

THE NATURE AND SCOPE
OF EDUCATIONAL PROGRAMS UNDERTAKEN
BY THE 1948-1955 ALUMNAE OF TWO SCHOOLS OF NURSING

by
Anne Ferlic, B. S.

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APPROVED:

A large black rectangular redaction box covering the signature of the Professor in Charge of Thesis.

Assn (Professor in Charge of Thesis)

A black rectangular redaction box covering the signature of the Chairman of the Graduate Council.

J (Chairman, Graduate Council)

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CHAPTER I
INTRODUCTION

Introduction to the Problem

The educational programs of professional schools of nursing prepare nurses for beginning positions in nursing, and accordingly, are usually designated as "basic programs". After graduation from a basic educational program the individual nurse is personally responsible for further professional development and success. Experience in nursing is a basis for professional development but neither professional growth nor success depend entirely upon experience. Both are in large part, related to continued education.

The need for adequately prepared nurses for positions of leadership in nursing has further emphasized the importance of graduate nurse education.

The preparation of nursing personnel to assume leadership responsibilities can be accomplished most expeditiously in educational programs that have been designed for this purpose. Undoubtedly, there are nurses who, from long years of experience, have gained competence in their positions as administrators of nursing service or teachers of nursing. However, in view of the pressing and immediate demands for large numbers of such personnel, this trial-and-error method of self-preparation is patently impracticable and uneconomic.¹⁴

The recognition of the need for further education and the enrollment in educational programs is the responsibility of the individual nurse.

Statement of the Problem

Many nurses have enrolled in educational programs specifically designed for further preparation in nursing. Others have enrolled in general educational programs or have taken courses of a cultural or recreational nature. This study purports to answer these questions: What is the nature and scope of the educational programs undertaken since completion of the basic course by the graduates of two specific schools of nursing? Do the graduates of a nursing program leading to a baccalaureate degree seek further educational preparation to a greater extent than the graduates of a nursing program leading to a diploma?

The Purpose

The major purpose of this paper is to ascertain the amounts and kinds of educational programs which have been undertaken by professional nurses who have completed the requirements for graduation from two basic schools of nursing.

The nurses whose responses were included in this paper are graduates of two types of educational programs. One program grants a baccalaureate degree in nursing upon successful completion of the requirements of the program, and

the other grants a diploma in nursing when the requirements have been completed.

A second purpose of this study is to ascertain whether professional nurses prepared in the baccalaureate program are more interested in further educational programs than those prepared in the diploma degree.

Assumptions

Although many nurses recognize the need for continued education, and wish to enroll in educational programs, there have been limiting factors which have prevented them from enrolling in an educational program. It was assumed that the nurses who responded to the questionnaire would have felt the need and desire for continued education, and would be able to state the reasons that they had or had not been able to fulfill these needs and desires.

It was further assumed that there is a definite trend on the part of graduate nurses to begin educational programs early in their careers to prepare themselves more adequately for their present positions in nursing service and nursing education, and to assist in formulating plans for future employment.

Justification

Success in nursing above first level positions depends in a large part upon education and experience beyond the

basic professional educational program. There is an urgent need for nurses who can accept the responsibilities of advanced positions in nursing service, nursing education, and nursing specialties. "In every phase of nursing service there is an urgent demand for more and better teachers, more efficient administrators, and more supervisors, head nurses, and clinical specialists properly equipped for their work."⁸ Educational programs which are designed to provide the necessary preparation are essential, if the deficiency of qualified personnel is to be met.

The quality of nursing care can be improved only by the continuous growth and progress of the nurses upon whom responsibility lies. The demands for better patient care must be met not only through those who give direct patient care, but by those who provide administration of such service and instruction to future nurses.

Many nurses who are engaged in the practice of their profession have attempted to reinforce the education which they received in basic schools of nursing. The additional education which these nurses have received has enabled them to accept professional responsibilities with greater competence.

A further justification for making this study is that the findings of the study might prove helpful to the administration and the faculties of the two schools whose

alumnae have participated in the paper. The findings of this study may prove significant as an aid to faculty members who participate in counseling students in relation to vocational education.

Definitions

For the purpose of this paper, the following terms are defined.

Basic schools of nursing are those schools of nursing whose function is the education of "students (of nursing) with no previous preparation in professional nursing."³¹

A degree program in a basic school of nursing is defined as a basic nursing educational program "controlled by a degree-granting institution and which leads to a baccalaureate degree."¹⁶

A diploma program in a basic school of nursing is defined as "post-high school non-collegiate education, leading to a diploma (in nursing) and preparing students for registered nurse examinations."⁸

Programs in clinical nursing specialization are defined as "designed to give preparation in the clinical specialties such as psychiatric, pediatric and obstetrical nursing."¹⁰

Graduate nurse education is defined as education for professional nurses who have completed the requirements of a basic school of nursing. It includes "(1) preparation for

beginning positions, and (2) preparation for the functional specialties of administration, supervision, teaching, consultation, and advanced nursing practice."¹⁴

Although both men and women are members of the nursing profession, all the participants in this study are women. For this reason, the pronouns "she" and "her" are used when reference is made to the individual nurse.

Limitations

This study is limited, first, by the participation of the alumnae of two schools of nursing. The selection of the alumnae of the years between 1948 and 1955 imposed further limitations. Those years immediately following graduation from a school of nursing are the years in which many nurses temporarily withdraw from active participation in nursing, and are engaged in establishing a home or rearing a family.

For the young graduate nurse who remains in nursing, the years immediately following graduation are the years in which she gains experience in the nursing field, and she has not yet determined the goals she wishes to reach in her career. Often, the young graduate, who has only entered into the earning period of her career, is limited by economic factors to do no more than formulate plans for future educational programs.

Source of Data

The data for this paper were obtained from the responses of 268 nurses to a questionnaire which had been sent to 430 nurses. The nurses, graduates of two basic schools of nursing in the Portland area, completed the requirements necessary for graduation during the years between 1948 and 1955.

Procedure

The purpose of the paper was established and defined and a questionnaire was constructed. The questionnaire was first administered to a small number of graduate nurses for critical analysis. The questionnaire was then revised to include the suggestions of this group.^a

The questionnaire was prepared in its final form to be sent to the professional nurse graduates of two basic schools of nursing. The selection of the nurses who were asked to participate in this paper was based upon the type of basic educational program which they had completed. The members of one group, designated as Group A in this paper, were granted baccalaureate degrees in nursing upon completion of the requirements of the basic program.

The members of the second group, Group B, were graduates

^aQuestionnaire is included as Appendix C, p. 76.

of a school of nursing from which the student, upon completion of the requirements of the program, received a diploma in nursing.

A letter explaining the purpose of this paper, accompanied by a covering letter from the thesis adviser and a copy of the questionnaire, was sent to the director of each school.^a Through the cooperation of the directors, a mailing list of the alumnae was obtained.

The questionnaire, with a covering letter to explain the purpose of the questionnaire, was sent to 430 nurses on the mailing list.^b

Two hundred and sixty-eight responses to the questionnaire were received. A tabulation of the respondents' replies was made, and tables were constructed from an analysis of the data. Percentages were determined on the basis of the actual number of nurses who responded to each item of the questionnaire.

^aThe author's letter to the directors is included as Appendix A, p. 74.

^bThe covering letter to the questionnaire is included as Appendix B, p. 75.

CHAPTER II

REVIEW OF THE LITERATURE

Development and Expansion of Graduate Nurse Education

Graduate nurse education has assumed a place of increasing importance in planning for the total education of nursing personnel.

Since the first permanent program, Hospital Economics, for graduate nurses was inaugurated in 1899 at Teachers College, Columbia University, the development of educational programs for graduate nurses has been consistent. A survey of the potentialities in educational institutions was done and plans for the first program in graduate nurse education were formulated by The American Society of Superintendents of Training Schools for Nurses. The courses which were specifically for nurses were organized and maintained by the Society.²⁶

The first graduate nurse program for the preparation of public health nurses was established at Teachers College in 1910. Courses were established at Western Reserve University in 1911 and Simmons College in 1912.⁴⁰

Collegiate programs for graduate nurses in administration and teaching developed more slowly than those for public health nursing. However, as graduate nurses showed an increasing interest and need for additional preparation, new

programs were established and programs, originally started as short term summer courses or institutes, were developed as permanent curricula in universities and colleges.⁴⁰

Leaders in the nursing profession, aware of the need for better prepared personnel in nursing, have encouraged the establishment of graduate nurse educational programs, and the enrollment of members of the profession in institutions of higher education.

In 1934, the Committee on the Grading of Nursing Schools, in its final report, Nursing Schools--Today and Tomorrow, indicated the value of further education for graduate nurses. At a period in United States history when unemployment of nurses was at a peak, there was a recognition of the lack of educational preparedness of many nurses. Supplementary courses for nurses with deficient basic education, courses for specialization in clinical areas, and programs on the graduate level in institutions of higher education were recommended to prepare nurses to accept professional responsibility more competently.¹²

The national nursing organizations, particularly The American Society of Superintendents of Training Schools for Nurses (renamed in 1912 The National League of Nursing Education), The National Organization for Public Health Nursing, The Association of Collegiate Schools of Nursing, and later the National League for Nursing, have shown a

consistent interest in graduate nurse education. The efforts of these organizations have provided much of the impetus for the establishment of graduate nurse programs in institutions of higher education in the United States. Programs leading to bachelor's, master's and a few doctoral degrees have been established.

In 1952, Dr. Margaret Bridgman, who had been engaged by the Russell Sage Foundation as a consultant to schools of nursing, was asked to continue her work under the auspices of the National League for Nursing. A report of the information which she obtained in her study of the schools of nursing was published in book form titled, Collegiate Education for Nursing. Information regarding graduate nurse education is included in the report. Dr. Bridgman emphasized that securing and retaining adequately prepared faculty has been a primary problem in basic schools of nursing. Because of a lack of any effective system for the preparation of nurse instructors, there has been a constant struggle within the profession to overcome this deficiency. She indicated that a clarification of the objectives and purposes of graduate nurse education on the baccalaureate level and for graduate study is necessary if the nursing profession is to meet the demands for health services.⁸

Through research in the field of graduate nurse education, the leaders in professional nursing have attempted

to evaluate and improve educational programs on both the baccalaureate and the graduate level. Representatives of institutions of higher education in which graduate nurse educational programs are offered have held work conferences at periodic intervals.

A report of the first work conference on graduate nurse education was published by the National League for Nursing in 1952. The major outcome of the conference was an agreement by the representatives in relation to the purposes of programs on a baccalaureate level and those which lead to a master's degree. The majority of the representatives to the conference agree that "the baccalaureate program should prepare the nurse for general professional nursing, the master's program for specialization". No final agreement was reached regarding the positions, beyond those of staff nursing, for which the graduates of baccalaureate programs in graduate nurse education should be prepared. It was agreed that graduate nurse education on the master's level should prepare the nurse to function in areas of administration, supervision, teaching, consultation and advanced practice in nursing education and nursing service fields.³²

The numbers of graduate nurse educational programs offered by universities and colleges have increased appreciably. Administrators in general education as well as educators primarily interested in the progress of nursing

education have become increasingly aware of the necessity of well-prepared graduate nurses to assume positions of responsibility and leadership. Progress in graduate nurse education has been made not only in the numbers of colleges and universities offering programs on a baccalaureate and graduate level, but in the curriculum content of the programs.

Fellowships available through the National League for Nursing and the federal appropriation in 1956, Public Law 911, Health Amendment Act for "traineeships" are a recognition of the urgent need for providing financial assistance to nurses wishing to prepare for administrative, supervisory, and teaching positions.³⁵

Indications of the Recognition of the Need for Graduate Nurse Education

Although education for nurses after completion of the basic program is not a recent innovation, much of the stimulus for further educational preparation for nurses began after World War II. Changing concepts of the health needs of the nation have influenced nursing education and have made new demands on nursing service. To meet the demands of society more and better prepared professional nurses are needed.

In Administration for Nursing Education, Bixler and Bixler indicated that the rapidly growing demand for

competent personnel, which is far beyond the number being prepared, is of increasing concern to society as well as leaders of the nursing profession. Institutions of higher learning have increased the number of graduate nurse programs on both the baccalaureate and the graduate level.⁵

Individual nurses have recognized the need for further educational preparation as a means to assume better the responsibilities of their positions. Many have taken advantage of the opportunities for continuing their education not only to meet the needs of their present positions but to prepare for future positions.

The educational background of nurse instructors in basic schools of nursing has improved decidedly in the last thirty years. Although not all the instructors have completed a baccalaureate program, which was the standard set by the National League for Nursing Education, considerable progress has been made.

A report, Nursing Schools at the Mid-Century, published in 1950, indicates the improvement of preparation in the nurse faculty members of schools of nursing. In 1929, less than 4 per cent of the nurse instructors in schools of nursing had four or more years of college, while in 1949, 55 per cent of all nurse instructors held at least one academic degree.⁴⁴ Some of these degrees may have been earned in a basic nursing program.

A more recent article, published in Nursing Outlook in September, 1956, indicates only a slight rise in the number of nurse faculty members who hold academic degrees. "Of the approximately 10,000 nurse faculty members in this country, 16 per cent have a master's degree, 53 per cent have a baccalaureate degree, and 31 per cent lack evidence of preparation which is now considered minimal in any educational program."²⁴

The nursing profession and individual nurses have attempted to meet the demands for additional educational preparation. Although the number of nurses who have completed or are now enrolled in educational programs does not meet the demand for adequately prepared personnel, recognition of the value of graduate nurse education has stimulated the enrollment of graduate nurses in programs offered by institutions of higher education.

Esther Lucile Brown, in her book, Nursing for the Future, has denoted the attempt made by graduate nurses to meet the need for further preparation.

Organized nursing, however, has made a valiant effort in the face of severe odds to enrich the general education and to enlarge the competence of those nurses who wished to engage in supervision, administration, teaching, planning and consultation, and public health nursing. The enrollments of graduate nurses, sometimes running into many hundreds, in those universities where curricula for R.N.s are offered, attest the success of nursing in emphasizing further preparation and the interest indicated by the individual nurse.¹⁰

Graduate nurses, particularly those who are in the field of nursing education, have attempted to meet the changing demands of their profession. Although the shortage of faculty personnel in schools of nursing and perhaps, personal factors, prohibit many nurses from continuing in formal educational programs on a full time basis, there is evidence of an increasing interest in additional education.

An indication of the interest of graduate nurses in further educational preparation is found in the report, Ten Thousand Nurse Faculty Members in Basic Professional Schools of Nursing, which was published in 1953. The report stated that of the 6,601 faculty members whose academic preparation was known to the authors, 2,300 or about one-third had earned credits toward the degree next higher than the one presently held. The most pronounced effort toward obtaining additional educational preparation was made by those who held no degree; 57 per cent of these faculty members had credit toward a baccalaureate degree. Of those who held a baccalaureate degree, 24 per cent had earned credits toward a master's degree and of those who held a master's degree, 12 per cent had earned credits on the post-master's level.³⁷

The statistics cited give an indication of the attempt on the part of graduate nurses to acquire further educational preparation. The 1955-56 edition of Facts About Nursing, a statistical summary published by the American Nurses

Association, reports the number of graduate nurse educational programs offered to graduate nurses. The number of nurses enrolled in the programs are included in the publication. Graduate nurse educational programs in colleges and universities have increased in number from sixty in 1948 to one hundred and four in 1954. The total enrollment, however, has decreased from 11,586 students in 1948 to 11,207 students in 1954. In only two of the years between 1948 and 1954 has the number of total enrollments exceeded 12,000 students. Those years were 1949 and 1950. In every year between 1948 and 1954 the enrollment has exceeded 11,000 students.²

Additional data included in Facts About Nursing indicate that part-time enrollment in graduate nurse programs has limited the number of personnel prepared to meet the demands of positions in nursing education, nursing service administration and supervision. The number of graduate nurses enrolled for full-time attendance has decreased from 41 per cent in 1948 to 31 per cent in 1954. The high incidence of part-time enrollment in graduate nurse educational programs is reflected in the fact that of 11,207 graduate nurses enrolled in graduate nurse educational programs, only 2,478 of the students graduated in 1954. Of those nurses who graduated from graduate nurse programs in colleges and universities, 1,923 received baccalaureate

degrees, and 555 nurses received master's or doctor's degrees.²

The Need for Increased Enrollments in Graduate Nurse Educational Programs

In spite of the appreciable progress made by the nursing profession in its efforts to meet the health needs of the nation, the demands for an increasing number of nursing personnel continue. At present there is a larger number of personnel actively engaged in nursing than ever before; yet there is a deficiency of nursing personnel to insure the maintenance and improvement of the present standards of health and welfare of the nation.

In National Nursing Needs--A Challenge to Education, Lucile Petry Leone states that the deficiency in personnel has been most apparent in the numbers of professional nurses who are prepared to accept the responsibilities which have been delegated to them. Advances in medical science, in the number of hospital beds, and in the expansion of health services in public health and industry have promoted the demand for professional nurse personnel. Changes in the functions of professional nurses have altered the responsibilities of the professional nurse. Professional nurses must be able to teach and supervise other kinds of personnel and to plan for the total nursing care of the patients.²⁷

Educational programs for graduate nurses have become

essential if the nursing profession is to meet the challenge to provide nursing services to meet the health needs of society. The demand for an increased number of personnel to give nursing service denotes a need for a corresponding increase in personnel who are prepared to teach and supervise students of nursing.

Gelinas writes that the demand for professional and practical nurses to meet the needs of society implies a need for an increase in the number of students in nursing schools. To maintain the quality of instruction within the schools, larger teaching staffs are necessary. Frequently, it is impossible for schools of nursing to obtain an adequate number of teaching personnel with the desired educational requirements, because of the widespread shortage of prepared personnel. The present and anticipated shortage is a direct threat to students' education and an indirect threat to the health of the nation.¹⁸

Maintaining and improving standards of patient care is of major concern to the nursing profession. Educational programs for graduate nurses have made better nursing care possible. Graduate nurses who direct and supervise others, as well as those nurses who are giving immediate patient care are benefited by further educational preparation.

Better nursing care is contingent upon the preparation of nurses who give and direct the nursing care. Student

nurses should be prepared to "provide complete and unified nursing care, including promotion of health and care and rehabilitation in sickness which will meet the home and community needs as well as the personal needs of the patient". If the basic education of the student nurse is to be improved, the graduate staff, particularly those who give instruction to the student, must be prepared through further education to promote unified and comprehensive nursing care.³⁶

Improved nursing service is contingent upon improved instruction of those who will provide the nursing care in the future. As in other professions, the quality of nursing service, and thereby the advancement of the profession, depend in large part upon the number of personnel who are adequately prepared to teach the students in the schools of nursing.

Heidgerken emphasized the critical need for an increased number of prepared teachers as an obstacle to improved nursing services. The development of nursing from simple care which stressed the physical care of the patient, to the nursing care of today which endeavors to meet the total needs of the patient demands that instructors in schools of nursing be prepared to give and to teach comprehensive nursing care. Professional nursing today is complicated by the changing conditions in society, the changes in medicine and other

sciences, and the changes in the functions of the professional nurse. Adequate preparation in an educational program planned to prepare the nurse to meet the demands of both nursing and teaching is essential if nursing education is to be improved.²⁵

The increasing demands for personnel to meet the health needs of the nation then can most effectively be met by an increase in the enrollment of students in schools of nursing. An anticipated increase in enrollments in basic schools of nursing indicates a corresponding need for an increased number of prepared teachers of nursing. Additional professional nurses who have been prepared in administration, supervision, consultation, teaching and as nursing specialists are needed. Further preparation in graduate nurse education enables professional nurses to assume responsibilities in nursing education and in nursing service more competently.

Review of a Related Study

A study related to the purpose of this paper is: A Study of Some Opinions and Plans of a Selected Group of Graduate Nurses with Regard to Graduate Nurse Education, a doctoral dissertation by Dotaline E. Allen, Indiana University.¹

The data for the study were obtained from the results of

a questionnaire administered to 566 graduate nurses who completed a basic nursing education program in Indiana, between June 1, 1954 and November 30, 1954. The questionnaires were administered to the group during the time they wrote the National League for Nursing State Board examinations.

The major purposes of the study were to determine the opinions and plans of a selected group of graduate nurses with regard to graduate nurse education, the determination of the effect of certain factors upon the opinions and plans of the nurses for graduate nurse education, and to consider the implications of the information for the Division of Nursing Education, School of Education, Indiana University.

The findings of the study indicated that the majority of the respondents had received some information concerning graduate nurse education in the basic nursing educational programs. Parents had the greatest influence upon the respondents in favor of graduate nurse education. Three-fourths of the group stated that they were not influenced against graduate nurse education.

Other findings of the study indicated that the majority of the participants believed that graduate nurse education makes nurses more capable in their profession. The majority also believed that supervisors should have additional preparation both in a particular clinical area and for the

function of the supervisor. Over 90 per cent of the respondents believed that the master's degree program should enable a nurse to become an expert in her field, should prepare the nurse for a particular kind of position, and should include field experience in the field of preparation. Approximately three-fourths of the respondents believed that the master's program should prepare the nurse for research work and that the nurse should have acquired some experience as a graduate nurse before beginning a master's program.

The findings of the data obtained regarding the respondents' desires and plans for graduate nurse education, indicated that marriage was the reason given by 65 per cent of the nurses who did not desire graduate nurse education. Of the total number of respondents, 30 per cent were enrolled in graduate nurse education while 16 per cent planned to enroll in one of the Indiana University Adult Education Centers. Only 4 per cent of the respondents planned to obtain a master's degree in education.

Twenty-seven per cent of the respondents indicated that they wished graduate nurse education for personal development, while ability to give better service was indicated by 22 per cent as a reason for desiring graduate nurse education. Financial assistance was needed by 80 per cent of the respondents who were interested in graduate nurse education.

The kinds of graduate nurse education preferred by the respondents were general nursing and advanced clinical nursing programs in maternity nursing, pediatric nursing, psychiatric nursing, and surgical nursing. The data obtained indicated that 14 per cent of the respondents planned to become supervisors in hospitals, 12 per cent planned to become instructors of nursing and 7 per cent planned to become public health nurses. General staff nursing in a hospital was the position preferred by the majority of the nurses.

The major conclusions reached in this study were:

Satisfaction in nursing as a career, preference for positions as general staff nurses and marriage seemed to be factors which contributed to the lack of interest shown by the respondents in graduate nurse education.

The respondents indicated a greater interest in preparation for general nursing, rather than in specialization, and were more interested in preparation for positions which give more opportunity for patient care than in preparation for administrative or teaching positions.

Further conclusions indicated a need for appraisal of guidance programs in schools of nursing and in faculty in-service programs with regard to the trend and development of graduate nurse education. Consideration should be given to informational services about graduate nurse education to

persons outside the nursing profession as well as to nursing personnel.

Since financial assistance is necessary for a large percentage of the respondents if they are to continue their educational programs, there should be intensified action within the state (of Indiana) to provide greater assistance to nurses.

The recommendations of the author included further studies to determine the opinions of other graduate nurses regarding graduate nurse education, and to determine the relationship between aptitudes and interest in graduate nurse education.

Recommendations for the Department of Nursing Education, Indiana University, included the consideration of possibilities for group organizations within the state to study and discuss graduate nurse education, and informational services for nursing students which would include visits to the university campus by the students accompanied by parents, husbands or boy friends.

A further recommendation was a suggestion for curriculum development in schools of nursing which would provide students with continuous occupational and educational information.

CHAPTER III

FINDINGS

The data for this paper were obtained from the respondents to a questionnaire sent to 430 nurses who graduated from two professional schools of nursing in the Portland area. Of the 430 nurses who were sent questionnaires, 268 (62.3 per cent) completed and returned the questionnaires. Twenty-two of the questionnaires were not delivered and were returned, because of incorrect address.

The nurses who participated in this paper completed the requirements of the professional school of nursing between the years 1948 and 1955. The professional programs from which the respondents graduated were of two types: a baccalaureate degree program, and a diploma program. The alumnae of the degree program are designated as Group A; those of the diploma program as Group B.

The data obtained through the questionnaires were tabulated for each group when comparison of the groups was pertinent to the purposes of the study. All other data were tabulated for the total number of responses to each item.

Some of the items in the questionnaire were not answered completely by each respondent. The data were tabulated and the percentages computed on the basis of the number of responses to each item.

Tabulation of the Data

The participants of this study were alumnae of two basic professional schools of nursing in the Portland, Oregon area. During the years the respondents were enrolled in the schools of nursing, 220 were residents of Oregon. At the time the respondents completed the questionnaires, 180 were Oregon residents.

Of the 268 participants of this study, 145 were alumnae of the degree program (Group A) and 123 are graduates of the diploma program (Group B).

The number of respondents from the degree program and the diploma program and the years in which they graduated are shown in Table 1.

TABLE 1
DISTRIBUTION OF RESPONDENTS AND YEAR OF GRADUATION

Year of graduation	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
1948	15	10	17	14
1949	13	9	5	4
1950	21	14	14	11.5
1951	23	16	14	11.5
1952	30	21	20	16
1953	16	11	13	11
1954	10	7	20	16
1955	17	12	20	16
Total	145	100	123	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

The largest number of responses, thirty (21 per cent) in Group A was from the class of 1952, while the smallest number of responses, ten (7 per cent) was from the class of 1954. In Group B the greatest number of responses was twenty (16 per cent) from the classes of 1952, 1954, and 1955. The lowest number, five (4 per cent) of responses from Group B was from the class of 1949.

At the time of graduation from the degree program, the respondents were from twenty years to thirty-five years of age. The mean age of Group A was 21.9 years.

The mean age of the respondents of Group B was 21.0 years. The ages of these respondents when they graduated from the diploma program varied from twenty years to twenty-nine years.

Table 2 denotes the tabulation of the data in relation to the ages of the respondents at the time of their graduation from the school of nursing.

TABLE 2
DISTRIBUTION OF 264 RESPONDENTS IN RELATION TO AGES AT THE
TIME OF THEIR GRADUATION FROM THE SCHOOL OF NURSING

Age	Group A ^a	Group B ^b	Age	Group A	Group B
20	10	34	28 . . . . .	...	...
21	65	65	29 . . . . .	...	1
22	45	6	30	2	...
23	8	2	31 . . . . .	...	...
24	7	...	32 . . . . .	...	...
25	2	3	33 . . . . .	...	...
26	2	...	34	1	...
27 . . . . .	...	...	35	1	...

^aResponses to questionnaire of alumnae of degree program. Two respondents did not give age when they graduated.

^bResponses to questionnaire of alumnae of diploma program. Two respondents did not give age when they graduated.

Professional nurses have opportunity to belong to two national nursing organizations: the American Nurses Association and the National League for Nursing.

Ninety-eight (37 per cent) of the respondents were members of the American Nurses Association and twenty-two

(8 per cent) were members of the National League for Nursing. Table 3 shows the percentage of respondents who were members of these organizations.

TABLE 3
MEMBERSHIP OF RESPONDENTS IN NURSING ORGANIZATIONS

	Organization			
	National League for Nursing		American Nurses Association	
	Number	Per cent	Number	Per cent
Members	22	8	98	37
Non-members	235	88	168	63
Did not answer.	11	4	2	Less than 1
Total.	268	100	268	100

Items number 11, 12, and 13 of the questionnaire are related to the respondents' experience in nursing after they graduated from the basic schools of nursing. The data obtained through the questionnaire demonstrate the respondents' background in professional nursing. Appendix D^a denotes the kinds and lengths of experience which the respondents have had in positions of nursing. It can be seen that a greater number of respondents have had experience in staff nursing and in head nursing than in any other of the

^aTabulation of the data is included as Appendix D, p. 79.

nursing positions. It also can be noted that the largest number of respondents have had less than twelve months experience in the various nursing positions.

The tabulation of the data related to the respondents' experience in the clinical areas of nursing is included as Appendix E.^a It can be noted that the clinical areas in which the largest number of respondents have had experience are the operating room and surgical nursing areas. The length of experience in the various clinical areas has been limited to less than twelve months for the largest number of respondents.

Appendix F^b shows the respondents' experience in types of nursing. It can be seen that over three-fourths of the respondents have been employed in hospitals or other institutions, and that the largest number of respondents have had less than twelve months experience in the different types of nursing.

In any group of young women, who are in the twenty to forty year group, many are not employed in the area for which they had chosen to prepare. In nursing, too, there is an attrition of prepared professional personnel.

Of the respondents in Group A, eighty (55 per cent) were employed in nursing when they completed and returned the

^aTabulation of the data is included as Appendix E, p. 80.

^bTabulation of the data is included as Appendix F, p. 81.

questionnaire, sixty-five (45 per cent) were not employed in nursing. Two of the respondents who were not employed in nursing were employed outside the field of nursing. Both work with their husbands in independent business.

Seventy-four (60 per cent) of the respondents of Group B were employed in nursing when they completed and returned the questionnaire. Forty-nine (40 per cent) of the respondents of Group B were not employed in nursing.

Table 4 indicates the number of respondents employed in nursing at the time they completed the questionnaires.

TABLE 4
DISTRIBUTION OF RESPONDENTS EMPLOYED IN NURSING

Employment status	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
Employed in nursing . . .	80	55	74	60
Not employed in nursing	65 ^c	45	49	40
Total.	145	100	123	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

^cTwo respondents of this group are employed outside the field of nursing. Both work with their husbands in independent business.

The marital status of graduate nurses has an influence upon their availability for employment. Of the respondents of Group A who were employed in nursing, thirty-two (40 per cent) were unmarried and forty-seven (59 per cent) were married. Sixty-five of the respondents of Group A were not employed in nursing. These respondents were married. Of the respondents of Group B who were employed in nursing, thirty-two (43 per cent) were unmarried and forty-one (56 per cent) were married. Forty-nine of the respondents of Group B were not employed in nursing; forty-eight (98 per cent) of these respondents were married, and one (2 per cent) was not married.

Table 5 denotes the relationship of marital status to employment status.

TABLE 5
268 RESPONDENTS EMPLOYED IN NURSING IN RELATION TO MARITAL STATUS

Marital status	Employed in nursing				Not employed in nursing			
	Group A ^a		Group B ^b		Group A		Group B	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Single	32	40	32	43	...	...	1	2
Married	47	59	41	56	65	100	48	98
Widowed	1	1	...	...	...	...	...	...
Divorced. . . . .	...	...	1	1	...	...	...	...
Total.	80	100	74	100	65	100	49	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

As can be noted in Table 4, eighty (55 per cent) of the respondents of Group A and seventy-four (60 per cent) of the respondents of Group B were employed in nursing at the time they completed and returned the questionnaires. Table 6 denotes the distribution of the respondents in relation to the fields of nursing in which they were employed.

TABLE 6
DISTRIBUTION OF EMPLOYMENT OF RESPONDENTS IN NURSING FIELDS

Fields of nursing	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
Nursing service . . .	56	70	53	72
Nursing education . .	8	10	3	4
Office nursing. . . .	13	17	12	16
Private duty nursing.	1	1	3	4
Public health nursing	1	1	2	3
Industrial nursing. .	1	1	1	1
Total.	80	100	74	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

Fifty-six (70 per cent) of the respondents of Group A were employed in nursing service; eight (10 per cent) were employed in nursing education and thirteen (17 per cent) were employed in office nursing. Of the respondents of Group B, fifty-three (72 per cent) were employed in nursing

service, three (4 per cent) were employed in nursing education, and twelve (16 per cent) in office nursing.

Item number 14 in the questionnaire attempted to ascertain the number of respondents who have enrolled in educational programs since they graduated from the schools of nursing and the kinds and amounts of their educational programs.

Fifty-seven (21 per cent) of the nurses who have completed the requirements of the two schools of nursing have enrolled in educational programs after their graduation from the schools of nursing. Of the respondents in Group A, twenty-nine (20 per cent) have enrolled in educational programs, while twenty-eight (23 per cent) of the respondents in Group B have done so. Table 7 shows the number of the alumnae who have enrolled in additional educational programs.

TABLE 7
DISTRIBUTION OF RESPONDENTS WHO HAVE ENROLLED IN
ADDITIONAL EDUCATIONAL PROGRAMS

	Respondents					
	Group A ^a		Group B ^b		All respondents	
	Number	Per cent	Number	Per cent	Number	Per cent
Have enrolled in educational programs. . . .	29	20	28	23	57	21
Have not enrolled in educational programs. . . .	116	80	95	77	211	79
Total. . . .	145	100	123	100	268	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

The lapse of time between graduation from the basic schools of nursing and enrollment in educational programs by the respondents varied from less than twelve months to enrollment after seventy-two months had elapsed.

Of the respondents who enrolled in additional educational programs, twelve (42 per cent) of those in Group A and seventeen (61 per cent) of those in Group B enrolled within the twelve month period following their graduation from the basic school of nursing. Five (17 per cent) of the respondents of Group A and five (18 per cent) of the

respondents of Group B enrolled in educational programs in the thirteen to twenty-four month period following their completion of the basic nursing program. One (3 per cent) respondent of Group A enrolled in an educational program after forty-eight months had elapsed and one (3 per cent) respondent of Group B enrolled after seventy-three months had elapsed.

Table 8 indicates the length of time which elapsed between the year of graduation and the respondents' enrollment in educational programs.

TABLE 8

DISTRIBUTION OF RESPONDENTS ENROLLED IN EDUCATIONAL PROGRAMS
IN RELATION TO THE LAPSE OF TIME BETWEEN COMPLETION
OF THE BASIC NURSING PROGRAM AND ENROLLMENT
IN ADDITIONAL EDUCATIONAL PROGRAMS

Months following graduation	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
Less than 12.	12	42	17	61
13 - 24	5	17	5	18
25 - 36	6	21	2	7
37 - 48	3	10	...	...
49 - 60	1	3	...	...
61 - 72 . . . . .	...	...	...	...
73 - 84 . . . . .	...	...	1	3
Did not answer.	2	7	3	11
Total.	29	100	28	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

The positions in nursing education and nursing service in which the respondents who have enrolled in educational programs following graduation from the schools of nursing were employed may give some indication of the respondents' recognition of the need for additional education. Of the respondents in Group A who have been enrolled in additional educational programs, one has been employed in nursing education administration and ten have been employed in teaching. In the field of nursing service three respondents have been employed in nursing service administration, five in supervision, and four in head nursing.

Of the respondents of Group B who have enrolled in additional educational programs, six have been employed in teaching, one in nursing service administration, two in supervision, and five in head nursing.

Table 9 indicates the positions in nursing education and nursing service in which the respondents who enrolled in further educational programs have been employed.

TABLE 9

NURSING EDUCATION AND NURSING SERVICE POSITIONS HELD BY THE
57 RESPONDENTS WHO ENROLLED IN ADDITIONAL EDUCATIONAL
PROGRAMS

Kind of position	Respondents	
	Group A ^a	Group B ^b
Nursing education administration.	1	...
Teaching.	10	6
Nursing service administration. .	3	1
Supervision	5	2
Head nursing.	4	5
Staff nursing	5	9
Anesthesia administration	1	2
Did not state any position held .	...	3
Total.	29	28

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

All respondents who undertook educational programs following their graduation enrolled in programs related to graduate nurse education and general education with the exception of one respondent who enrolled in a vocational program unrelated to nursing. Table 10 indicates the number of respondents who enrolled in each kind of educational program.

TABLE 10

DISTRIBUTION OF 57 RESPONDENTS IN RELATION TO ENROLLMENT
IN EDUCATIONAL PROGRAMS

Kind of program	Respondents	
	Group A ^a	Group B ^b
Graduate nurse education.	22	19
General education	5	6
Graduate nurse education and general education	1	3
Graduate nurse education and vocational education.	1	...
Total.	29	28

^aResponses to questionnaire of alumnae of degree program.

^bResponses to questionnaire to alumnae of diploma program.

Twenty-four respondents in Group A were enrolled in graduate nurse educational programs. Of these respondents, one was also enrolled in a general education program and one respondent undertook vocational preparation unrelated to nursing in addition to a graduate nurse education program.

Twenty-two of the respondents of Group B were enrolled in graduate nurse educational programs. Of these respondents, three were enrolled in both graduate nurse educational programs and general educational programs.

A comparison of the kinds of graduate nurse education in which the respondents enrolled may be seen in Table 11.

TABLE 11

DISTRIBUTION OF 46 RESPONDENTS' ENROLLMENT IN GRADUATE NURSE
EDUCATIONAL PROGRAMS

Kind of program	Group A ^a	Group B ^b
Nursing education and administration	16	9
Public health nursing.	1	3
Clinical nursing specialization	7	8
General nursing. . . . .	...	2
Total	24	22

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

Of the twenty-four respondents of Group A who enrolled in graduate nurse educational programs, sixteen had enrolled in nursing education and administration programs, and seven had enrolled in programs for clinical nursing specialization. Nine of the respondents of Group B who enrolled in graduate nurse educational programs had enrolled in nursing education and administration programs and eight in clinical nursing specialization programs.

The programs in which the respondents enrolled have been within institutions of higher education or under the auspices of hospitals. Table 12 indicates the group distribution of respondents in relation to the kind of institution they attended.

The respondents who have taken courses in clinical nursing and the respondent who enrolled in the course for vocational preparation outside the field of nursing, attended programs offered within hospitals. The remaining respondents who have undertaken educational programs enrolled in universities or colleges. Four of the respondents were enrolled in educational programs in institutions of higher education as well as in hospitals. Forty-seven of the respondents were enrolled in institutions of higher education and fourteen respondents attended programs in hospitals.

TABLE 12

DISTRIBUTION OF RESPONDENTS ENROLLED IN ACADEMIC
OR CLINICAL COURSES IN RELATION TO THE KIND
OF INSTITUTION ATTENDED

Kind of institution	Respondents	
	Group A ^a	Group B ^b
University or college	23	20
Hospital	5	5
Both kinds of institutions . . .	1	3
Total	29	28

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

Of the forty-seven respondents who enrolled in universities or colleges, twenty-four were members of Group A and twenty-three were members of Group B. Six respondents of Group A and eight respondents of Group B were enrolled in educational programs in hospitals.

Table 13 compares Group A and Group B in relation to the length of attendance in educational programs by the group members. In each group, the largest number of respondents were enrolled for less than twelve months. Eighteen members of Group A were enrolled in educational programs for less than twelve months, and fourteen members of Group B were enrolled for less than twelve months. Three members of Group A and two members of Group B were enrolled in educational programs for more than thirty-seven months.

TABLE 13
 GROUP COMPARISON IN RELATION TO THE LENGTH OF ATTENDANCE IN EDUCATIONAL PROGRAMS

Kind of program	Number of months enrolled										No time given	
	Less than 12		13 - 24		25 - 36		37 - 48		Group A		Group B	
	Group A ^a	Group B ^b	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
General education	3	6	2	3	...	...	1	...	...	...	...	...
Nursing education and administration. .	10	3	2	2	2	2	2	2	2	2	2	...
Public health nursing	1	...	...	2	...	1	...	...	...	...	...	...
Clinical nursing specialization	4	4	2	3	...	...	...	...	...	1	...	1
General nursing . . . . .	...	1	...	1	...	...	...	...	...	...	...	...
Vocational education unrelated to nursing. . . . .	...	...	...	...	...	...	...	...	...	1	...	...
Total.	18	14	6	11	2	3	3	2	2	2	2	1

^aResponses to questionnaire of alumnae of the degree program. Two respondents were enrolled in two kinds of educational programs.

^bResponses to questionnaire of alumnae of the diploma program. Three respondents were enrolled in two kinds of educational programs.

The participants in this study who were enrolled in educational programs have attended programs which extended over varying lengths of time. Thirteen respondents of Group A and eight respondents of Group B were still enrolled in educational programs at the time they completed the questionnaire. Twelve respondents of Group A and fifteen respondents of Group B had completed short courses or courses of an isolated nature.

Table 14 indicates the number and kinds of academic programs and programs leading to a certificate in clinical nursing specialization which were completed by the respondents to the questionnaire as of December, 1956.

TABLE 14
NUMBER OF RESPONDENTS WHO HAD COMPLETED VARIOUS KINDS
OF PROGRAMS--DECEMBER 1956

Kind of program	Group A ^a	Group B ^b
Master of Science degree in nursing	1	...
Bachelor of Arts degree.	1	1
Bachelor of Science degree . . . . .	...	2
Anesthesia certificate	1	2
Pediatric nursing specialization certificate . . . . .	...	1
Total	3	6

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

Nine of the respondents successfully completed educational programs leading to an academic degree or to a clinical nursing specialization certificate. Of the respondents in Group A, one respondent had received a Master of Science degree in nursing, while a second had received a Bachelor of Arts degree. Two respondents of Group B had received Bachelor of Science degrees and one had received a Bachelor of Arts degree. One respondent of Group A and two respondents of Group B received certificates in anesthesia and one respondent of Group B received a pediatric nursing specialization certificate.

Item number 15 of the questionnaire was related to the kinds and amounts of non-academic courses attended by the respondents to the questionnaire. Table 15 denotes the number of the respondents who have enrolled in courses of a non-academic nature.

TABLE 15
DISTRIBUTION OF RESPONDENTS WHO HAVE ENROLLED
IN NON-ACADEMIC COURSES

Non-academic courses	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
Have enrolled	35	25	23	19
Have not enrolled	110	75	100	81
Total.	145	100	123	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

Of the respondents in Group A, thirty-five (25 per cent) have enrolled in non-academic courses, while twenty-three (19 per cent) of those in Group B have done so.

Table 16 exhibits the tabulation of the data concerning the kinds of non-academic courses in which the respondents were enrolled and the length of attendance. The largest number, twenty, of the respondents of Group A were enrolled in cultural courses, while in Group B, the largest number, eleven, attended courses of a functional nature.

Of the respondents of Group A, five were enrolled in non-academic courses one year. The remaining respondents were enrolled for less than one year. Nineteen of the

respondents of Group B were enrolled in non-academic courses for less than one year; one respondent was enrolled for one year and three attended for two years.

TABLE 16
 DISTRIBUTION OF 58 RESPONDENTS IN RELATION TO KIND OF NON-ACADEMIC
 COURSES AND LENGTH OF ENROLLMENT

Kind of course	Respondents		Length of time enrolled (years)					
	Less than 1		1		2			
	Group A ^a	Group B ^b	Group A	Group B	Group A	Group B	Group A	Group B
Cultural.	15	7	13	7	2	...	...	...
Functional.	7	9	6	8	1	...	1	...
Recreational.	5	3	5	1	...	...	...	2
Cultural and functional.	4	1	4	1	...	...	...	...
Cultural and recreational.	1	2	1	1	...	...	...	1
Functional and recreational.	3	1	1	1	2	...	...	...
Total.	35	23	30	19	5	1	...	3

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

The respondents who have attended non-academic courses have been enrolled in courses offered by colleges, adult education programs, and private organizations. Table 17 indicates the type of organization in which the courses were offered. Three of the respondents did not state the type of organization which offered the course in which they had enrolled.

Of the respondents of Group A, the largest number, fourteen (40 per cent) enrolled in courses offered by adult education programs, while in Group B, the largest number of respondents, twelve (53 per cent) enrolled in courses offered by private organizations.

TABLE 17

TYPES OF ORGANIZATIONS WHICH WERE ATTENDED BY 58 RESPONDENTS
ENROLLED IN NON-ACADEMIC COURSES

Type of organization	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
College	13	37	5	22
Adult education . . .	14	40	4	17
Private organizations . . .	7	20	12	53
Did not give organization. . . .	1	3	2	8
Total.	35	100	23	100

^aResponses to questionnaire of alumnae of degree program.

^bResponses to questionnaire of alumnae of diploma program.

Increasing demands upon the nurse in her professional life have encouraged her recognition of the need for further education to meet these demands. Her effectiveness in the area of nursing in which she is employed and her desire for progress within the profession have augmented the nurse's desire for continuing her education beyond that which she received in her school of nursing.

Opportunities for personal growth in family and community life, through courses of a cultural or functional nature, have further promoted the nurse's desire for additional education.

Table 18 indicates the distribution of the respondents interested in further educational programs.

Fifteen of the respondents of Group A and eleven of the respondents of Group B did not indicate whether or not they wished further education. Of the 242 respondents who denoted whether or not they wished to enroll in further education, 165 wished to take additional education programs. Ninety-one (63 per cent) of the respondents of Group A expressed the desire for additional education, and seventy-four (60 per cent) of those in Group B would like further education.

TABLE 18

DISTRIBUTION OF 268 RESPONDENTS REGARDING DESIRE FOR FURTHER EDUCATION

	Respondents			
	Group A ^a		Group B ^b	
	Number	Per cent	Number	Per cent
Would like further education	91	63	74	60
Would not like further education	39	27	38	31
Did not answer.	15	10	11	9
Total.	145	100	123	100

^aResponses to questionnaire of alumnae of the degree program.

^bResponses to questionnaire of alumnae of the diploma program.

The largest number of respondents of both groups expressed a desire to enroll in educational programs related to the nursing field. Some respondents indicated an interest in other kinds of educational programs. A number of the participants stated they wished to enroll in general educational programs or in vocational education outside the field of nursing. Others expressed an interest in courses of a cultural or functional nature. Sixteen of the respondents stated they would like to enroll in more than one type of educational program.

Twenty-eight of the respondents of Group A and twenty-five of those in Group B expressed an interest in educational programs in clinical nursing. Twenty respondents of Group A and thirteen respondents of Group B indicated a desire to enroll in nursing education and administration programs. Seventeen of the respondents in Group A and ten of those in Group B indicated an interest in public health nursing programs. Seven of the respondents of Group A stated they were interested in enrolling in an educational program on a graduate level, while seventeen of the respondents of Group B wished to enroll in educational programs leading to a baccalaureate degree.

Table 19 exhibits the educational interests indicated by the respondents.

TABLE 19
 DISTRIBUTION OF EDUCATIONAL INTERESTS AS
 EXPRESSED BY 181 RESPONDENTS

Type of program desired	Respondents	
	Group A ^a	Group B ^b
Clinical nursing specialization	28	25
Nursing education and administration.	20	13
Public health nursing	17	10
Programs leading to a degree.	7	17
General education	13	9
Vocational fields, unrelated to nursing	7	3
Cultural.	3	3
Functional.	5	1
Total.	100	81

^aResponses to questionnaire by alumnae of the degree program.

^bResponses to questionnaire by alumnae of the diploma program.

Although many nurses wish additional educational programs, there may be factors which prevent their enrollment in such programs. The participants in this study were asked to indicate the reasons they were unable to enroll in the educational programs for which they had expressed an interest. A check list of reasons was provided in the questionnaire and the respondents were given opportunity for free response. The total number of reasons given by the respondents as deterrents to further education was 333. One hundred and three respondents gave two or more reasons for inability to undertake additional educational programs.

Each of the 165 respondents who stated that they wished to continue in some type of educational program gave at least one reason which prevented them entering an educational program. Seventeen respondents of Group A and eighteen respondents of Group B who stated they did not wish to enroll in any educational program, also gave reasons why they were unable to do so. The total number of respondents who stated the reasons they were unable to continue with educational programs was 200. One hundred and six of the respondents of Group A and ninety-four of the respondents of Group B indicated reasons they were unable to enroll in further educational programs.

The following reasons were given by the respondents as deterrents to their enrollment in the educational programs in which they had stated an interest:

	Group A	Group B
Rearing a family.	68	68
Too busy with other activities.	41	36
Lack of funds	33	29
Not near an educational center.	15	12
Unaware of the opportunity. . . . .	...	5
Unable to fit educational plans to present schedule	4	4
Unable to enroll in desired courses	1	...
Marriage plans.	1	2

	Group A	Group B
Family responsibilities	1	2
Husband in school	2	1
Traveling with husband.	2	...
Indecision about the kind of program desired.	1	...
Working in another field.	1	...
Ill health.	1	2
Too much time would need to be repaid if respondent enrolled in educational courses while in the Army Nurse Corps . . . . .	...	1

Interpretation of the Data

This study proposes to ascertain the amounts and kinds of educational programs in which the alumnae of two basic professional schools of nursing have enrolled. The nurses who participated in the study were graduates of two kinds of basic programs in nursing: a baccalaureate degree program and a diploma program. A further purpose of the study was to discover whether the graduates who were granted a baccalaureate degree upon successful completion of the basic nursing program were more interested in additional education programs than the nurses prepared in the diploma program.

On the basis of the data obtained from the respondents to the questionnaire, there appeared to be no appreciable difference in the number of respondents of the two programs who enrolled in educational programs following their graduation from the schools of nursing. The number of respondents of the degree program, twenty-nine (20 per cent), and of the diploma program, twenty-eight (23 per cent), who have enrolled in additional educational programs denotes a similar amount of interest in such educational programs. The enrollment of these graduate nurses in educational programs is an indication of an attempt to meet the felt needs of their personal and professional lives.

Over one-half of the respondents who enrolled in additional educational programs enrolled within the first year following their graduation from the basic school of nursing. The early enrollment of these nurses may be considered an indication of the respondents' recognition of the value of advanced education to meet present personal and professional needs and to prepare for future employment.

The largest number of respondents in this study who enrolled in educational programs following the completion of their basic professional program have attempted to meet their needs for further preparation through enrollment in graduate nurse education programs. Over three-fourths of the nurses of each group who were enrolled in additional educational

programs undertook programs in graduate nurse education.

Of those respondents enrolled in graduate nurse education programs, the largest number attempted to meet their need for further preparation by enrolling in nursing education and administration courses. The alumnae of both programs enrolled in nursing education and administration programs to a greater extent than in any other kind of graduate nurse education program. Sixteen (67 per cent) of the respondents of Group A and nine (41 per cent) of the respondents of Group B who enrolled in graduate nurse educational programs were enrolled in nursing education and administration programs.

The respondents' recognition of the need for further educational preparation is denoted in their answers to the question relating to their desire for additional education. The responses of the participants suggest a similar pattern of interest in educational programs. Ninety-one (63 per cent) of the respondents of Group A and seventy-four (60 per cent) of the respondents of Group B expressed a desire for further educational preparation.

The respondents of both Group A and Group B indicated a predominant interest in educational programs which were related to the nursing field.

Although a large number of the respondents in each group denoted a desire for enrollment in educational programs,

there were factors which have deterred their enrollment in the educational programs of their choice. The foremost reasons which prevented the largest numbers of both groups from enrolling in desired educational programs were: rearing a family, too busy with other activities, and a lack of funds.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The major purpose of this study was to ascertain the amounts and kinds of educational programs which have been undertaken by the alumnae of two basic schools of nursing. The participants of the study were graduates of two kinds of basic professional programs in nursing: a baccalaureate degree program and a diploma program. A second purpose of this study was to ascertain whether the professional nurses prepared in the baccalaureate degree program were more interested in further educational programs than those prepared in the diploma program.

The questionnaire method was used to obtain data for this study. Questionnaires were sent to 430 nurses who graduated from two schools of nursing in the Portland area. Two hundred and sixty-eight nurses (62.3 per cent) completed and returned the questionnaires. The data were tabulated and tables were constructed from an analysis of the data.

The study was limited to the participation of the alumnae of two schools of nursing who completed the requirements of the programs in the years between 1948 and 1955.

For the purposes of this study the alumnae of the degree

program were designated as Group A; those of the diploma program as Group B. Of the 268 respondents who completed and returned the questionnaire, 145 were members of Group A and 123 were members of Group B.

Over one-half of the nurses included in this study were employed at the time they completed and returned the questionnaire. Eighty (55 per cent) of the members of Group A and seventy-four (60 per cent) of Group B were employed in nursing. Of the respondents in Group A who were employed in nursing, thirty-two (40 per cent) were not married, forty-seven (59 per cent) were married and one respondent had been widowed. Of the respondents in Group B who were employed in nursing, thirty-two (43 per cent) were unmarried, forty-one (56 per cent) were married and one respondent was divorced.

Of the respondents who were employed in nursing at the time they completed the questionnaire, fifty-six (70 per cent) of the members of Group A were employed in nursing service, eight (10 per cent) in nursing education, and thirteen (17 per cent) were employed in office nursing. Fifty-three (72 per cent) of the respondents of Group B were employed in nursing service, three (4 per cent) in nursing education and twelve (16 per cent) were employed in office nursing.

Fifty-seven (21 per cent) of the respondents enrolled in additional educational programs. Twenty-nine (20 per cent)

of the respondents of Group A and twenty-eight (23 per cent) of the respondents of Group B enrolled in further educational programs.

An analysis of the data indicated that the largest numbers of the alumnae of both groups had enrolled in educational programs early in their professional careers. Twelve (42 per cent) of Group A and seventeen (61 per cent) of Group B enrolled in educational programs within the first twelve months following graduation from the basic school of nursing. Five (17 per cent) of the respondents of Group A and five (18 per cent) of the respondents of Group B who enrolled in additional educational programs enrolled in the thirteen to twenty-four month interval following their graduation from the basic school of nursing.

The positions in nursing education and nursing service in which the respondents who have enrolled in additional educational programs have been employed may give some indication of their interests in further educational preparation. Of the respondents who enrolled in additional educational programs, eleven of Group A and six of Group B have been employed in the field of nursing education. In the field of nursing service three respondents of Group A have been employed in nursing service administration, five in supervision, and four in head nursing. Of the respondents of Group B who have been employed in nursing service, one has been employed in nursing service administration, two in

supervision, and five in head nursing.

The educational programs in which the respondents of this study enrolled were primarily programs in graduate nurse education and general education. Twenty-four respondents of Group A and twenty-two respondents of Group B enrolled in graduate nurse educational programs. Six respondents of Group A and nine respondents of Group B enrolled in general educational programs.

It was noted that of the respondents who enrolled in educational programs for graduate nurses, the largest number in each group enrolled in nursing education and administration programs. Sixteen of the twenty-four respondents of Group A and nine of the twenty-two respondents of Group B enrolled in programs in nursing education and administration. Of the remainder of the respondents of Group A, seven enrolled in clinical nursing specialization programs and one in a public health nursing program. Eight of the respondents of Group B enrolled in clinical nursing specialization programs, three in public health nursing programs, and two enrolled in general nursing programs.

The educational programs in which the respondents enrolled were offered in institutions of higher education or under the auspices of hospitals. Twenty-four of the respondents of Group A and twenty-three of the respondents of Group B were enrolled in programs offered in universities

or colleges. The respondents' enrollment in educational programs varied from less than twelve months to over thirty-seven months. Eighteen respondents of Group A and fourteen respondents of Group B were enrolled for less than twelve months. Three respondents of Group A and two respondents of Group B were enrolled in educational programs for over thirty-seven months.

At the time the respondents completed the questionnaire thirteen members of Group A and eight members of Group B were presently enrolled in educational programs. Twelve respondents of Group A and fifteen respondents of Group B had completed short courses or courses of an isolated nature. Nine of the respondents had successfully completed educational programs leading to an academic degree or a certificate in clinical nursing specialization. One respondent of Group A had received a master's degree and a second had received a Bachelor of Arts degree. Three respondents of Group B had received baccalaureate degrees. One respondent of Group A and two respondents of Group B had received certificates in anesthesia. One respondent in Group B received a certificate in pediatric nursing.

The analysis of the data in relation to the non-academic courses indicated that thirty-five (25 per cent) of the respondents of Group A and twenty-three (19 per cent) of those in Group B had attended courses of a cultural, functional, or recreational nature. The largest number,

twenty, of Group A had enrolled in cultural courses. Of the respondents of Group B the largest number, eleven, had enrolled in courses of a functional nature. With the exception of five respondents those respondents of Group A who were enrolled in non-academic courses were enrolled for less than one year. Nineteen of the respondents of Group B were enrolled for less than one year. The non-academic courses which the respondents attended were offered by colleges, adult education programs and private organizations.

In relation to the respondents' desires to enroll in educational programs, ninety-one (63 per cent) of the alumnae of Group A and seventy-four (60 per cent) of those in Group B indicated a desire to enroll in educational programs. The respondents denoted an interest in programs related to nursing, general education, and vocational education outside the field of nursing, and in courses of a cultural or functional nature. Of the respondents in Group A who indicated a desire to enroll in programs related to nursing, the largest number, twenty-eight, indicated an interest in clinical nursing specialization programs. The largest number, twenty-five, of the respondents of Group B also indicated an interest in clinical nursing specialization programs. Twenty respondents of Group A expressed a desire to enroll in nursing education and administration programs, seventeen in public health nursing programs, and seven were interested in educational programs on a graduate level. Of

the respondents of Group B who indicated a desire for further education, thirteen were interested in nursing education and administration programs, ten in public health nursing, and seventeen in programs leading to a baccalaureate degree.

The respondents also indicated the reasons which have prevented their enrollment in the educational programs in which they were interested. The reasons given by the largest numbers of respondents as deterrents to enrollment in educational programs were: rearing a family, too busy with other activities, and the lack of funds. Sixty-eight of the respondents of Group A and sixty-eight of the respondents of Group B stated that rearing a family was a factor which prevented their enrollment in educational programs. Forty-one of the respondents of Group A and thirty-six of Group B indicated that they were too busy to enroll in educational programs. Thirty-three of the respondents of Group A and twenty-nine of Group B stated that a lack of funds prevented their enrollment in educational programs.

Conclusions and Recommendations

Educational preparation beyond that received in the basic school of nursing has become increasingly important to the nurse if she is to meet the demands of her personal and professional life. It seemed feasible that a study be made of a selected group of graduate nurses in regard to their enrollment in educational programs.

The intensified demands for well-prepared nurses to assume responsibilities in positions of leadership in nursing education and nursing service can in some measure be met through increased enrollments in educational programs. Further study both in professional education and general education gives the individual nurse an opportunity to fulfill her personal need.

The major findings of this study concern the educational programs in which the respondents enrolled after completion of their basic nursing program. Through a tabulation and interpretation of the data obtained the writer has made the following conclusions:

1. There appears to have been no appreciable difference in the number of alumnae from each group who enrolled in additional educational programs.
2. The responses of the alumnae of both the degree and the diploma programs indicate a similar attempt to meet the needs for further professional preparation through graduate nurse educational programs.
3. Although two-thirds of each group have indicated a desire to enroll in educational programs, strong deterring factors have prevented them from enrolling in the programs of their choice. The predominant factors which have prevented these nurses from engaging in further educational study were: rearing a family, too busy with other activities and a lack of funds.

In view of the findings and conclusions the writer makes the following recommendations:

1. That a further study be made of the same respondents after a succeeding five year interval to determine whether additional respondents have undertaken further educational preparation and whether the respondents who are presently enrolled in educational programs have completed those programs in which they are enrolled.
2. That a similar study of the alumnae of other basic schools of nursing in Oregon might be made in an attempt to discover whether the educational programs of the participants of this study are comparable to educational programs of other graduate nurses in the area.
3. That a study of graduate nurses who have completed educational programs be made to determine the effect of additional educational study on their progression in nursing.

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APPENDIX A

LETTER TO THE DIRECTORS OF THE SCHOOLS OF NURSING

Portland, Oregon

Director
School of Nursing
Portland, Oregon

Dear

In partial fulfillment of requirements for a master of science degree at the University of Oregon Medical School, School of Nursing, I am planning a thesis based on a survey of the post-basic educational programs of individual professional nurse graduates of two schools of nursing in Portland. This survey will include those who graduated in the last seven classes (1949-1955).

I would very much like to include the alumnae of your school in this survey, and would appreciate your help in obtaining a list of those who graduated during this period.

Your school will not be designated by name in the thesis. The thesis will be available at the University of Oregon, Medical School Library, and I shall send you an abstract of my findings, if you wish.

Miss Gregerson, my thesis adviser, has offered to write a covering letter which I am enclosing. I am also enclosing a copy of the questionnaire I plan to use and a postcard for your convenience. Would you kindly indicate on the postcard when I may call you to make an appointment.

Sincerely yours,

Anne Ferlic

APPENDIX B

COVERING LETTER TO RESPONDENTS REGARDING THE QUESTIONNAIRE

1438 S. W. Market Street
Portland 1, Oregon

November 27, 1956

Dear Alumna:

I am enrolled in the graduate nurse program in Teaching at the University of Oregon Medical School, School of Nursing. In partial fulfillment of requirements of a Master of Science degree, I am making a study of the amount and type of education obtained by professional nurses after their graduation from a basic professional program. I am seeking this information from the graduates of two schools of nursing, one of which is your Alma Mater. Data assembled in the study will be developed into a thesis.

You can help me with my thesis by completing and returning the enclosed questionnaire. All identifying information will be treated confidentially, and if you prefer, you need not sign it. I would like to have the questionnaire returned to me by January 1, 1957.

I appreciate your interest and cooperation.

Sincerely yours,

Anne Ferlic

APPENDIX C
QUESTIONNAIRE

Please answer the following questions. Check the items which apply to you or, if none apply, please write in the particular answer which does.

1. Years in the school of nursing. 19____ to 19____
2. Age when you graduated. _____
3. Type of school of nursing Degree _____
Diploma _____
4. Present marital status. Single _____
Married _____
Widowed _____
Divorced _____
5. Of which State were you a resident when you entered your school of nursing? _____
6. Are you a member of your State Nurses Association? _____
7. Are you a member of your State League for Nursing? _____
8. Are you employed in nursing now? Yes _____
No _____
9. If you are employed in nursing now, what field of nursing are you in? _____
Position? _____
10. If you are not employed in nursing now, are you working in any other field? _____
What kind of work? _____

11. What length of time have you spent in these fields of nursing, since you finished your basic nursing course?

Administration: Nursing Service _____
 Administration: Nursing Education _____
 Administration: Nursing Service and
 Nursing Education _____
 Teaching _____
 Supervision _____
 Head Nurse _____
 Staff Nurse _____
 Other _____

12. How much experience have you had in the following clinical areas?

Communicable Disease
 (including Tuberculosis) _____
 Medical _____
 Surgical _____
 Obstetrics _____
 Operating Room _____
 Pediatrics _____
 Psychiatry _____

13. How much experience have you had in the following types of nursing?

a. Hospital _____
 b. Governmental-- _____
 Children's Bureau _____
 Air Force Nurse Corps _____
 Army Nurse Corps _____
 U.S. Public Health Service _____
 Veteran's Administration _____
 Other (please specify) _____

 c. Industrial _____
 d. Office _____
 e. Public Health _____
 f. Other (please specify) _____

14. What education have you sought since you completed your basic course?

- a. Type of course(s) or program(s).
- b. Length of time enrolled.
- c. Dates of attendance.
- d. Institution(s) attended.
- e. Degree(s) earned.

15. Have you taken non-credit courses for their cultural or recreational values?

- a. Type of course(s).
- b. Where taken.
- c. Length of attendance.

16. Have you wished to take further educational work in any line, but have been unable to do so?

Yes _____
No _____

What kind? _____

17. Why were you unable to take further educational work?

Too busy _____
Lack of funds _____
Raising a family _____
Not near an educational center _____
Not aware of the opportunity _____
Other (please specify) _____

APPENDIX D

RESPONDENTS' EXPERIENCE IN POSITIONS OF NURSING*

Positions in Nursing	Length of Experience (Months)								Number
	Less than 12	13 to 24	25 to 36	37 to 48	49 to 60	61 to 72	73 to 84		
Nursing service administration	2	1	1	...	...	...	...	...	4
Nursing education administration . . . . .	...	2	1	...	...	...	...	...	3
Nursing service and nursing education administration . . . . .	...	...	...	...	...	...	...	...	...
Teaching	5	5	7	5	2	...	...	...	24
Supervision.	1	2	2	2	1	...	...	...	8
Head nursing	39	25	9	5	...	...	...	...	78
Staff nursing.	57	58	33	22	13	8	5	...	196
Did not reply. . . . .	...	...	...	...	...	...	...	...	30
Total	104	93	53	34	16	8	5	...	268

*Seventy-five respondents have had experience in more than one position of nursing.

APPENDIX E

RESPONDENTS' EXPERIENCE IN TYPES OF NURSING*

Type of Nursing	Length of Experience (Months)								Number
	Less than 12	13 to 24	25 to 36	37 to 48	49 to 60	61 to 72	73 to 84		
Hospitals or other institutions.	44	54	46	24	21	13	8		210
Government service									
Children's Bureau. . . . .	...	1	...	...	...	...	...	...	1
Air Force Nurse Corps.	1	1	1	...	...	...	...	...	3
Army Nurse Corps . . . . .	...	1	2	...	...	...	...	...	3
Navy Nurse Corps . . . . .	...	...	...	...	...	1	...	...	1
Public Health Service.	3	...	...	...	...	...	...	...	3
Veterans Administration.	3	9	3	1	2	...	...	...	18
Other government agencies.	4	...	...	...	...	...	...	...	4
Industry	6	...	...	...	...	...	...	...	6
Office	28	17	10	12	6	6	2	...	81
Public Health Nursing.	4	2	...	...	...	...	...	...	6
Private Duty	4	...	1	...	2	...	...	...	7
American Red Cross	2	1	...	1	...	...	...	...	4
Did not reply. . . . .	...	...	...	...	...	...	...	...	30
Total	99	86	63	38	31	20	10		268

* Seventy-three respondents have been employed in more than one type of nursing.

APPENDIX F

RESPONDENTS' EXPERIENCE IN CLINICAL AREAS OF NURSING*

Clinical Areas	Length of Experience (Months)								Number
	Less than 12	13 to 24	25 to 36	37 to 48	49 to 60	61 to 72	73 to 84		
Communicable disease nursing	9	5	5	...	...	1	...	20
Medical nursing	20	12	4	9	2	...	...	47
Surgical nursing	29	21	6	3	4	...	...	63
Medical and surgical nursing combined.	20	11	8	3	4	...	1	47	
Obstetrical nursing.	26	10	5	4	1	...	...	46
Operating room	23	9	13	8	11	2	1	66	
Pediatric nursing.	29	8	4	2	2	...	...	48
Psychiatric nursing.	3	3	5	1	...	...	...	12
Intravenous room and blood bank.	5	1	1	1	...	2	...	10	
Did not reply. . . . .	...	...	...	...	...	...	...	29
Total	164	80	51	31	24	7	2	268	

* One hundred and two respondents have had experience in more than one area.

Typed by
Freida M. Smith