

SELECTED CHARACTERISTICS AND PROBLEMS OF TWENTY-THREE  
MARRIED STUDENTS IN AN OREGON COLLEGIATE  
SCHOOL OF NURSING

by

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j.c.c.

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## CHAPTER I

### INTRODUCTION

#### Introduction to the Problem

The cost of educating nurses is increasing. The need for more well educated nurses is also increasing. Yet, according to statistics, attrition rates in schools of nursing continue to be quite high. (11, 31, 1) A variety of reasons are cited as to why nursing students fail to complete their programs. High on this list is marriage. A study undertaken by the National League of Nursing Education of 750 professional schools of nursing during the years 1947 to 1950 showed that matrimony accounted for 15.1 per cent of the withdrawals in the first year of school. In the second and third years of school, marriage was the leading cause of withdrawal with 34.4 and 35.9 per cent respectively. (24)

Traditionally, nursing students were required to withdraw from the school of nursing if they chose to marry while a student. In the past ten or fifteen years, however, nursing schools have relaxed this rule until at present about 59 per cent of the schools will admit married students. (5, 33) In addition, other nursing schools will allow young women to marry if they wish after they have passed some particular period in their education. As a result, more young women are combining marriage and nursing education.

There are many opinions for or against the advisability of combining nursing school and marriage, but few research studies in

this area. As our culture increases in complexity and the number of years of needed education increases, the trend of nursing student marriages will probably continue to increase just as student marriages have increased on general college campuses throughout the country. (15, 16)

#### Statement of the Problem

Student nurses may encounter many problems typical of all young women in late adolescence plus those concerned with preparing for a nursing career. A considerable number of research studies have been done in recent years in an attempt to identify and understand problems of student nurses. (2, 8, 13, 17, 19, 20, 23) In the light of the information found by these studies, nursing educators have better understanding of their students and are more able to help their students adjust easily to the role and responsibilities of student nurses. It has been realized that unless the student nurse's human needs are met, she will be unable to satisfy the human needs of her patients. (28)

If a young woman chooses to marry while a student nurse, she assumes another role of responsibility in addition to the one of student nurse. She has some similar problems and characteristics of her unmarried classmates, but may have some unique characteristics and problems which differ considerably from unmarried women in nursing



school. The major purpose of the study, therefore, is to identify selected characteristics of married student nurses and to determine if married nursing students express significantly different problems in professional adjustment than do their unmarried classmates.

### Limitations of the Study

The population of the study will be limited to three selected groups of women basic professional nursing students in an Oregon collegiate school of nursing. The first two groups will be composed of an equal number of married women nursing students and single women nursing students in their sophomore, junior, and senior years of school. The third group will consist of the young women who were originally a part of the above mentioned classes, but have now withdrawn from school.

The information obtained will be limited to that obtained from the five areas of the Horison Problem Check List concerned with professional adjustment. These areas are as follows: Area 9, Adjustment to School of Nursing; Area 10, The Future: Professional and Education; Area 11, Curriculum and School Program; Area 12, Adjustment to Human Relationships in Nursing; Area 13, Adjustments to Administration of Nursing Care. In addition, two structured questionnaires will be used to collect information. The questionnaire which will be sent to the married student group is designed to elicit selected characteristics of the married students. The information

sought from the group that has withdrawn from school will be limited to the following: when the student left school, if she left school to be married, and future plans about returning to school.

### Definitions

For purposes of clarity, the following definitions have been accepted for this study:

1. Problem: A perplexing or troublesome concern expressed by a student by means of the items of areas 9, 10, 11, 12 and 13 of the Morison Problem Check List.
2. Characteristic: Only those identifying aspects of a married student nurse which could plausibly be expected to affect the student or the school in which she is enrolled.

### Assumptions of the Study

For the purposes of this study it is assumed that:

1. Student nurses encounter many problems typical of all young women in late adolescence plus those concerned with preparing for a nursing career.
2. Marriage during this period of late adolescence and pursuit of an education in nursing may solve some problems, but in turn create other problems.
3. The devised questionnaires and the Morison Problem Check

List are reliable for obtaining the information desired within the limitations of this study.

4. The married and single student nurse groups will not differ in their willingness to reveal problem areas.

#### Importance of the Problem

The phenomenon of college campus married students became a major one when the World War II veterans began enrolling in colleges and universities throughout the country. Since that time, this phenomenon has persisted. A study done by Sornsen reported that twelve midwestern universities showed married student enrollments averaging 20 per cent in 1956. (19) Murray studied married students at the University of Oklahoma in 1961 and found that about 25 per cent were married. (23) Although the per cent of married students in schools of nursing is considerably lower, it does seem that this rather definite trend toward student marriages will carry over into schools of nursing particularly as regulations barring enrollment of married women are further relaxed, as the number of women seeking higher education increases, the length of time to prepare men and women for vocations increases, and as the need for more nurses rises to meet the demands of our growing population. The development of nursing schools under the auspices of junior or community colleges has also added to the number of married nursing students.

Recent professional articles and studies support the need to identify problems and characteristics of married students. Rogers states that "The increasing number of married students and the lack of information about their personal characteristics suggests a need for further research in this area." (29) Anne Lee in a recent article in the Journal of the National Association of Nurses and Nurse-Analysts comments that, "Status studies of married women at various types of institutions would provide data on needs, problems, attitudes and would serve to give direction for initiating programs keyed to the needs of married women students." (16) Taylor states, "In view of the fact that the numbers of married women in business and the professions have been steadily increasing in recent years, it would seem that it might be advantageous for schools of nursing to make studies that would provide some factual information as to whether or not students who marry can successfully continue their nursing school programs." (32)

### Plan of the Study

Source of Data: The primary sources of data consisted of the anonymous responses of three selected groups of students to two questionnaires and to areas 9, 10, 11, 12, and 13 of the Morison Problem Check List which lists statements of problems nursing students might encounter in their professional adjustment. A married student profile questionnaire and the above designated areas of the Morison Problem Check List was mailed to 25 married student



nurses in an Oregon collegiate school of nursing. The five areas of the Morison Problem Check List was mailed to the second group which consisted of 25 single student nurses who acted as a control group for the married student nurse group. The third group was composed of 43 withdrawal students who were previously a part of the student population being studied. They were contacted by mail and asked to complete a short general information questionnaire. The withdrawal group was included to present a more complete picture of the total student group being studied.

The secondary sources of data consisted of related studies done in the general areas of student problems and student marriages and recent professional literature concerned with the subject of student marriages.

Validation of Instruments: The format for the married student profile questionnaire was taken from a study done by Murray in 1961 concerning married students at the University of Oklahoma. (23) The questionnaire was revised extensively to comply with the purposes of this study. The instrument was then administered to a group of experienced professional nurses. Revisions were made. In accordance with their suggestions, the questionnaire was then administered to a pilot group of married student nurses who were not included in the study. Revisions were again made. The final form of the questionnaire consisted of fifteen multiple choice items, three completion statements, two questions regarding the facilities

in the school, and one open end question. A sample of the questionnaire will be found in Appendix B.

The general information questionnaire was sent to the students who had withdrawn from school. It attempted to ascertain the following:

1. Term student withdrew from school.
2. If the student married before leaving school.
3. If the student left for another reason.
4. If the student left to be married.
5. If the student is now married.
6. If the student is married, does she plan to return to nursing school within the next twelve months.

A sample of this questionnaire can be found in Appendix C.

The Morrison Problem Check List has in the past proved itself to be a useful tool to researchers. Harold E. Jones in The Fourth Mental Measurements Yearbook says, "The use of the check list for surveys (unsigned) is advocated as a means of discovering topics for discussion, to throw light on educational problems, and to study problem clusters, trends and differences among groups." (14) This study has limited itself to identification of troublesome areas in student nurses' professional adjustment. Therefore, only the five areas concerned with professional adjustment will be mailed to the married student group and the control group of single nursing students. (See Appendix A for sample)



Procedure for Solution of Problem:

1. Permission to conduct the study was secured from authorities in the selected school of nursing.
2. The measuring tools were validated.
3. The selected groups of currently enrolled nursing students were contacted and their cooperation secured.
4. The young women in the withdrawal group were mailed the general information questionnaire with a covering letter.
5. The married student profile questionnaire and the five professional adjustment areas of the Marston Problem Check List were mailed to the married student group. The control group of unmarried students completed only the five areas of the Marston Problem Check List.
6. The data were tabulated and shown in graphic form.
7. The study was summarized, conclusions drawn and recommendations made from the data obtained.

### Overview of the Study

The report of this study will be organized into four chapters. Chapter I, INTRODUCTION, has presented the background and statement of the problem and outlined the plan for the study. Chapter II, REVIEW OF LITERATURE AND RELATED STUDIES, will review pertinent literature and studies. Chapter III, PROCEDURE AND FINDINGS, will be devoted to an explanation of the procedure involved in the study and an interpretation of the findings. Chapter IV, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS, will provide a summary of the study and conclusions and recommendations for further studies.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The problem solving technique has been used for a number of years. This method is invariably employed to analyze problems and data adequately. The first criterion of this method is to identify the problem. Educators, interested in problems of students, have for the past forty-five years been trying to identify students' problems because they believed in the philosophy that each student is a worthwhile and unique individual and the development of the whole personality is their rightful concern.

#### Related Studies and Literature

Students' Problems: One of the earlier reports of concern about understanding students' problems was in 1917. Julius Borge attempted to find out what troubled college freshmen. To do this, he asked all his sophomore students and a selected group of junior and senior students to write a paper freely expressing difficulties they encountered as freshmen. Next, he assembled lists of problems from these papers. Then he distributed copies of the compiled lists of problems to the sophomore, junior and senior groups and asked them to check the problems they had experienced as freshmen and indicate their seriousness by numbering each problem from one to four. The problems given the most points by the students were: (1) adjusting

to college life; (2) lack of anyone to confide in; (3) complicated registration system; (4) not knowing what studies to take; and (5) classes too large. (4)

Interest in student problems continued to grow. In 1942 Ross L. Mooney completed a study in which he developed a problem check list containing phrases which described problem areas. In administering the check list students were instructed to underline a phrase which described a problem pertaining to them and then circle those which were the most pertinent. The Mooney Problem Check List has since become standardized and proved to be a useful tool to those interested in students' problems. (19)

Student Nurses' Problems: Nurse educators also realized the value of recognizing individual differences in student nurses. Articles identifying problem areas as they pertained to attrition rates, adjustment to nursing school and administrative policies began appearing in the professional literature. In 1943, for example, a study was made of letters coming into the Clearing Bureau of the National Nursing Council for War Service as to reasons the letter writers had dropped out of nursing school. Of the 676 letters studied between January 1, and June 30, of 1943, 150 left because of marriage; 74 for financial reasons; 63 because of illness; 38 for scholastic failure; 28 misdemeanor; 32 home conditions; 18 unfitness; 33 for miscellaneous other reasons; and 323 for reasons not stated. (13)



The National League of Nursing Education undertook a three year study of student withdrawals between 1947 and 1950. Reports of withdrawals were based on 750 schools of nursing throughout the United States. From a group of 22,274 students in their third year of nursing school, 574 were reported to have dropped out before completion of that year. The report stated that more than one-third of this group left to be married. This was by far the most prevalent reason for students leaving school at this time. The next four highest reasons reported for withdrawal were: personal reasons (family complications, death in the family), 16.4 per cent; health, 13.1 per cent; failure to meet school's regulations and social standards, 11.0 per cent; failure in classwork, 10.8 per cent. (24)

Charlotte Babcock from the University of Chicago stated in a 1949 article of the American Journal of Nursing that developing an understanding of the problems of late adolescence with which nursing students must cope is extremely important to teachers and supervisors in schools of nursing. (3)

Dorothy Hareness, in the March 1952, American Journal of Nursing, outlined eight emotional hygiene concepts for those working with student nurses. She also identified the student nurse's most important emotional needs to be personal security, belonging to a group, prestige and self-esteem, affection and love, approval from the group and authority figures. (18)

The study and exploration of student nurses' problems took

on a more formalized approach when in 1945, Luella J. Morison developed a student problem check list for nursing schools believing it could be a useful aide to better identification, understanding and counseling of students' problems. This check list which has become standardized is an adaptation of the Mooney Problem Check List. Miss Morison administered her check list to 321 students in six schools of nursing. The data obtained indicated that the check list could be useful to the counselor in guiding the individual student. It could also be of use to school administrators and personnel workers to point up areas of common problems expressed by many students in a particular school setting. (20, 21) The Morison Problem Check List has been used in a number of studies throughout the United States since it became standardized. A few of the more pertinent studies done in relation to the present study will be reviewed.

Catherine Anthony and Estelle Chambers administered the Morison Problem Check List in a diploma school of nursing to 19 freshmen, 14 juniors and 8 seniors. The stated problem was to help students in a selected school of nursing discover the nature of their personal and scholastic problems. Its objectives were three-fold:

1. To help the student identify and state her own special problems
2. To provide a descriptive analysis of the scope and nature of student nurse problems
3. To make recommendations for curriculum improvements based on findings of the study.



Chambers and Anthony found that 5 per cent of all the students reported more than 100 problems apiece. Over one-fifth of all the students had more than 70 problems each and twenty-seven per cent marked less than 30 problems. The areas of most concern were finances and living conditions, social and recreational activities, the students' future plans, and curriculum and school program. The areas containing the fewest problems were home and family, morals and religion, and adjustment to human relationships in nursing. The seniors were most troubled with problems about the future. It was noted that items checked by more than one-third of the students had to do with restrictions of time and freedom. (2)

Martha McCarthy surveyed student adjustment problems in a collegiate school of nursing in 1959, using the Morison Problem Check List. Her sample consisted of twenty students in the third quarter of the nursing program. The purposes of her study were: (1) to identify specific problems that confront students for which the school should attempt to provide effective counseling assistance; and (2) to determine how adequately the present guidance program is providing assistance to students in the solution of these problems. McCarthy found that the area of personal-psychological development was the area which seemed to concern the students the most. Home and family, finances and living conditions were the areas marked by the fewest number of students. The item checked by the greatest number of students was "not enough time for recreation." The students rated the school "fair" in services available for helping

with adjustment problems. (17)

The Morison Problem Check List was used in 1961 by Dorothy Darn to compare problems expressed by 21 sophomores and 29 senior collegiate nursing students. She found that the sophomores were most concerned with problems of personality, while the seniors' main concerns were about financial matters and health needs. There was concern in both groups for problems not related specifically to a nursing school environment. The item underlined by the greatest number of seniors (72%) was "Dull classes." "Wanting to get out of school and on my own", was the item underlined by the most (67%) sophomores. (8)

Married Students' Problems: More recently there has been an interest in determining the problems of married students since this group has become a significant minority on many college campuses. In College and University, Everett Rogers states, "The increasing number of married students and the lack of information about their personal characteristics suggests a need for further research in this area." (29)

In 1961 John Murray studied characteristics and problems of married students at the University of Oklahoma. Murray indicated that married and unmarried students may have quite different problems and that being married while a student may cause certain conflicts and problems which would be important to identify. The population studied consisted of graduate and undergraduate married students. A questionnaire and a revised form of the Mooney Problem Check List were

sent to a stratified sample of 315 undergraduate and 56 graduate married students. Murray found that both groups were alike in some respects. In both groups the majority were male; had children, usually of preschool age; the earnings of the spouse was the largest source of income; average monthly income for the undergraduate was \$296 and \$389 for the graduate students. It was also found that less than one-half of the group indicated their income permitted a limited standard of living. (23)

In 1960, at the University of Minnesota, Perry sampled sixteen married couples by a structured questionnaire to determine some of their characteristics. She discovered the following facts about her small sample:

1. The average age at marriage was 23.5 for the men and 21.5 for the women in her study.
2. Only two of the sixteen couples received any financial aid from their parents.
3. The average monthly income was \$310.00.
4. Three educational patterns were identified
  - (a) both husband and wife were students in four out of the sixteen couples.
  - (b) the husband was the student and the wife was working in six of the sixteen couples
  - (c) the wife was the student and the husband was working in six of the sixteen couples.
5. The husband's level of education ranged from two years post-high school to a master's degree.
6. Six couples had children and of these over 50 per cent of the wives plan to work after graduation. (27)



In 1960 the Committee on Publications of the National Association of Women Deans and Counselors met and decided to carry out a survey type of research on undergraduate married women enrolled in higher education. Fifty-four institutions participated in the survey. The sample yielded a total of more than 5,000 undergraduate married women students. The researchers found that nine per cent of the 5,000 students were under 20 years of age, 40 per cent were between 20 and 24.9, 12 per cent were between 25 and 29.9 and 15 per cent were 30 and over. One-third of these women were seniors, one-fourth juniors and the rest evenly divided among freshmen, sophomore and special students. Only about five per cent were housed in regular campus facilities. On large campuses of over 5,000 students, as many as thirteen per cent were living in university housing apartments. The large majority (75%) lived in private apartments, private housing, with parents, or commuted from off campus. (9)

A study was conducted at the Indiana State Teacher's College which focused on married women students during 1959. In this study, trends in enrollments of married women were analyzed, their problems and their academic achievements, as compared with unmarried women students, were determined and implications for meeting their needs were explored. Questionnaires were filled out by 267 married women students and interviews were held with a 20 per cent random stratified sample of the total 267 married women students. There were the following findings:

1. One-fourth of the women enrolled at Indiana State Teacher's College during the spring of 1959 were married.
2. The greatest number of married women students were between 21 and 23 years old.
3. One-fifth had husbands who were also students.
4. No significant differences were found between 56 matched pairs of single undergraduate women and married undergraduate women in comparing academic achievement.
5. The problems most often mentioned by married students were: time pressures, need for counseling services, need for facilities of housing, child care and recreation.

On the basis of this study Dr. Lee made the following recommendations:

1. Studies could be initiated to find effective ways of motivating capable young women to accept realistic goals and to see the value of completing college before marriage.
2. Counseling facilities geared to the needs of college women with emphasis on long term as well as short term goals should be expanded. For those college women who choose to carry the dual responsibility of college and homemaking, counseling facilities should be made available.
3. Child care facilities in keeping with current philosophies of child growth and development should be explored and expanded in the college community. Such facilities would insure the development of happy, well-integrated children and would allow their student mothers time to continue their education.
4. Colleges and universities when contemplating their housing needs should plan for married students as they long have for their single students, since it appears reasonable to assume that married students are here to stay.
5. It is urged that increasing acceptance of married women students by college faculty members be encouraged. It

is important that ways be found to aid married college women to accept and achieve desirable goals with a minimum of frustration and tension. (16)

An article in the October, 1961, Journal of the National Association of Women Deans and Counselors presents several women deans' view of married women on their campuses. Ellen Bowers of the University of California commented that seven to eight per cent of the women on campus were married. She stated that the 1960 graduating class scholastic mean grade point average was 2.81 for the married women and 2.54 for the single women. She also stated that 230 one and two bedroom apartments would be available for married students on university purchased land near the campus by 1962. May Brunson, Dean of Women at the University of Miami indicated that apartments for married students were available on and off campus. She listed problems of initial adjustment to marriage, financial problems, and "time pressures" as special problems of the married students at the University of Miami. Dorothy Truen, Counselor of Women at the University of Oklahoma, states that good university housing is available to married students. This she feels has facilitated the adjustment of married students and has reduced problems which often arise because of poor or highly priced housing. (7)

#### Married Student Nurses' Problems:

In 1958 Carron studied the problem of the trend toward early marriage and its implications for professional nursing. Her data was confined to an academic review. In the light of the compilation



of her reading she made the following recommendations:

1. Professional schools of nursing should evaluate their policies regarding married students and age requirements for admission in the light of changing times.
2. Professional schools of nursing should give some thought to planning educational programs which will permit a student to leave the program for a temporary period and re-enter without losing status.
3. Nursing organizations should offer educational programs whereby nurses who have been away from active nursing for several years be brought up to date on current trends in professional nursing.
4. Hospitals should consider the possibility of providing child care for nurse-mothers as one way to help bring professional nurses back into active service. (6)

### Summary

Students' problems have probably concerned teachers for many years. However, it was not until the early part of the twentieth century that reports in professional literature indicate attempts were made to recognize, understand, and help students solve their problems. Studies reveal that the Horison Problem Check List has proved to be a useful tool for identifying problem areas which trouble students in nursing school.

Recent literature and college statistics indicate a growing trend toward the combination of marriage and the pursuit of higher education. Nursing schools, unlike liberal arts institutions, have traditionally required their students to remain single while in school.

These barriers are being lowered now and it seems reasonable to assume that most nursing schools will have student bodies containing a portion of married students as do general college campuses.

## CHAPTER III

### PROCEDURE AND FINDINGS

#### Procedure

This study was undertaken to identify selected characteristics of married student nurses and to determine if married student nurses express significantly different problems in their professional adjustment than do their unmarried classmates.

Three groups of students participated in this study. The first group was composed of twenty-five married student nurses in an Oregon collegiate school of nursing. Twenty-five single student nurses, who were classmates of the married student group, formed the second group. The third group consisted of 43 students who were originally a part of the student population from which groups one and two were selected but had withdrawn from school before this study was undertaken.

The Problem Check List, Form for Schools of Nursing, Area 9 Adjustment to School of Nursing; Area 10 The Future: Professional and Educational; Area 11 Curriculum and School Program; Area 12 Adjustment to Human Relationships in Nursing; and Area 13 Adjustments to Administration of Nursing Care by Luella J. Morison was mailed to 25 single student nurses and 25 married nursing students in February of 1964. In addition to the five areas of the Morison Problem Check List, the married student group received a structured

questionnaire designed to elicit selected characteristics of that group. The group who had withdrawn from school was mailed a short questionnaire which proposed to ascertain when they left school, their marital status, and their future plans about returning to nursing school. A cover letter was enclosed with each of the forms explaining the purpose of the study and assuring the students of anonymity.

### Findings

Ninety-two per cent or 23 out of the 25 students in the married student group and the 25 single student nurse group returned the forms. Each of the two groups who returned the requested information was composed of two sophomores, five juniors, and sixteen seniors. Sixty-seven per cent or 29 of 43 persons in the withdrawal group returned completed questionnaires.

Morison Problem Check List: The Morison Problem Check List, Form for Schools of Nursing, was selected as an instrument for gathering data because of the ease of scoring, the standardisation of the check list and because it is intended to reveal problem areas of student nurses. Only areas 9, 10, 11, 12 and 13 were used since these areas are concerned with professional adjustment and because some of the statements in the other areas would not be appropriate for the married student group. There were a total of 136 items in the five areas used in this study. The directions for completing



the check list instruct the student to, "Read the list slowly, pause at each item, and if it suggests something which is troubling you, 'underline' it . . . . Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you. After completing the first step, look back over the items you have underlined and 'circle the numbers' in front of the items which are of 'most concern' to you." In tabulating the responses of the two groups, the problems underlined were listed separately from the problems circled.

The Chi-square method was used in comparing the results of the students' responses because it offers a statistical evaluation of differences. The Spearman rank order correlation was used to determine the relationship between the ranking of the married and single student nurse groups on the five areas of the Horison Problem Check List. (See Appendix G for formulas)

Table I indicates the number of problems underlined and circled in each area by class and marital status. In each class the mean number of problems was found to be higher for the single student group than for the married students. The largest mean number of problems underlined was 16.9 by unmarried senior students. The lowest mean number of problems underlined was 5.0 by married sophomore students. Single sophomore students had the greatest mean number of circled problems, (9.0), while married sophomore students had the lowest number of circled problems, (.5).

TABLE I

FREQUENCY OF PROBLEMS UNDERLINED AND CIRCLED IN AREAS  
9,10,11,12,13 OF THE MORISON PROBLEM CHECK LIST IN  
AN OREGON COLLEGIATE NURSING SCHOOL BY CLASS  
AND MARITAL STATUS

Class and Marital Status	General Areas*					Totals
	9	10	11	12	13	
Sophomores						
<u>Underlined</u>						
Married	2	2	3	1	2	10
Single	7	5	7	4	5	28
<u>Circled</u>						
Married	1	0	1	0	0	2
Single	7	3	5	2	1	18
Juniors						
<u>Underlined</u>						
Married	11	12	14	8	8	53
Single	18	19	13	10	15	75
<u>Circled</u>						
Married	3	4	3	0	3	13
Single	6	9	2	2	7	26
Seniors						
<u>Underlined</u>						
Married	33	42	70	26	39	210
Single	56	69	84	24	38	271
<u>Circled</u>						
Married	10	18	27	3	17	75
Single	19	29	30	3	7	88

\* General Areas

- 9: Adjustment to School of Nursing
- 10: Future: Professional and Educational
- 11: Curriculum and School Program
- 12: Adjustment to Human Relationships in Nursing
- 13: Adjustments to Administration of Nursing Care



Appendix D shows the distribution of problems by item, marital status and class in school in each of the five areas. For the remainder of the data analysis, no further distinction by class was made because the married and single groups were matched by class and the purpose of the study was to establish differences and similarities of problem areas between the married student group and the single student group.

TABLE II

FREQUENCY OF PROBLEMS UNDERLINED AND CIRCLED IN AREAS  
9,10,11,12,13 OF THE MORISON PROBLEM CHECK LIST IN  
AN OREGON COLLEGIATE SCHOOL OF NURSING  
ACCORDING TO MARITAL STATUS

General Area	(N 23)		(N 23)	
	Under- lined	Married Circled	Under- lined	Single Circled
9: Adjustment to School of Nursing	46	14	81	32
10: Future: Professional and educational	56	22	93	41
11: Curriculum and School Program	87	31	104	37
12: Adjustment to Human Relationships in Nursing	35	9	38	7
13: Adjustments to Administration of Nursing Care	49	20	58	15
Totals	273	90	374	132

As indicated by Table II, the single nursing students underlined more items than the married students. In each area except 13, Adjustments to Administration of Nursing Care, more items were circled by single students than by married students. As seen in Tables I and II, unmarried students expressed more problems in the five problem areas than the married student group. Table III, however, which depicts all items marked by twenty per cent or more of the students in either the married or single group, indicates only one significant difference was found using the Chi-square technique between the frequency of responses of the single and married students when comparing individual items marked. More single student nurses underlined, "Afraid I'll not be adequately prepared for nursing" than did the married students. This item was significant at the .05 level of probability. No significant differences were found between the two groups on any of the other 31 items in Table III. This indicates that although the single student group had a greater number of problems, when only those items underlined by more than twenty per cent of either group were analysed, the two groups tended to express the same problems.

Area 11, Curriculum and School Program, contained the most problems marked by more than twenty per cent of both groups. The item marked by the largest per cent in both groups was, "Afraid I will lack experience in some field of nursing." Fifty-two per cent of the married group and sixty-nine per cent of the single group or

a total of over sixty per cent of the two groups combined underlined this item. It was interesting to note that the students in Darm's (8) and McCarthy's (17) studies did not underline this item as frequently as in the present study. In Darm's study, nineteen per cent of the sophomores and twenty-eight per cent of the seniors or a total of twenty-four per cent of the two groups combined underlined, "Afraid I will lack experience in some field of nursing." (8) McCarthy indicates that this item was marked by less than twenty per cent of the 20 sophomore nursing students in her study. (17)

TABLE III

ITEMS UNDERLINED AND CIRCLED IN AREAS 9,10,11,12, AND 13 OF  
THE MORISON PROBLEM CHECK LIST BY MORE THAN 20 PER CENT  
OF 23 MARRIED AND/OR 23 SINGLE STUDENTS IN AN  
OREGON COLLEGIATE SCHOOL OF NURSING

Item	Underlined			Circled	
	Marr. (a) N 23	Sin. (b) N 23	$\chi^2$ (c)	Marr. N 23	Sin. N 23
	Percent	Percent		Percent	Percent
Unable to concentrate well	26	35		8	13
Poor memory	13	22		0	13
Worrying about exams	30	26		8	4
Unable to express myself in words	8	30	2.22	4	13
Too easily distracted during class	17	26		4	4
Weak in writing	22	8	.68	8	8

(a) Marr. = Married students

(b) Sin. = Single students

(c)  $\chi^2$  = Chi-square

\* Chi-square significant at .05 level



TABLE III (continued)

	Underlined		$K^2$	Circled	
	Marr. N 23	Sin. N 23		Marr. N 23	Sin. N 23
	Percent	Percent		Percent	Percent
<u>Area 9</u>					
Slow in reading	17	30		4	22
Unable to obtain reference readings in library	22	26		4	4
<u>Area 10</u>					
Wanting to get out of school and on my own	47	39	.09	17	17
Wondering if I'll be successful in life	8	22	.66	0	8
Not able to decide what nursing field to enter	22	43	1.59	8	30
Afraid I'll not be adequately prepared for nursing	13	47	5.08*	8	30
Afraid I'll lack experience in some fields of nursing	52	69	.82	22	39
Dull classes	26	30		13	8
Director of nurses lacks understanding of students	22	17		17	4
Instructors lacking personality	22	8		8	0
Having an unfair instructor	22	4	1.72	13	4
Instructors partial to some students	26	17		8	4
Grades unfair as measures of ability	43	26	.86	17	8
Too much repetition of some topics	35	22		8	4
Tests often unfair	26	13		4	0
Too much work required in some courses	13	39	2.80	4	13
Too tired from nursing duties to study	43	39		26	17
Classrooms improperly ventilated and lighted	22	26		17	0
Inability to remain awake in classes	30	35		0	8

(a) Marr. = Married students

(b) Sin. = Single students

(c)  $K^2$  = Chi-square

\*Chi-square significant at .05 level



TABLE III (concluded)

	<u>Underlined</u>		$\chi^2$	<u>Circled</u>	
	<u>Marr.</u> N 23	<u>Sin.</u> N 23		<u>Marr.</u> N 23	<u>Sin.</u> N 23
	Percent	Percent		Percent	Percent
<u>Area 12</u>					
Afraid of some of the doctors	26	13	.56	0	0
Dislike caring for demanding patients	13	30		0	0
<u>Area 13</u>					
Not observant enough in bedside care	30	13		13	8
Failure of departments to orient students	22	22		8	4
Too little credit given for good nursing care	26	26		8	0
Too difficult for students to get doctor's care	22	8		8	0
Too little chance to know the patient as a whole	22	47	2.40	13	22

(a) Marr. = Married students

(b) Sin. = Single students

(c)  $\chi^2$  = Chi-square

\* Chi-square significant at .05 level

Table IV shows the rank order of underlined and circled problems for areas 9, 10, 11, 12, and 13 for both groups of students. The area checked by the most students received a rank of "1". The area which received the least number was ranked "5".

TABLE IV

RANK ORDER\* OF PROBLEM AREAS 9,10,11,12, AND 13 OF THE  
 HORIZON PROBLEM CHECK LIST UNDERLINED AND CIRCLED  
 BY 23 MARRIED AND 23 SINGLE STUDENTS IN AN  
 OREGON COLLEGIATE SCHOOL OF NURSING

General Area	Underlined		Circled	
	MARRIED N 23	SINGLE N 23	MARRIED N 23	SINGLE N 23
9: Adjustment to School of nursing	4	3	4	3
10: The Future: Professional and Educational	2	2	2	1
11: Curriculum and School Program	1	1	1	2
12: Adjustment to Human Relationships in Nursing	5	5	5	5
13: Adjustments to Administra- tion of Nursing Care	3	4	3	4

\* 1 = the area of greatest expressed problems.

married underlined with single underlined .90 NS  
 married circled with single circled .90 NS  
 married underlined with married circled 1.00  $p = .02$   
 single underlined with single circled .90 NS

MARRIED students ranked the five areas of the Horizon Problem Check List the same for problems underlined and circled which was significant at the .02 level. The other three correlations were not significant due to the small number (5) of cases. However, all of the correlations indicate very high agreement in the rank order of the five problem areas.

MARRIED Student Questionnaire: In addition to the five areas of the Horizon Problem Check List, a structured questionnaire was completed by the married student group. (See Appendix B for sample) The first question asked the age of the respondent. The mean age of

the 23 married students answering the structured questionnaire was 21.5. The range was 20 to 25 years of age. This compares quite closely with the ages of the married woman students in other studies. The average age of the 16 married female students in Perry's study was 21.5. (27) Of the 267 married woman students in Lee's study most of them were between 21 and 23 years of age. (16) DeLisle found that about 40 per cent of the 5,000 married woman students in her survey were between 20 and 24.9 years of age. (9)

Question number two inquired as to the student's classification in school. Sixteen of the respondents indicated they were seniors, five stated they were juniors, and two said they were sophomores. Question number three asked the place of residence of the married students. Thirty-nine per cent of the married students indicated they reside in an apartment not within walking distance from school. The other places of residence were: apartment within walking distance from school, 26 per cent; rented house within walking distance from school, 8.6 per cent; rented house away from school, 17.4 per cent; own house, 4 per cent; university dormitory, 4 per cent.

The fourth question inquired as to when the students had married. Fifty-two per cent of the students indicated they had married in their senior year of nursing school. The other responses were: between high school and college, 4 per cent before coming to nursing school, 8.6 per cent; sophomore year of nursing

school, 22 per cent. Eighty-seven per cent disclosed they had not delayed their marriage because of enrollment in nursing school. The length of marriage ranged from two months to seven years. The mean length of marriage was one year and two months.

The married student questionnaire contained four questions about the husband's of the nursing students. The first question inquired as to the number of years of education which had been completed by the husband. From the answers received, a mean of 15.7 years was established. The second question asked, "Was your husband a student when you married?" Fifty-two per cent answered yes to this question. The third question asked if the nursing students' husbands were attending school at present. Forty-three per cent disclosed that their husbands were still attending school. This was quite different from the findings of Lee's study. Lee found that only 20 per cent of her sample of 267 married woman students had husbands who were also students. (16) The fourth question asked for the occupation of the students' husbands. Table V shows this distribution.



TABLE V

OCCUPATIONS OF HUSBANDS OF 23 STUDENT NURSES IN AN  
OREGON COLLEGIATE SCHOOL OF NURSING

Occupation	Number
electrical engineer	2
store manager	3
teacher	1
statistical analyst	1
banker	1
insurance underwriter	1
carpenter	1
armed services	3
full time student	10
Total	23

In answer to a question inquiring if the students had children, only 13 per cent of the married students replied yes to this question. Of those who had children, 80 per cent were of pre-school age and 20 per cent of grade school age.

The questionnaire also contained several questions regarding the financial aspects of the married students. Forty-three per cent said they felt parents should give financial help to children while in school only in an emergency, however, 47 per cent indicated they were receiving some financial aid for their education from their parents ranging from 10 per cent to 100 per cent. The next largest source of income for the students' education was the earnings of

their husbands. Seventeen per cent indicated their husbands supported their school program completely. No one expressed aid from a scholarship. Forty-seven per cent felt their income allowed a comfortable standard of living but 30 per cent said their income allowed only the essentials. No one indicated an income that permitted only a substandard level of living. Seventeen per cent indicated they could save money on their income. Table VI shows the range of average monthly income of the students and their husbands combined and the per cent of students reporting for each range.

TABLE VI

PER CENT OF 23 MARRIED STUDENT NURSES IN AN OREGON COLLEGIATE SCHOOL OF NURSING AND THEIR HUSBANDS WHO EXPRESSED A COMBINED TOTAL MONTHLY INCOME OF BELOW 200 DOLLARS TO ABOVE 600 DOLLARS

Combined average monthly income of student nurse and husband	Per cent
Less than \$200.	26
\$200. to \$299.	17
\$300. to \$399.	4
\$400. to \$499.	26
\$500. to \$599.	3
Above \$600.	17

In answer to a question regarding employment after graduation, all 23 married students indicated they were planning to seek employment for at least a limited time after graduation. Table VII indicates the responses to this question.

TABLE VII

RESPONSES OF 23 MARRIED STUDENTS IN AN OREGON COLLEGIATE  
SCHOOL OF NURSING TO A QUESTION CONCERNING  
EMPLOYMENT AFTER GRADUATION

Employment desired after graduation	Frequency of response
Full time	3
Part time	1
No	0
Full time until children arrive, then no	13
Full time until children arrive, then part time	2
Part time until children arrive, then no	4

The responses in Perry's study of 16 married couples at the University of Minnesota indicated some similar characteristics regarding husbands' educational level, age of wife, combined monthly income, and student-wage earner roles within each family, although Perry's sample is from a discipline other than nursing. Table VIII indicates a comparison between some findings of the present study to those of Perry's study.

TABLE VIII

A COMPARISON OF SIX MARRIED STUDENT CHARACTERISTICS  
AS FOUND IN PERRY'S AND COLLING'S STUDY

Characteristic	Perry N 16	Colling N 23
Age	mean 21.5	mean 21.5
Combined husband and wife monthly income	average \$310.	26% below \$200. 26% \$400. to \$499.
Aid from parents	13 per cent	47 per cent
Both husband and wife are students	38 per cent	43 per cent
Wife student - husband working	38 per cent	56 per cent
Amount of husband's education	range, 14 yrs. to master's degree	range, 12 yrs. to more than 18 yrs.

Part III of the married student's questionnaire contained two questions. The first question was directed toward facilities and services now provided by the school as to their adequacy and whether or not the students had used the facility or service. The following statements indicate the students' responses to this question:

1. All 23 students indicated they had used the student health service. Forty-seven per cent indicated it to be inadequate, but, 52 per cent expressed that it was adequate for their needs.
2. The student loan fund had been used by 22 per cent of the 23 students. Of those who used it, only one person stated that it was inadequate.



3. Sixty per cent indicated they had used the student activities building and all of those who used it thought it to be adequate.
4. No students admitted to having used any marriage counseling. Several students wrote in that they were unsure that any such service was available.

The second question in Part III listed one service, namely, organized social program for married students, and two facilities, namely, child care facilities and housing for married students, which were not provided by the school. The question asked the students to indicate if they felt the facility or service was, (1) definitely needed; (2) desirable but not needed; or (3) not needed. The following responses were obtained:

1. Eight per cent of the 23 married students indicated they thought that an organized social program designed especially for married students was definitely needed; fifty-two per cent stated that it was desirable but not needed; and 39 per cent stated it was not needed.
2. Thirty-five per cent stated that child care facilities were definitely needed; while 43 per cent said they were desirable but not needed; and 17 per cent stated they were not needed.
3. Fifty-two per cent indicated that housing for married students was definitely needed; 35 per cent said desirable but not needed; and 17 per cent stated that it was not needed.

Part IV consisted of an open end question which asked, "In what way, if any, has your marriage affected your position in nursing school?" Thirty-five per cent of the married students indicated there was no change at all. Other comments are listed verbatim as follows:

I have not had any more difficulties with my studies since I have been married and have maintained a good G.P.A.

My time is being better used and I'm enjoying nursing more.

I work harder and have been getting better grades.

Since my marriage, I am better able to visualize my goals. My marriage has left me with less time to myself.

I feel the (school) has been very liberal with its married students. The responsibility has been put on our shoulders as to whether this program works. It is a privilege to be a married student and one that should not be taken for granted by anyone.

Married at the beginning of a term caused some difficulty in adjusting to studies for that term - now back to normal.

The only problem is I don't feel compelled to study like I did in the dorm, therefore, am rather lax in study habits.

Socially my position has remained much the same. Academically, I find it harder to concentrate on studies since I would much rather do my duties and chores around the house. This has not seemed to affect my grades. I feel as equally accepted by friends, personnel and instructors.

Although my grades have not been affected, I do not spend as much time on my school work as I previously had. I let things go until they absolutely have to be done. Because of time and transportation difficulties, I find it much harder to carry out assignments requiring the use of the library. I find myself concentrating too much on things at home that must be done, rather than concentrating on the ward, etc. - this often caused error.

Withdrawal Questionnaire: Earlier literature had indicated that the biggest reason for withdrawal from nursing school was for marriage. The investigator felt that, while it was not the direct concern of this study to examine withdrawals from nursing school, sampling only

those students who were married and remained in school was overlooking the possibility that a large per cent who did leave the nursing school may have left because they found marriage and the pursuit of higher education incompatible or that there was no motivation for continuing school after marriage. Therefore, a simple questionnaire was sent to the young women who were originally part of the population from which the student samples were taken.

The questionnaire consisted of six questions as follows:

1. Name.
2. What term in nursing school did you leave?
3. Were you married before leaving school?
4. Did you leave school to marry?
5. Did you leave school for another reason and are now married?
6. Do you plan to return to nursing school within the next 12 months? (See Appendix C for sample and Appendix F for raw data.)

Forty-three students were listed by the school of nursing to have withdrawn from the classes under study. The questionnaire was sent to these young women. Twenty-nine persons or 67 per cent responded to the questionnaire. Over 50 per cent of the young women reported they had left during the first year of their clinical education for reasons other than marriage. Only one was married before leaving nursing school. Four indicated they left school to be married and were not planning to return to school. Two young women who stated they had left school for a reason other than marriage

indicated they planned to return within the next twelve months. Two respondents indicated they were presently attending another school of nursing. It would seem that marriage was not a major reason for this group to withdraw from this school of nursing.



## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to identify selected characteristics of married student nurses and to determine if married nursing students disclose significantly different professional adjustment problems than do their unmarried classmates.

Three groups of students in an Oregon collegiate school of nursing were used to accomplish the purpose of this study. The first group consisted of 25 married student nurses. The second group was composed of 25 unmarried student nurses who were classmates of the married group and acted as a control group for group one. Forty-three young women who were originally part of the student population from which groups one and two were taken, but had withdrawn from nursing school before this study was done, comprised the third group.

The married and single student groups were mailed areas 9, 10, 11, 12, and 13 of the Problem Check List, Form for Schools of Nursing by Laella Morison. Areas 9 through 13 were selected because they pertain specifically to professional adjustment in nursing school and because all of the items are applicable to both groups. In addition, the married student group was mailed a structured questionnaire which was designed to elicit selected characteristics of the married group. The withdrawal group was

mailed a short questionnaire which asked when they left school, their marital status, and their future plans about returning to nursing school. The withdrawal group was included to give more complete information on the student groups which were studied.

There were 23 single and 23 married respondents to the questionnaire and Morison Problem Check List. Twenty-nine persons in the withdrawal group returned completed questionnaires.

After the five areas of the Morison Problem Check List were tabulated, the findings revealed:

1. The 23 single student nurses underlined and circled more items in the five areas than did the married student nurses group.
2. When analyzing the 32 items which were underlined by more than twenty per cent of either the single or married group, only one item, "Afraid I'll not be adequately prepared for nursing," was underlined by a statistically significant greater number of single students than married students.
3. Among the married group, Area 11, Curriculum and School Program, ranked first in number of underlined problems. Area 11 was followed sequentially by Area 10, The Future: Professional and Educational; Area 13, Adjustments to Administration of Nursing Care; Area 9, Adjustment to School of Nursing. The lowest number of items underlined occurred in Area 12, Adjustment to Human Relationships in Nursing.

4. The unmarried group agreed closely with the married group in rank order of frequency of items underlined in each of the five areas. The area with the greatest number of items underlined was Area 11, Curriculum and School Program. It was followed by Area 10, The Future: Professional and Educational; Area 9, Adjustment to School of Nursing; Area 13, Adjustments to Administration of Nursing Care; and Area 12, Adjustment to Human Relationships in Nursing.
5. There were 12 out of the 136 items not marked by any students. (See Appendix H for this list)

Tabulations of the responses of the 23 married students from the married student questionnaire disclosed:

1. The average age was 21.5. The range was 20 to 25 years of age.
2. Fifty-seven per cent gave their place of residence as not within walking distance from school.
3. Fifty-two per cent had married during their senior year of nursing school.
4. Eighty-seven per cent had not delayed their marriage because of enrollment in school.
5. The average length of marriage was one year and two months.
6. The students' husbands had completed an average of 13.7 years of education.
7. Forty-three per cent of the students' husbands are currently enrolled in school full time.

8. Thirteen per cent of the married students have children.  
Of those who have children 80 per cent are of preschool age.
9. Forty-seven per cent were receiving financial aid for educational purposes from their parents ranging from 10 per cent to 100 per cent. Seventeen per cent stated they derived total support from their husband's income. No one indicated income from a scholarship.
10. Forty-three per cent indicated their combined total monthly income was less than \$300 while fifty-seven per cent had an income of \$300 to over \$600 per month.
11. All 23 students had used the student health service, however, only 52 per cent indicated this service was adequate for their needs.
12. Twenty-two per cent had used the student loan fund and a majority of these students stated they felt this service was adequate.
13. The student activities building had been used by 60 per cent of the married students. All who had used it, thought it was an adequate facility.
14. No students admitted having used any marriage counseling.
15. The majority of married students indicated that an organized social program designed especially for married students was desirable but not necessarily needed.  
  
Child care facilities were stated by the majority of married students to be desirable but not needed.



17. Housing for married students was indicated as definitely needed by more than 50 per cent of the married students.
18. Thirty-five per cent stated that marriage had in no way affected their position in school while a majority of the other students indicated their grades had either not been affected or had become better. Several expressed the feeling that marriage during school had increased their responsibilities leaving less time for themselves or their studies.

The withdrawal group was included in this study because earlier literature had indicated the largest reason for withdrawal from nursing school was marriage. Tabulation of the 29 questionnaires received revealed:

1. Over fifty per cent of the young women reported they left school during the first year of their clinical education.
2. Eighty-six per cent indicated they left school for reasons other than marriage. It would seem that marriage was not a major reason for leaving school within this group.
3. Two young women, who stated they had left school for a reason other than marriage, indicated they planned to return to nursing school within the next twelve months, while two other respondents indicated they were presently attending another school of nursing.

### Conclusions

The findings of this study have led to the following conclusions:

1. Young women who were married as students in the school in which this study was conducted generally remained in school and expressed that although marriage caused certain problems, they were not incompatible with continuing their education.
2. Marriage did not prove to be a large contributing factor to the withdrawal of students from this school of nursing, since only five of the respondents out of a total school population of almost 300 students indicated marriage was the reason for leaving school.
3. A study of this type has definite implications for the recruitment of married applicants for nursing schools.

### Recommendations for Further Study

The following recommendations for further study are made after consideration of the data obtained from this study:

1. The study could be repeated to determine if the same particular problems seem to be found consistently among students, or were unique to the groups tested in this study.
2. The study could be extended to other schools of nursing in

Oregon to determine if similar problems exist in other nursing schools or were unique to this one.

3. A tool designed to include a wider range of problem areas could be developed for married student nurses thereby obtaining more complete information about married student nurses and their problems.
4. A study could be undertaken to explore the possibilities of designing a recruitment program which would attract to nursing schools married men as well as married women.
5. Studies in other disciplines indicate the presence of a group of women students over 30 years of age. The mean age in the present study was 21.5. A study might be developed to determine recruitment processes that would attract women over 30 years of age into nursing.

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**APPENDIX A**

**AREAS 9,10,11,12, AND 13  
OF MORISON PROBLEM CHECK LIST  
USED IN THIS STUDY**

LETTER ACCOMPANYING MORISON PROBLEM CHECK LIST  
SENT TO SINGLE STUDENT NURSES

10185 S.W. View Terrace  
Tigard 23, Oregon  
February 28, 1964

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear Miss \_\_\_\_\_:

During the past several years, there has been a growing interest in the population composition of colleges and universities. I am currently enrolled in the master's program at the University of Oregon School of Nursing and have elected to study married students in nursing school. However, part of my data must be obtained from unmarried student nurses. Your name was selected at random from the undergraduate enrollment roster. Permission to conduct this study has been obtained from the director of nursing education.

You are requested to complete the enclosed questionnaire in full and return it to the address on the stamped envelope which is enclosed with these forms.

The responses will be kept entirely confidential. I am interested only in the number of responses to the items on the questionnaire as a whole and not in the individual responses of the persons involved. The results of this study will be placed in the University of Oregon Medical School library for the use of those who may be interested.

Your prompt response will be appreciated. Thank you for your cooperation in this study.

Yours Sincerely,

Joyce Colling, (Mrs.)



PROBLEM CHECK LIST  
FORM FOR SCHOOLS OF NURSING  
AREAS 9, 10, 11, 12, 13

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is NOT a test. It is a list of troublesome problems which often face students in schools of nursing-- problems of health, social life, relations with people, studying, and the like. You are to go through the list, pick out the particular problems which are of concern to you, and indicate those which are of most concern to you.

More specifically, you are to take these two steps:

1. Read the list slowly, pause at each item, and if it suggests something which is troubling you, UNDERLINE IT, thus, "1. Tiring very easily." Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.
2. After completing the first step, look back over the items you have underlined and CIRCLE THE NUMBERS in front of the items which are of most concern to you, thus, "1. Tiring very easily."

FIRST STEP: READ THE LIST SLOWLY, AS YOU COME TO A PROBLEM WHICH TROUBLES YOU, UNDERLINE IT.

1. Feeling lost in school of nursing
2. Purpose in going through nursing not clear
3. Dislike of nursing
4. Being a nurse on insistence of family
5. Unable to concentrate well
6. Weak in logical reasoning
7. Poor memory
8. Worrying about examinations
9. Not fundamentally interested in books
10. Having too many subjects at one time
11. Getting low grades
12. Fear failure in school of nursing
13. Unable to express myself in words
14. Wanting to change to another school
15. Unable to get scientific subjects
16. Too easily distracted during classes
17. Absent from classes too often
18. Tardy from classes too often
19. Wanting to leave nursing
20. Not smart enough in scholastic ways
21. Trouble in outlining and note taking
22. Weak in writing
23. Slow in catching on to theory
24. Can't get lessons in the time I have for study
25. Slow in reading
26. Unable to obtain reference readings in library
27. Don't know how to study effectively
28. Family opposing my professional choice
29. Needing encouragement to continue in nursing
30. Needing to know my professional abilities
31. Not knowing what kind of a person I want to be
32. Needing to plan ahead for the future
33. Doubting the wisdom of future plans
34. Wanting to get out of school and on my own
35. Wondering if I'll be successful in life
36. Not physically fit to practice nursing

37. Dread leaving school and starting out on my own
38. Wanting advice on steps after leaving school
39. Doubt ability to take part in professional organizations
40. Afraid I'll never become an "R.N."
41. Doubting economic value of "R.N." degree
42. Not knowing what I really want
43. Not able to decide what nursing field to enter
44. Need information about future fields of nursing
45. Need education beyond nursing course
46. Afraid I'll not be adequately prepared for nursing
47. Afraid of unemployment after graduation
48. Trying to combine marriage and a career
49. Concerned about entering military service
50. Fear I won't get a good recommendation from the school
51. Afraid I will lack experience in some fields of nursing
52. Don't know how to apply for a position
53. Doubt ability to handle a good position
54. School too indifferent to student's problems
55. Dull classes
56. Director of nurses lacks understanding of students
57. Instructors lacking personality
58. Inadequate high school training
59. Nursing textbooks hard to understand
60. Too few books in the library
61. Instructors lacking grasp of subject matter
62. Classes too large
63. Too few chances to express ideas or opinions
64. Instructors lacking interest in students
65. Having an unfair instructor
66. Being without a counselor
67. Instructors partial to some students
68. Grades unfair as measures of ability
69. Not getting adequate education for present nursing
70. Courses too unrelated to each other
71. Too much repetition of some topics
72. Tests often unfair



73. Assigned study periods unsatisfactory
74. Instructors lacking understanding of students
75. Too much work required in some courses
76. Hard to study in living quarters
77. No suitable place to study in school
78. Too tired from nursing duties to study
79. Classrooms improperly ventilated and lighted
80. Inability to remain awake in classes
81. Instructors too theoretical
82. Annoyed by supervision
83. Can't seem to please some supervisors
84. Supervisors poor managers
85. Supervisors not trusting us enough
86. Supervisors don't understand our educational needs
87. Supervisors expecting too much of us
88. Supervisors too friendly
89. Dissatisfied in present department
90. Having difficulty in following doctor's orders
91. Unable to please doctors
92. Trouble in figuring out what the doctor wants
93. Maintaining loyalty to the doctor
94. Discouraged by pessimism of "R.N.'s"
95. Afraid of some of the doctors
96. Afraid the patients won't like me
97. Can't deal with the patient's friends and visitors
98. Dislike caring for demanding patients
99. Dislike caring for patients with certain diseases
100. Dislike caring for male patients
101. Can't be firm with patients
102. Prefer working alone to working with other students
103. Depend too much on others for assistance
104. Too willing to "cover-up" for co-workers
105. Too many people "passing the buck"
106. Can't acquire a professional vocabulary
107. Unable to direct subordinate workers
108. Feel dominated by nurse attendants



109. Failing to organize my work well
110. Unable to perform procedures effectively
111. Lacking the aptitude for procedures
112. Can't carry out nursing practice as taught in theory
113. Working too long hours
114. Off-duty time not scheduled so one can plan for it
115. Nursing care assignments unevenly distributed
116. Nursing care assignments not clear
117. Unable to handle embarrassing situations
118. Not observant enough in bedside care
119. Heading to cultivate a well modulated voice
120. Finding it hard to be dignified on duty
121. Afraid of becoming a "hardboiled nurse"
122. Afraid of causing pain when giving treatments
123. Afraid to administer medicines
124. Can't take unpleasant odors or sights
125. Routines in some departments hard to learn
126. Failure in departments to orient students
127. Nursing care checked to unreasonable degree
128. Too little credit given for good nursing care
129. Seniority rule carried too far
130. Too difficult for students to get doctor's care
131. Rule against accepting patient's gifts unfair
132. Rule against accepting patient's invitations unfair
133. Hospital insisting on routine at any price
134. Can't get used to constant hurry
135. Too little chance to know patient as a whole
136. Disillusioned in nursing ideals

SECOND STEP: LOOK BACK OVER THE ITEMS YOU HAVE UNDERLINED AND CIRCLE THE NUMBERS IN FRONT OF THE PROBLEMS WHICH ARE TROUBLING YOU MOST

THANK YOU FOR YOUR COOPERATION IN THIS STUDY.

**APPENDIX B**  
**MARRIED STUDENT QUESTIONNAIRE**

LETTER ACCOMPANYING MORISON PROBLEM CHECK LIST  
AND MARRIED STUDENT QUESTIONNAIRE SENT  
TO MARRIED STUDENT NURSES

61

10185 S. W. View Terrace  
Tigard 23, Oregon  
February 28, 1964

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
  
Dear Mrs:

During the past several years, there has been a growing interest in the population composition of colleges and universities. I am currently enrolled in the master's program at the University of Oregon School of Nursing and have elected to study married students in nursing school. Permission to conduct this study has been obtained from the director of nursing education.

You are requested to complete the enclosed questionnaires in full and return them to the address on the stamped envelope which is enclosed with these forms.

The responses will be kept entirely confidential. I am interested only in the numbers of responses to the items on the questionnaires as a whole and not in individual responses of the persons involved. The results of this study will be placed in the University of Oregon Medical School library for the use of those who may be interested.

Your prompt response will be appreciated. Thank you for your cooperation in this study.

Sincerely yours,

Joyce Colling, (Mrs.)

## MARRIED STUDENT QUESTIONNAIRE

## DIRECTIONS

1. Please check the appropriate blank which applies to you in answering the following questions.
2. Please do NOT sign the completed questionnaire.

## PART I.

1. What is your age?

\_\_\_\_\_ 17  
\_\_\_\_\_ 18  
\_\_\_\_\_ 19  
\_\_\_\_\_ 20  
\_\_\_\_\_ 21  
\_\_\_\_\_ 22  
\_\_\_\_\_ 23  
\_\_\_\_\_ 24  
\_\_\_\_\_ over 24

2. What is your classification in school?

\_\_\_\_\_ sophomore  
\_\_\_\_\_ junior  
\_\_\_\_\_ senior

3. Where do you reside?

\_\_\_\_\_ apartment within walking distance from school  
\_\_\_\_\_ apartment away from school  
\_\_\_\_\_ rented house within walking distance from school  
\_\_\_\_\_ rented house away from school  
\_\_\_\_\_ own house  
\_\_\_\_\_ relative's home  
\_\_\_\_\_ dormitory  
\_\_\_\_\_ other (please specify) \_\_\_\_\_

4. When did you marry?

\_\_\_\_\_ while in high school  
\_\_\_\_\_ between high school and college  
\_\_\_\_\_ before coming to nursing school  
\_\_\_\_\_ sophomore year of nursing school  
\_\_\_\_\_ junior year of nursing school  
\_\_\_\_\_ senior year of nursing school



5. Did your enrollment in nursing school cause you to delay your marriage?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
6. Was your husband a student when you married?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
7. Is your husband attending school now?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no
8. How many years of schooling has your husband completed?  
(Please circle correct number of years)  
less than 8 9 10 11 12 13 14 15 16 17 18 more than 18
9. Do you have any children?  
\_\_\_\_\_ yes  
\_\_\_\_\_ no  
\_\_\_\_\_ pregnant
10. If you have children, what are their ages? (if necessary, check more than one blank)  
\_\_\_\_\_ under 6 months  
\_\_\_\_\_ under 1 year  
\_\_\_\_\_ under 2 years  
\_\_\_\_\_ under 3 years  
\_\_\_\_\_ under 4 years  
\_\_\_\_\_ under 5 years  
\_\_\_\_\_ under 6 years  
\_\_\_\_\_ grade school age  
\_\_\_\_\_ high school age
11. How do you finance your program? (Please list the per cent of each.)  
\_\_\_\_\_ earnings of husband  
\_\_\_\_\_ personal savings  
\_\_\_\_\_ summer earnings  
\_\_\_\_\_ scholarship  
\_\_\_\_\_ my own earnings from part time job  
\_\_\_\_\_ parents  
\_\_\_\_\_ other means
12. How much is the average income of you and your husband per month from all sources?  
\_\_\_\_\_ less than \$200.  
\_\_\_\_\_ \$200. to \$299.  
\_\_\_\_\_ \$300. to \$399.  
\_\_\_\_\_ \$400. to \$499.  
\_\_\_\_\_ \$500. to \$599.  
\_\_\_\_\_ above \$600.

13. Please check the statement which most nearly shows your financial situation.
- \_\_\_\_\_ Our income allows us only a sub-standard level of living.
- \_\_\_\_\_ Our income allows us only the essentials.
- \_\_\_\_\_ Our income allows us a comfortable standard of living.
- \_\_\_\_\_ Our income allows us to save some money.
14. Do you think it is desirable for parents to give their children financial assistance if they marry while in school? (Please mark ONE of the following)
- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
- \_\_\_\_\_ Only in emergencies
- \_\_\_\_\_ Only to help get the couple started
15. Do you plan to be employed after graduation? (Please mark ONE of the following)
- \_\_\_\_\_ full time
- \_\_\_\_\_ part time
- \_\_\_\_\_ no
- \_\_\_\_\_ full time until children arrive, then no
- \_\_\_\_\_ part time until children arrive, then no
- \_\_\_\_\_ full time until children arrive, then part time
- \_\_\_\_\_ other plans

## PART II

### DIRECTIONS

1. Please complete the following statements.

1. I have been married for \_\_\_\_\_ year and \_\_\_\_\_ months.
2. My husband's occupation is \_\_\_\_\_.
3. My husband is a student at \_\_\_\_\_.

## PART III

## DIRECTIONS

1. The following two questions pertain to facilities and services which ARE NOW provided by the school and ARE NOT provided by the school. Please read the questions carefully and indicate your response by checking the appropriate columns.

1.	FACILITY OR SERVICE <u>NOW</u> PROVIDED BY THE SCHOOL	ADEQUATE	INADEQUATE	HAVE USED	HAVE NOT USED
	Student health service				
	Student loan fund				
	Student activities building				
	Marriage counseling				
2.	FACILITY OR SERVICE <u>NOT</u> PROVIDED BY THE SCHOOL	DEFINITELY NEEDED	DESIRED BUT NOT NEEDED	NOT NEEDED	
	Organized social program for married students				
	Child care facilities				
	Houses for married students				

## PART IV.

1. In what ways, if any, has your marriage affected your position in nursing school?

THANK YOU FOR YOUR ASSISTANCE WITH THIS STUDY.

**APPENDIX C**

**WITHDRAWAL STUDENT QUESTIONNAIRE**



LETTER ACCOMPANYING QUESTIONNAIRE SENT TO STUDENTS  
WHO HAD WITHDRAWN FROM THIS SCHOOL OF  
NURSING

10183 S. W. View Terrace  
Tigard 23, Oregon  
March 23, 1964

Dear Miss \_\_\_\_\_:

During the past several years there has been a growing interest in the population composition of colleges and universities. I am currently enrolled in the master's program at the University of Oregon School of Nursing and have selected to study married students in nursing school. However, an important part of my study requires that I obtain certain information from those who for one reason or another have left nursing school. Permission to conduct this study has been obtained from the director of nursing education at the \_\_\_\_\_ School of Nursing.

You are requested to complete the enclosed short questionnaire and return it in the stamped return addressed envelope. The responses obtained from this questionnaire will be kept entirely confidential. I am interested only in the number of responses to the items in the questionnaire as a whole and not in individual responses of the persons involved. The results of this study will be placed in the University of Oregon Medical School Library for the use of those who may be interested.

Thank you for your cooperation in this study.

Yours very truly,

Joyce G. Colling, (Mrs.)

1. Name \_\_\_\_\_.
2. What term in nursing school did you leave? \_\_\_\_\_.  
(Such as 4th, 5th, etc.)
3. Were you married before leaving nursing school? \_\_\_\_\_.
4. Did you leave nursing school to marry? \_\_\_\_\_.
5. Did you leave nursing school for another reason and are  
now married? \_\_\_\_\_.
6. Do you plan to return to nursing school within the next  
12 months? \_\_\_\_\_.

THANK YOU FOR YOUR ASSISTANCE WITH THIS STUDY

**APPENDIX D**

**AREAS 9,10,11,12, AND 13 OF THE HERRISON  
PROGRAM CHECK LIST WITH RAW DATA**

# ADJUSTMENT TO SCHOOL OF NURSING AREA 9

	Sophomore			Junior			Senior		
	V.	M.	S.	M.	S.	M.	S.	M.	S.
	U.	C.	U.	C.	U.	C.	U.	C.	U.
Purpose in going through nursing not clear									
Dislikes of nursing									
Being a nurse on insistence of family									
Unable to concentrate well									
Weak in logical reasoning									
Poor memory									
Worrying about exams									
Not fundamentally interested in books									
Having too many subjects at one time									
Getting low grades									
Fear failure in school of nursing									
Unable to express myself in words									
Wanting to change to another school									
Unable to get scientific subjects									
Too easily distracted during classes									
Absent from classes too often									
Tardy from classes too often									
Wanting to leave nursing									
Not smart enough in scholastic ways									
Trouble in outlining and taking notes									
Weak in writing									
Slow in catching on to theory									
Can't get lessons in the time I have for study									
Slow in reading									
Unable to obtain reference readings in library									
Don't know how to study effectively									

M = Married  
 S = Single  
 U = Underlined  
 C = Circled



THE FUTURE: PROFESSIONAL AND EDUCATIONAL  
AREA 10

	Sophomore				Junior				Senior			
	U.	C.	U.	S.	M.	C.	U.	S.	M.	C.	U.	S.
Familly opposing my profession choice												
Needing encouragement to continue in nursing					2	1						3
Needing to know my professional abilities	1				1		2	2	1			2
Not knowing what kind of a person I want to be												1
Needing to plan ahead for the future												1
Doubting the wisdom of future plans												1
Wanting to get out of school and on my own	1				3	1	2	1	7	3	7	3
Wondering if I'll be successful in life									2		4	2
Not physically fit to practice nursing					1	1						
Bread leaving school and starting on my own												3
Wanting advice on steps after leaving school					1				2	2	3	1
Doubt ability to take part in professional organizations									1	1	2	
Afraid I'll never become an "R.N."												
Doubting economic value of "R.N." degree					1				2	2	3	2
Not knowing what I really want												
Not able to decide what nursing field to enter					1							1
Need information about future fields of nursing									5	2	2	2
Need education beyond nursing course									3		1	
Afraid I'll not be adequately prepared for nursing	1	1	1				3	3	3	3	7	4
Afraid of unemployment after graduation												
Trying to combine marriage and a career	1	1										2
Concerned about entering military service												1
Fear I won't get a good recommendation from the school									1			
Afraid I will lack experience in some fields of nursing	1	1	3	1	4	2	2	4	11	6		
Don't know how to apply for a position												
Doubt ability to handle a good position					1				2	1	3	

\* M = Married  
S = Single  
U = Underlined  
C = Circled

# CURRICULUM AND SCHOOL PROGRAM AREA II

	Sophomore				Junior				Senior			
	U	C	U	S	U	C	U	S	U	C	U	S
School too indifferent to student's problem			1	1								
Dull classes												
Director of nurses lacks understanding of students					1							
Instructors lacking personality												
Inadequate high school training					1							
Nursing textbooks hard to understand												
Too few books in the library												
Instructors lacking grasp of subject matter												
Classes too large												
Too few chances to express ideas or opinions												
Instructors lacking interest in students												
Having an unfair instructor												
Being without a counselor												
Instructors partial to some students												
Grades unfair as measures of ability												
Not getting adequate education for present nursing												
Courses too unrelated to each other												
Too much repetition of some topics												
Tests often unfair	1	1										
Assigned study periods unsatisfactory												
Instructors lacking understanding of students												
Too much work required in some courses												
Hard to study in living quarters												
No suitable place to study in school												
Too tired from nursing duties to study												
Classrooms improperly ventilated and lighted												
Inability to remain awake in classes												
Instructors too theoretical												

\* M = Married

S = Single

U = Underlined

C = Circled



# ADJUSTMENT TO HUMAN RELATIONSHIPS IN NURSING

## AREA 12

	Sophomore				Junior				Senior			
	U.	C.	U.	S.	C.	U.	M.	S.	C.	U.	C.	S.
Annoyed by supervision											2	1
Can't seem to please supervisors											1	
Supervisors poor managers												
Supervisors not trusting us enough												
Supervisors don't understand our educational needs						1					1	1
Supervisors expecting too much of us						1					1	
Supervisors too friendly												
Disaffected in present department					1					3	1	1
Having difficulty in following doctor's orders												
Unable to please the doctors												
Trouble in figuring out what the doctor wants												1
Maintaining loyalty to the doctor												
Discouraged by pessimism of "L.N.s"					1	1				1	1	1
Afraid of some of the doctors	1				2					3		3
Afraid the patient won't like me						1						
Can't deal with the patient's friends and visitors												1
Dislike caring for demanding patients												4
Dislike caring for patients with certain diseases					1	2				1	1	2
Dislike caring for male patients										3	1	2
Can't be firm with patients					2	1	1			1	1	2
Prefer working alone to working with other students												
Depend too much on others for assistance												
Too willing to "cover-up" for co-workers												
Too many people "passing the buck"						2	1	3		2	2	1
Can't acquire a professional vocabulary												
Unable to direct subordinate workers					1	1				2	1	2
Feel dominated by nurse attendants												

\* M = Married

S = Single

U = Underlined

C = Circled

# ADJUSTMENTS TO ADMINISTRATION OF NURSING CARE AREA 13

	Sophomore			Junior			Senior		
	U.	C.	U.	S.	M.	C.	U.	S.	M.
Failing to organize my work well	1				1	1	1	1	3
Unable to perform procedures effectively									1
Lacking the aptitude for procedures					1	1			
Can't carry out nursing practice as taught in theory							1		
Working too long hours			1	1					
Off-duty time not scheduled so one can plan for it					1	1	1	2	1
Nursing care assignments unevenly distributed							1		
Nursing care assignments not clear							1		
Unable to handle embarrassing situations									1
Not observant enough in bedside care			2	1	2	2	2	1	1
Needing to cultivate a well modulated voice									2
Finding it hard to be dignified on duty					2				2
Affraid of becoming a "hardboiled" nurse					1				2
Affraid of causing pain when giving treatments					1		2		1
Affraid to administer medicines									
Can't take unpleasant orders or sights									1
Routines in some departments hard to learn									
Failure of departments to orient students	1					2	1	4	2
Nursing care checked to unreasonable degree									1
Too little credit given for good nursing care			1	1	1	1	5	2	4
Seniority rule carried too far							2		1
Too difficult for students to get doctor's care					1	1	4	2	1
Rules against accepting patient's gifts unfair									1
Rule against accepting patient's invitations unfair									
Hospital insisting on routine at any price			1	1			1	1	1
Can't get used to constant hurry					2				
Too little chance to know the patient as a whole			1			2	1	5	3
Disciplinarian in nursing ideals							3	2	2

\* M - Married  
S - Single  
U - Underlined  
C - Circled



**APPENDIX E**  
**MARRIED STUDENT QUESTIONNAIRE**  
**WITH RAW DATA**

---

DIRECTIONS

1. Please check the appropriate blank which applies to you in answering the following questions.
  2. Please do NOT sign the completed questionnaire.
- 

## PART I.

1. What is your age?

       17  
       18  
       19  
  3   20  
 10   21  
  8   22  
  1   23  
       24  
  1   over 24 (25)

2. What is your classification in school?

  2   sophomore  
  9   junior  
 16   senior

3. Where do you reside?

  6   apartment within walking distance from school  
  9   apartment away from school  
  2   rented house within walking distance from school  
  4   rented house away from school  
  1   own house  
  0   relative's home  
  1   dormitory  
  0   other (please specify) \_\_\_\_\_

4. When did you marry?

  0   while in high school  
  1   between high school and college  
  2   before coming to nursing school  
  3   sophomore year of nursing school  
  5   junior year of nursing school  
 12   senior year of nursing school

5. Did your enrollment in nursing school cause you to delay your marriage?

3 yes  
20 no

6. Was your husband a student when you married?

12 yes  
11 no

7. Is your husband attending school now?

11 yes  
12 no

8. How many years of schooling has your husband completed? (Please circle correct number of years)

Less than 8, 9 10 11 12 13 14 15 16 17 18 more than 18

Number of years of schooling completed by husband	Number of responses
Less than 8	0
9	0
10	0
11	0
12	1
13	1
14	4
15	2
16	8
17	4
18	1
More than 18	<u>2</u>
Total	23

9. Do you have any children?

3 yes  
18 no  
2 pregnant

10. If you have children, what are their ages? (If necessary, check more than one blank)

\_\_\_\_\_ under 6 months  
 \_\_\_\_\_ under 1 year  
2 under 2 years  
1 under 3 years  
 \_\_\_\_\_ under 4 years  
1 under 5 years  
 \_\_\_\_\_ under 6 years  
1 grade school age  
 \_\_\_\_\_ high school age

11. How do you finance your program? (Please list the per cent of each)

\_\_\_\_\_ earnings of husband  
 \_\_\_\_\_ personal savings  
 \_\_\_\_\_ summer earnings  
 \_\_\_\_\_ scholarship  
 \_\_\_\_\_ my own earnings from part time job  
 \_\_\_\_\_ parents  
 \_\_\_\_\_ other means

---

Source	Range of responses
earnings of husband	25% to 100%
personal savings	25% to 100%
summer earnings	10% to 100%
scholarships	0
my own earnings from part time job	10% to 50%
parents	10% to 100%
other means	0 to 10%

---

12. How much is the average income of you and your husband per month from all sources?

6 less than \$200.  
4 \$200. to \$299.  
1 \$300. to \$399.  
6 \$400. to \$499.  
2 \$500. to \$599.  
4 above \$600.



13. Please check the statement which most nearly shows your financial situation.
- 0 Our income allows us only a sub-standard level of living.  
7 Our income allows us only the essentials.  
11 Our income allows us a comfortable standard of living.  
4 Our income allows us to save some money.  
1 No response.
14. Do you think it is desirable for parents to give their children financial assistance if they marry while in school?  
 (Please mark ONE of the following)
- 6 Yes  
4 No  
10 only in emergencies  
3 Only to help get the couple started
15. Do you plan to be employed after graduation? (Please mark ONE of the following)
- 3 full time  
1 part time  
0 no  
13 full time until children arrive, then no  
4 part time until children arrive, then no  
0 other plans

## PART II.

## DIRECTIONS

1. Please complete the following statements.

1. I have been married for \_\_\_\_ year and \_\_\_\_ months.

Length of marriage	number of responses
1 month	0
2 months	4
3 months	4
4 months	0
5 months	2

6 months	4
7 months	1
8 months	1
9 months	0
10 months	0
11 months	0
1 year	0
2 years	4
3 years	1
4 years	1
5 years	0
6 years	0
7 years	1
Total	<u>23</u>

2. My husband's occupation is \_\_\_\_\_.

Occupation	Number
electrical engineer	2
store manager	3
teacher	1
statistical analyst	1
banker	1
insurance underwriter	1
carpenter	1
armed services	3
full time student	10
Total	<u>23</u>

3. My husband is a student at \_\_\_\_\_.

Institution	Number of responses
Portland State College	4
University of Oregon Medical School	2
University of Oregon Dental School	2
University of Oregon	1
Louis & Clark College	1
Total	<u>10</u>

## PART III.

## DIRECTIONS

1. The following two questions pertain to facilities and services which ARE NOW provided by the school and ARE NOT provided by the school. Please read the questions carefully and indicate your response by checking the appropriate columns.

1. FACILITY OR SERVICE <u>NOW</u> PROVIDED BY THE SCHOOL	ADEQUATE	INADEQUATE	HAVE USED	HAVE NOT USED
Student health service	12	11	23	0
Student loan fund	7	10	5	18
Student activities building	14	3**	14	9
Marriage counseling	1	20**	0	23

\* 15 did not respond

\*\* 6 did not respond

\*\*\* 17 did not respond

2. FACILITY OR SERVICE <u>NOT</u> PROVIDED BY THE SCHOOL	DEFINITELY NEEDED	DESIRED BUT NOT NEEDED	NOT NEEDED
Child care facilities *	8	10	4
Organized social program for married students	2	12	9
Housing for married students	11	8	4

\* 1 did not respond

## PART IV.

1. In what ways, if any, has your marriage affected your position in nursing school?

THANK YOU FOR YOUR ASSISTANCE WITH THIS STUDY



**APPENDIX F**

**WINDRAMAL STUDENT QUESTIONNAIRE  
WITH RAW DATA**

1. Name \_\_\_\_\_.

2. What term in nursing school did you leave? \_\_\_\_\_.  
(Such as 4th, 5th, etc.)

Term Left	Number of Responses
1	2
2	8
3	11
4	3
5	3
6	2
Total	<u>29</u>

3. Were you married before leaving nursing school? \_\_\_\_\_.

Married before leaving Nursing School	Number of Responses
Yes	1
No	<u>28</u>
Total	<u>29</u>

4. Did you leave nursing school to marry? \_\_\_\_\_.

Left to be married	Number of Responses
Yes	4
No	<u>25</u>
Total	<u>29</u>

5. Did you leave nursing school for another reason and are now married? \_\_\_\_\_

Left for another reason and is now married	Number of responses
Yes	1
No	28
Total	<u>29</u>

6. Do you plan to return to nursing school within the next 12 months? \_\_\_\_\_

Plan to return to nursing school within next 12 months	Number of responses
Yes	2
No	24
Attending another nursing school	2
Perhaps	<u>1</u>
Total	<u>29</u>

## APPENDIX C

FORMULAS AND TABLES USED TO ESTABLISH  
CRITICAL VALUES FOR CHI-SQUARE  
AND RANK ORDER CORRELATIONS



Chi-square

Formula:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

(10)

TABLE IX

ABRIDGED TABLE TAKEN FROM DIAMOND (10) TO  
ESTABLISH CRITICAL VALUES FOR  
CHI-SQUARE IN THIS STUDY

Table to establish critical values:

P df	Critical Values of $\chi^2$			
	.10	.05	.02	.01
1	2.706	3.841	5.412	6.635

(10)

Rank Order Correlations

Formula:

$$r' = 1 - \frac{6 \sum D^2}{n(n^2-1)}$$

(10)

TABLE X

ABRIDGED TABLE TAKEN FROM OLDS (26) USED TO ESTABLISH  
CRITICAL VALUES FOR RANK ORDER CORRELATIONS  
IN THIS STUDY

Number of cases:

Critical Values of Spearman Rank Order Coefficient of Correlation				
5	---	1.00	1.00	.90
P/	.01	.02	.05	.10
two-tailed tests				

(26)

APPENDIX H

ITEMS IN THE MORISON PROBLEM CHECK LIST,  
AREAS 9,10,11,12, AND 13 NOT CHECKED BY  
ANY OF THE 23 MARRED OR 23  
SINGLE STUDENT NURSES

## APPENDIX II

ITEMS IN THE MORISON PROBLEM CHECK LIST, AREAS 9, 10, 11, 12, and  
13 NOT CHECKED BY ANY OF THE 23 MARRIED OR 23  
SINGLE STUDENT NURSES

Area 9

Feeling lost in school of nursing  
Wanting to change to another school  
Tardy from classes too often

Area 10

Family opposing my professional choice  
Afraid of unemployment after graduation

Area 11

Inadequate high school training  
Nursing textbooks hard to understand

Area 12

Supervisors poor managers  
Supervisors not trusting us enough  
Having difficulty following doctor's orders  
Unable to please the doctors

Area 13

Afraid to administer medicines



Typed by  
Clara E. Nelson