.00	Total	51	100.00
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	19	37.26	Yes	27	52.95
City less than 10,000	9	17.65	No	24	47.06
City 10,000 - 100,000	16	31.38	No data	0	00.00
City 100,000 - 500,000	0	00.00	Total	51	100.00
City over 500,000	5	9.81			
More than one place	2	3.92	6. <u>Identification of #5:</u>		
No data	0	00.00	Sister	1	3.70
Total	51	100.00	Mother	5	18.52
7. <u>Another profession:</u>			Cousin	5	18.52
Yes	26	50.98	Aunt	5	18.52
No	25	49.02	Friend	4	14.82
No data	0	00.00	More than one	7	25.93
Total	51	100.00	Total	27	100.00

TABLE 48. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	36	70.60	Supplement family income	21	41.18
No	15	29.42	Hospital staff nursing	8	15.69
No data	0	00.00	Public health nursing	0	00.00
Total	51	100.00	Nursing education	5	9.81
			Nursing administration	0	00.00
10. <u>Encourage a younger sister:</u>			Nursing specialties	11	21.57
Yes	32	72.75	Stop nursing upon marriage	0	00.00
No	18	35.30	Undecided	6	11.77
No data	1	1.96	No data	0	00.00
Total	51	100.00	Total	51	100.00
11. <u>Recommend this school:</u>			13. <u>Identify change in attitude:</u>		
Yes	47	92.17	Yes	42	82.36
No	4	7.84	No	8	15.68
No data	0	00.00	No data	1	1.96
Total	51	100.00	Total	51	100.00

TABLE 49. Descriptive Data for 38 Third-Year Nursing Students from Grant Hospital School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
20 years	14	36.84	Catholic	6	15.79
21 years	19	50.00	Protestant	32	84.21
22 years	2	5.26	Jewish	0	00.00
23 years	0	00.00	Other	0	00.00
Over 23 years	2	5.26	No preference	0	00.00
No data	1	2.63	No data	0	00.00
Total	38	100.00	Total	38	100.00
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	17	44.74	Yes	17	44.74
City less than 10,000	3	7.89	No	21	55.26
City 10,000 - 100,000	13	34.21	No data	0	00.00
City 100,000 - 500,000	0	00.00	Total	38	100.00
City over 500,000	4	10.53			
More than one place	1	2.63	6. <u>Identification of #5:</u>		
No data	0	00.00	Sister	1	5.88
Total	38	100.00	Mother	0	00.00
7. <u>Another Profession:</u>			Cousin	2	11.76
Yes	21	55.26	Aunt	3	17.65
No	17	44.74	Friend	0	00.00
No data	0	00.00	More than one	11	64.71
Total	38	100.00	Total	17	100.00

TABLE 49. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	27	71.05	Supplement family income	12	31.58
No	11	28.95	Hospital staff nursing	9	23.68
No data	0	00.00	Public health nursing	0	00.00
Total	38	100.00	Nursing education	3	7.89
			Nursing administration	0	00.00
10. <u>Encourage a younger sister:</u>			Nursing specialties	5	13.16
Yes	19	50.00	Stop nursing upon marriage	0	00.00
No	19	50.00	Undecided	9	23.68
No data	0	00.00	No data	0	00.00
Total	38	100.00	Total	38	100.00
11. <u>Recommend this school:</u>			13. <u>Identify change in attitude:</u>		
Yes	24	63.16	Yes	28	73.68
No	13	34.21	No	7	18.42
No data	1	2.63	No data	3	7.89
Total	38	100.00	Total	38	100.00

TABLE 50. Descriptive Data for 110 First-Year Nursing Students from The Ohio State University School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
18 years	17	15.46	Catholic	15	13.63
19 years	73	66.36	Protestant	87	79.10
20 years	16	14.54	Jewish	6	5.45
21 years	1	0.91	No preference	1	0.91
22 years	1	0.91	No data	1	0.91
23 years	1	0.91	Total	110	100.00
No data	1	0.91			
Total	110	100.00	5. <u>Nurse in family:</u>		
4. <u>Childhood residence:</u>			Yes	56	50.92
Small town	26	23.70	No	53	48.17
City 10,000 or less	12	10.90	No data	1	0.91
City 10,000 - 100,000	49	44.50	Total	110	100.00
City 100,000 - 500,000	8	7.27			
City over 500,000	12	10.90	6. <u>Identification of #5:</u>		
More than one place	1	0.91	Sister	4	7.14
No data	2	1.82	Mother	6	10.72
Total	110	100.00	Cousin	6	10.72
7. <u>Another profession:</u>			Aunt	7	12.50
Yes	56	50.92	Friend	17	30.35
No	51	46.35	More than one	16	28.57
No data	3	2.73	Total	56	100.00
Total	110	100.00			

TABLE 50. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	82	74.54	Supplement family income	42	38.18
No	27	24.55	Hospital staff nursing	2	1.82
No data	1	0.91	Public health nursing	0	00.00
Total	110	100.00	Nursing education	5	4.55
			Nursing administration	2	1.82
10. <u>Encourage a younger sister:</u>			Nursing specialties	18	16.36
Yes	88	80.00	Stop nursing upon marriage	3	2.73
No	20	18.18	Undecided	37	33.63
No data	2	1.82	No data	1	0.91
Total	110	100.00	Total	110	100.00
11. <u>Recommend this school:</u>					
Yes	91	82.72			
No	17	15.46			
No data	2	1.82			
Total	110	100.00			

TABLE 51. Descriptive Data for 59 First-Year Nursing Students from Riverside-White Cross School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
18 years	35	59.32	Catholic	2	3.39
19 years	18	30.51	Protestant	54	91.53
20 years	5	8.47	Jewish	0	00.00
21 years	1	1.69	No preference	3	5.08
22 years	0	00.00	No data	0	00.00
23 years	0	00.00	Total	59	100.00
No data	0	00.00			
Total	59	100.00	5. <u>Nurse in family:</u>		
4. <u>Childhood residence:</u>			Yes	36	61.02
Small town	18	30.51	No	23	38.98
City 10,000 or less	7	11.86	No data	0	00.00
City 10,000 - 100,000	19	32.20	Total	59	100.00
City 100,000 - 500,000	5	8.47			
City over 500,000	8	13.56	6. <u>Identification of #5:</u>		
More than one place	2	3.39	Sister	4	11.11
No data	0	00.00	Mother	5	13.89
Total	59	100.00	Cousin	7	19.44
7. <u>Another profession:</u>			Aunt	8	22.22
Yes	38	64.41	Friend	12	33.33
No	21	35.59	More than one	0	00.00
No data	0	00.00	Total	36	100.00
Total	59	100.00			

TABLE 51. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	50	84. 75	Supplement family income	19	32. 20
No	9	15. 25	Hospital staff nursing	6	10. 17
No data	0	00. 00	Public health nursing	2	3. 39
Total	59	100. 00	Nursing education	3	5. 08
			Nursing administration	0	00. 00
10. <u>Encourage a younger sister:</u>			Nursing specialties	16	27. 12
Yes	49	83. 05	Stop nursing upon marriage	1	1. 69
No	9	15. 25	Undecided	12	20. 34
No data	1	1. 69	No data	0	00. 00
Total	59	100. 00	Total	59	100. 00
11. <u>Recommend this school:</u>					
Yes	54	91. 53			
No	5	8. 47			
No data	0	00. 00			
Total	59	100. 00			

TABLE 52. Descriptive Data for 36 First-Year Nursing Students from Grant Hospital School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
18 years	21	58.33	Catholic	2	5.56
19 years	12	33.33	Protestant	34	94.44
20 years	1	2.78	Jewish	0	00.00
21 years	1	2.78	No preference	0	00.00
22 years	0	00.00	No data	0	00.00
23 years	1	2.78	Total	36	100.00
No data	0	00.00			
Total	36	100.00	5. <u>Nurse in family:</u>		
4. <u>Childhood residence:</u>			Yes	26	72.22
Small town	16	44.44	No	10	27.78
City 10,000 or less	5	13.89	No data	0	00.00
City 10,000 - 100,000	7	19.44	Total	36	100.00
City 100,000 - 500,000	2	5.56			
City over 500,000	6	16.67	6. <u>Identification of #5:</u>		
More than one place	0	00.00	Sister	3	11.54
No data	0	00.00	Mother	4	15.38
Total	36	100.00	Cousin	2	7.68
7. <u>Another profession:</u>			Aunt	5	19.23
Yes	23	63.89	Friend	7	26.92
No	13	36.11	More than one	5	19.23
No data	0	00.00	Total	26	100.00
Total	36	100.00			

TABLE 52. Continued

Item	No.	Per Cent	Item	No.	Per Cent
9. <u>Recommend nursing to a friend:</u>			12. <u>Plans for the future:</u>		
Yes	31	86.11	Supplement family income	15	41.67
No	5	13.89	Hospital staff nursing	6	16.67
No data	0	00.00	Public health nursing	0	00.00
Total	36	100.00	Nursing education	0	00.00
			Nursing administration	0	00.00
10. <u>Encourage a younger sister:</u>			Nursing specialties	7	19.44
Yes	25	69.44	Stop nursing upon marriage	0	00.00
No	10	27.78	Undecided	8	22.22
No data	1	2.78	No data	0	00.00
Total	36	100.00	Total	36	100.00
11. <u>Recommend this school:</u>					
Yes	34	94.44			
No	2	5.56			
No data	0	00.00			
Total	36	100.00			

TABLE 53. Descriptive Data for 79 Prenursing Candidates from The Ohio State University School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
18 years	37	46.83	Catholic	16	20.25
19 years	38	48.10	Protestant	61	77.21
Over 19 years	4	5.06	Jewish	1	1.27
No data	0	00.00	No preference	1	1.27
Total	79	100.00	No data	0	00.00
			Total	79	100.00
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	22	27.85	Yes	52	65.82
City 10,000 or less	9	11.39	No	27	34.18
City 10,000 - 100,000	21	26.58	No data	0	00.00
City 100,000 - 500,000	9	11.39	Total	79	100.00
City over 500,000	10	12.66			
More than one place	5	6.33	6. <u>Identification of #5:</u>		
No data	3	3.80	Sister	1	1.92
Total	79	100.00	Mother	12	23.08
7. <u>Another profession:</u>			Cousin	4	7.69
Yes	40	50.63	Aunt	9	17.31
No	39	49.37	Friend	9	17.31
No data	0	00.00	More than one	17	32.69
Total	79	100.00	Total	52	100.00

TABLE 54. Descriptive Data for 58 Prenursing Candidates from Riverside-White Cross School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
17 years	32	55.17	Catholic	3	5.17
18 years	23	39.65	Protestant	55	94.83
19 years	2	3.45	Jewish	0	00.00
Over 19 years	1	1.72	No preference	0	00.00
No data	0	00.00	No data	0	00.00
Total	58	100.00	Total	58	100.00
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	19	32.76	Yes	29	50.00
City 10,000 or less	9	15.52	No	29	50.00
City 10,000 - 100,000	17	29.31	No data	0	00.00
City 100,000 - 500,000	2	3.45	Total	58	100.00
City over 500,000	5	8.62			
More than one place	6	10.34	6. <u>Identification of #5:</u>		
No data	0	00.00	Sister	2	6.90
Total	58	100.00	Mother	5	17.24
7. <u>Another profession:</u>			Cousin	3	10.34
Yes	32	55.17	Aunt	7	24.14
No	26	44.83	Friend	8	27.59
No data	0	00.00	More than one	4	13.79
Total	58	100.00	Total	29	100.00

TABLE 55. Descriptive Data for 36 Prenursing Candidates from Grant Hospital School of Nursing

Item	No.	Per Cent	Item	No.	Per Cent
2. <u>Age:</u>			3. <u>Religion:</u>		
17 years	26	72.22	Catholic	3	8.33
18 years	9	25.00	Protestant	33	91.76
19 years	0	00.00	Jewish	0	00.00
Over 19 years	1	2.78	No preference	0	00.00
No data	0	00.00	No data	0	00.00
Total	36	100.00	Total	36	100.00
4. <u>Childhood residence:</u>			5. <u>Nurse in family:</u>		
Small town	15	41.67	Yes	25	69.44
City 10,000 or less	7	19.44	No	11	30.56
City 10,000 - 100,000	9	25.00	No data	0	00.00
City 100,000 - 500,000	1	2.78	Total	36	100.00
City over 500,000	3	8.33			
More than one place	1	2.78	6. <u>Identification of #5:</u>		
No data	0	00.00	Sister	5	20.00
Total	36	100.00	Mother	3	12.00
7. <u>Another profession:</u>			Cousin	6	24.00
Yes	17	47.22	Aunt	4	16.00
No	19	52.78	Friend	3	12.00
No data	0	00.00	More than one	4	16.00
Total	36	100.00	Total	25	100.00

**APPENDIX VI. STATEMENTS MADE BY THIRD-YEAR NURSING
STUDENTS DESCRIBING HOW THEIR OPINIONS OF NURSES AND
NURSING HAVE CHANGED**

Statements of 22 Third-Year Nursing Students from the
Grant Hospital School of Nursing

1. "I have more respect for a good nurse. I had not realized that nurses did such a variety of things. "
2. "Nursing isn't as "glorious" as I thought it was before I entered school and the work is more tiring than I imagined. The pay scale isn't as high as I thought it would be. "
3. "I thought it would be less difficult to become a good nurse than I found. A good nurse must be open to new happenings that will help and benefit the patient. I thought all you had to do was go to school and stop studying when you were finished. What a mistaken idea!"
4. "My whole attitude has matured. Before I wanted to be a nurse for a long time to help humanity, but now I realize how important the work is and also how dangerous it is. The legal aspects are frightening and the monetary benefits are inadequate. However the work, although, physically wearing, is well worth the effort. I find it difficult to separate my nursing life from my social life, because nursing is a big part of me. This is made more difficult by the fact that I am engaged to a doctor. "
5. "Realistically my ideal of the nurse has changed from what I thought it was in high school before entering training. I don't feel it is respected by the public because first they are not aware of what we are required to know to become a nurse. "
6. "Not as glamorous as it is cracked up to be. Not enough respect. Not a good enough education. "
7. "I did not realize the extent of the educational program nor the amount of work that is required to graduate. I also realize now that not everyone is able or suited for this profession. "
8. "I was very idealistic about nursing when I entered training, now my ideas are no-longer idealistic mainly because good ideas get no co-operation and I have felt like I have been stepped on for the last three years. "
9. "I found training studies more advanced than what I thought. That nursing is much different in all areas than what the general public believes. That it is very rewarding, stimulating, physically exhausting work. "

10. "I never realized the extensive study and education that is necessary. Had never realized the low pay of nurses. "
11. "I realize now what type of education the nurse must have before entering training. I had no idea what nursing education involved and how much responsibility there is in the nursing profession. "
12. "Nursing is more realistic and more hard physical work than I thought it would be. There are also more frustrations than I ever thought about. There are many rewards and satisfactions in nursing though. "
13. "Now I realize how important it is to be a mature person to be a good nurse. I didn't realize before that nursing consisted of such a variety of fields as psychology, public health, teaching, and learning about people in general. "
14. "I used to feel that everyone in nursing was very interested and dedicated, but I have found that this is not true. "
15. "I didn't know what a wide scope there is to nursing or the many facets or roles when I entered training. I feel more comfortable and secure in nursing now. "
16. "I have more respect for people who have enough ability to stick to nursing. It is a difficult profession. "
17. "I have come to a better understanding of the responsibility of the nurse -- how demanding it is and how rewarding it is and the importance of being well educated and trained in both facts and practical application of nursing principles. "
18. "I feel my responsibilities toward my patients have improved because I have become aware of the consequences. "
19. "When I entered nursing I had a different view of it and now realize it is very different from what I had thought and have come to like and enjoy it much more. "
20. "Since I have entered nursing as my profession I realize how important that both the physical and mental care of each patient is. I also realize that all behavior is motivated, has meaning, and can be understood and I feel this helps to improve the quality of my care which I give to my patients. "
21. " 1. Classes much harder than I expected
2. Lack of free time

3. Long hours of work and class.

The above three reasons have made me upset and anxious at times, for there were many things I did not do because I felt as though I should study to reach my goal. "

22. "Nursing is not glamorous; it is hard work, long hours, and low pay. The public thinks we are servants and they don't realize the amount of education a nurse has to have. "

Statements of 39 Third-Year Nursing Students from the
Riverside-White Cross School of Nursing

1. "When I came into nursing I held the same general attitude of the public toward nurses... dedicated, kind, loving, Christian service, etc. I felt it was a profession dedicated to people and nursing them to health. I have been very disappointed to find nursing functional, administrative-type work, concerned more with qualities of organization, leadership, manual dexterity than with sensitivity to feelings of people. "
2. "I had a picture of a somewhat more glamorous life than I see nurses leading, however, I feel I was wholly unable to imagine the type of satisfaction gained from serving my fellow man. The glamour seems insignificant in comparison with the other rewards of my chosen profession and I have no regrets concerning the choice I have made as to the profession and the place I am obtaining this education. "
3. "I understand more about and am more accepting of life and death than when I entered school here. Although I have found that nursing is not the glamorous world of "Dr. Kildare" I find it fascinating and I would not enter another profession if I were to start again. "
4. "I believe that nursing as a whole is not exactly what I thought it was. I didn't realize the hours you worked or some of the things you come in contact with. "
5. "I didn't realize that nursing included so many things such as teaching, etc. I also did not realize that nurses training involved so many difficulties. I was not aware of the many types of nursing. "
6. "I had never actually cared for any of the sick before I entered training. My ideas about nursing now are more realistic and I feel like I am more prepared to meet others needs. "
7. "When I came into training I had heard previously from town's people that nursing was a very sickening and a self-sacrifice profession. However, I don't feel that nursing is self-sacrificing or "sickening" as it is a field very rich in personal rewards and a very self-satisfying profession. "
8. "I learned that the nurse has to be willing to accept a great deal of responsibility. Also a nurse has to have a certain attitude toward Man, she has to be able to accept everyone in order to give efficient care. "

9. "My attitude about both nurses and nursing has changed but I would rather not answer the question. "
10. "I no longer consider nursing as being "glamorous" but I do feel that it's very necessary and I'm not in the least sorry that I chose it for my career. I know that, considering all aspects, it's not an easy way to earn money and prestige. It's been very difficult to see my friends go on their merry ways while I've been in school, but I know now that my experiences aren't anything that could be traded for 3 years of working for pay; in fact, it could not be evaluated in terms of money. I feel that nursing helps you change in nearly all ways -- the majority for the better. No matter if I never (that's a big word) nurse another day after graduation I will have gained and benefited as I never thought I would three years ago. "
11. "I did not realize the aspects of nursing. No one can adequately tell you what a nurse is. Most people refer to her as a pill-pusher. I was not sure what a nurse did except care for and spend time with a patient. Now I know that nursing is a multifaceted profession. She does more than just what is ordered by the doctor. There is room for independent thinking and planning. "
12. "I've found nursing is much more than what I expected. It's much more involved and important. I've learned to appreciate it much more in just the short time I've been in it. "
13. "I feel that I respect nursing as a profession more since I understand more about it. "
14. "Nursing is not all glory as I had thought, but provides more satisfaction than I had thought. "
15. "I feel I have become much more mature. This is something I am glad I could have time to do -- and in nursing. "
16. "Nursing is hard work most of the time and at times there are a lot more responsibilities and "dirty work" than I had thought there would be. Nursing is not as "glamorous" as I had thought. But it is much more satisfying at times than I thought it would be. It is even more interesting to work with people and also try to understand myself than I had thought. "
17. "I was not aware of how much responsibility a nurse actually has. I was also disappointed that she does not have the opportunity to give more actual bedside care. "

18. "Before entering training I felt nurses were very concerned about each patient and really enjoyed their work. From observation of some nurses I am lead to believe that nursing is just another occupation and the patient's needs are not met satisfactorily. "
19. "Nursing is a more gratifying experience than what I expected. The field of medicine is a mysterious one, it makes you want to learn all that you can and requires you to be thinking constantly. This I did not imagine when I entered training. "
20. "I believe I have taken a more realistic attitude about nursing. Nursing involves many objectives, each of which I hope to accomplish. "
21. "There is more administrative work than I thought there would be. I really had no idea of what nursing really was before coming here. "
22. "When I entered training I thought just of the superficial aspects of nursing in that they care for the sick. Now I realize there are many other aspects such as administration, leadership, teaching, etc. "
23. "I know more about nursing and its capacities for learning every day. It certainly isn't something to go into just because you can't find anything else to do. I've come to really enjoy nursing now that I have more responsibility. It is more rewarding than I first thought. "
24. "I was first attracted to nursing by the glamour and prestige. After three years of hard work, long hours, aching feet, and angry doctors I find the glamour missing. I plan to continue in nursing because I like people and the feeling of being needed. I get a warm feeling when, after giving a pain medication for instance, the patient smiles and says, "Thank you, Nurse. "
25. "I pictured a nurse as one who wanted to help others. I've found many to be the kind who just look at it as a job and a pay check. "
26. "When I came into training I had greater respect for the nursing profession as a group of people containing within their manner and attitude a professional core. As I am approaching graduation I do not feel nurses, as a group, hold this attitude. I plan to go on with my education in hopes of finding a place within nursing where I feel satisfied with my own roles. "
27. "I didn't realize the vastness of nursing profession. Nursing is not a narrow field, but a very broad scope of specialties in which one can go in any direction. "

28. " 1. Lack of enthusiasm.
2. Nursing is seen as a profession in which some of its criteria may be overwhelming.
3. Too much "paper-work", etc. as in the position of head nurse. "
29. "I entered nursing as my own choice with little previous thought to the decision. I never realized the demand to learn new skills and knowledge must be accompanied by personality changes, involvement, and attitudes. Nursing requires the whole person and is not an easy occupation to obtain unless the whole person involves itself. There is much more to nursing than meets the eye of the general public or pre-nursing student. "
30. "Nursing, to me, no longer pertains only to meeting one's physical needs, but also involves one's entire emotional aspect. "
31. "I didn't realize nursing was so broad a profession as it is. I feel I have gained a great deal more knowledge than I had anticipated. "
32. "I feel that only a certain type of person can really be a "good nurse. " Achievement toward this area is my goal. There aren't too many things about nursing that I dislike. I feel that doctors and the general public don't respect us as much as I had originally thought. Because doctors are exposed to many types of nurses, we are frequently not respected as "women. " However, I truly love nursing -- it gives me the chance to give it all I've got -- completely and sincerely. "
33. "Nursing became reality not a 'drama-like' profession. One quickly becomes aware of what life is to an extent and how your chosen profession is associated with it. "
34. "Nurses work harder than I had anticipated. I didn't know that it was possible to gain such insight into yourself and others by what I have learned in my nursing program. "
35. "When I first entered nursing I thought mainly of physical care. I realize now that emotional care; socio-economic conditions are important. You release a patient from the hospital improved in health -- what then?"
36. "Great need for raising standards. "
37. "It's a lot of hard work that can sometimes be very heart-breaking as well as heart-warming. "

38. "The scope of nursing is much broader than I realized before I went into training."
39. "I thought nursing was just the care of the sick. I didn't realize the many things which are involved in nursing."

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