

THE GUIDANCE EXPERIENCES WHICH INFLUENCED CAREER  
DECISION IN A SELECT GROUP OF  
STUDENT NURSES

by  
Elaine Teutsch, B.S.

A THESIS

Presented to the School of Nursing  
and the Graduate Division of the University of Oregon  
in partial fulfillment  
of the requirements for the degree of  
Master of Science

June 10, 1965

APPROVED:

A black rectangular box redacting a signature.

(Professor in Charge of Thesis)

A black rectangular box redacting a signature.

(Chairman, Graduate Council)

## ACKNOWLEDGEMENTS

Grateful acknowledgement is made to Miss Lucile Gregerson, Associate Professor, University of Oregon School of Nursing, for the patient guidance and expert critical comment received during the course of this research project.

Acknowledgement is also given to the directors of the schools of nursing that participated in the study and in validating the tool, and especially to the student nurses who gave of their time to answer the questionnaire.

Sincere thanks of the writer go to family and friends who gave encouragement and helpful suggestions during the study.

e.t.

## TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION.....	1
Introduction to the Problem.....	1
Statement of the Problem.....	3
Significance of the Study.....	3
Assumptions.....	4
Definitions.....	4
Limitations of the Study.....	5
Procedures of the Study.....	6
Overview of the Study.....	7
II. REVIEW OF THE RELATED LITERATURE.....	9
Introduction.....	9
Age of Career Decision and Sources of Information.....	9
High School Guidance.....	13
Informational Materials.....	13
Group Counseling.....	15
Individual Counseling.....	17
Summary.....	20
III. REPORT OF THE STUDY.....	21
Design of the Study.....	21
Purpose of the Study.....	21
Development of the Tool.....	21

	Page
Pilot Study.....	22
Procedure for Collection of the Data....	22
Findings of the Study.....	23
General Information.....	23
Sources of Information about Nursing....	27
High School Guidance Services.....	31
Summary of the Findings.....	48
 IV. SUMMARY, FINDINGS, CONCLUSIONS AND RECOM- MENDATIONS FOR FURTHER STUDY.....	 51
Summary.....	51
Findings.....	51
Conclusions.....	52
Recommendations for Further Study.....	54
 BIBLIOGRAPHY.....	 55
 APPENDIX	
A QUESTIONNAIRE.....	58
B MASTER TABULATION SHEETS.....	63

## LIST OF TABLES

Table	Page
1. Combined Groups of 325 Student Nurses' Rating of Influences of Information from Individuals on Career Decision Expressed in Percentages.....	29
2. Combined Groups of 325 Student Nurses' Rating of Influences of Information from Other Sources on Career Decision Expressed in Percentages.....	31
3. Comparison of Degree and Diploma School Students' Opinions of the Helpfulness of Informational Materials on Selecting Nursing as a Career.....	33
4. Opinions of 325 Student Nurses on the Currency of Informational Materials According to the Enrollment of Church Affiliated and Public High Schools Attended Expressed in Percentages.....	34
5. Frequency of Categorized Suggestions for Improving Informational Materials According to Five Groups of Student Nurses.....	36
6. Responses of 316 Student Nurses Regarding the Presence of a Careers Day Program that Included Nursing According to Enrollment in Public and Church Affiliated High Schools Expressed in Percentages..	37
7. Frequency of Categorized Responses of Help Given by Careers Day Program According to Groups of 176 Student Nurses.....	39
8. Frequency of the Categorized Responses for Additions or Deletions to the Careers Day Program Expressed by 176 Student Nurses According to Groups.....	40
9. Responses of 316 Student Nurses Regarding the Presence of a Club to Introduce the Career of Nursing in Public and Church Affiliated High Schools At-	

Table	Page
tended According to Enrollment and Expressed in Percentages.....	41
10. Frequency of Categorized Responses of 325 Student Nurses Regarding Group Activities Related to Nursing Offered by the High School Attended According to Groups.....	42
11. Frequency of Desired Group Activities Regarding Nursing in High School According to Five Groups of 325 Student Nurses.....	44
12. Frequency of Categorized Responses by 114 Student Nurses Regarding Reasons Counselors Did Not Encourage the Choice of Nursing as a Career According to Five Groups.....	47

## LIST OF FIGURES

Figure	Page
1. Percentage of Students in Two Degree Schools Who Made their Career Decision before, during and after High School.....	26
2. Percentage of Students in Three Diploma Schools Who Made their Career Decision before, during and af- ter High School.....	26

## CHAPTER I

### INTRODUCTION

#### Introduction to the Problem

Rapid changes in the medical and social milieu have placed added emphasis on guidance in the health careers at the secondary school level; an editorial in Nursing Outlook states that one of the recommendations of the 1960 White House Conference on Children and Youth was to intensify health careers recruitment programs in the high schools and concludes that nurses will need to work closely with their professional colleagues in planning health careers programs for the high schools in order to obtain a share of the country's youth who have a potential for one of the health careers (19). It has been determined that the median age of career decision in nursing is fourteen years and since ninety per cent of student nurses make their career decision by the age of seventeen (10), it seems reasonable that efforts to interest young people in nursing should be concentrated at the early secondary level of their schooling.

Keeping pace with the increasing demand for nursing services has long been a source of national as well as state and

local concern. The need for educating more qualified young people, beyond the expected increase in nurses, by 1970, is vital to maintain a reasonable nurse population ratio. For the nation as a whole, for a projection of 300 nurses per 100,000 population, there will be a need for 380,000 diploma school graduates and 180,000 degree school graduates by 1970. In the West alone, there will be a need for 5,650 to 7,850 additional nurses per year by 1970 (6, 12, 26).

The Surgeon General's Consultant Group on Nursing, in 1963, found that between 1955 and 1960, admissions to schools of nursing increased by six per cent; during the same period the number of girls entering colleges and universities increased by fifty per cent. The consultant group stated that these college bound women represent the best recruitment potential for nursing (8).

There is, then, an emphasis on guidance in the health careers at the secondary level of education. A growing need for nurses is evident and there is available a natural resource of potential student nurses. It remains for those concerned with the guidance of young people to make available to them effective information in making their career decision. Career guidance is a major function of a high school counselor and student evaluation of the guidance process is important to this function (31).

Insofar as nursing is concerned, the literature reviewed

reveals that most evaluations of the guidance process involving career decision have been parts of studies and have not been focused on the high school guidance process. Bixler says,

The place for pre-college counseling is in the high schools, with colleges and professional schools furnishing the counselors with essential facts about their educational programs,...(2)

#### Statement of the Problem

This study is a comprehensive survey of a select group of student nurses to determine their opinions of the influence and nature of their guidance experiences in making their career decision, during their secondary school years.

The study seeks to answer the following questions:

1. What sources of information about nursing influenced career decision?
2. What was the nature and influence of the high school guidance services regarding nursing, and how did they vary with the size of high school attended?
3. What was the effect of the jurisdiction of the high school on the guidance services?

#### Significance of the Study

In order to improve the guidance of potential student nurses in making their career decision and thereby improve

their qualifications and possibly increase the number of nurse recruits and facilitate the selection procedure, it is important to determine the amount of influence of sources of information about nursing and the nature and effect of the high school guidance services. This study was, therefore, undertaken to (1) identify the most effective sources of information on nursing and (2) determine opinions on the nature of the high school guidance services regarding career decision in nursing. The results of the study should be helpful when evaluated by counselors, nurse educators and recruiters and by the Committee on Careers of the Oregon League for Nursing and the Oregon Nurses Association.

#### Assumptions

For the purposes of this study the following assumptions were made:

1. that guidance influenced career decision;
2. that the questionnaire is a tool that adequately describes the guidance experiences of the students;
3. that the students have expressed their opinions freely and honestly.

#### Definitions

The following definitions are pertinent for the purposes of this study:

1. The Baccalaureate Degree Program is one leading to a baccalaureate degree and is conducted by an educational unit in nursing that is an integral part of a senior college or university. Programs are at least four years in length (21).

2. The Diploma Program is one leading to a diploma in nursing and is conducted by a single purpose school under the control of a hospital or other authority. The program usually is at least thirty months in length and usually extends over three calendar years (21).

3. Recruitment is career guidance in the form of literature and individual or group counseling carried on by the various disciplines in nursing.

4. Informational material is that literature, including books, catalogues, pamphlets and bulletins that describe nursing education and nursing as a career.

5. Guidance is a process of assisting a potential student nurse in making a career decision by providing pertinent informational material and group or individual counseling.

6. Counselor is a person who is qualified and skilled in guiding students at the secondary school level in career decisions.

#### Limitations of the Study

For the purposes of this study the following limitations have been accepted:

1. The study is limited by the opinions of the students responding to the questionnaire.

2. The study is further limited to the guidance experiences expressed by the nursing students in the first year of the nursing program of the three diploma schools and two degree schools of nursing in the state of Oregon.

### Procedures of the Study

The purpose of the study was established and defined and a questionnaire (Appendix A) was devised. The questionnaire was submitted to the thesis adviser and to a class in thesis seminar for critical analysis. The questionnaire was then revised to include the suggestions of the analysis.

After this revision the questionnaire was administered to a voluntary group of fifteen students in the first year of the nursing program in a degree school of nursing not involved in the study. Since the questionnaire seemed adequate, no further revisions were necessary.

The students in the first year of the nursing program in the two degree schools of nursing and in the three diploma schools of nursing in the state of Oregon were used as the population of the study. The students participated on a voluntary basis.

The directors of the five schools of nursing were contacted in person or by telephone, the purpose of the study

tions of the study and the procedure for the study.

In Chapter II a review of the literature and related studies that are pertinent to this study is presented. Chapter III deals with the findings of the research project, and Chapter IV contains the summary, conclusions and recommendations that were drawn from the findings of this study.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Introduction

In reviewing the related literature the information pertinent to this study has been categorized according to: the age of career decision and sources of information about nursing; and high school guidance services that pertain to a nursing career decision, the informational services, group counseling and individual counseling.

#### Age of Career Decision and Sources of Information

Goldie Kaback discusses the age of career decision in this manner:

Vocational choices are sometimes made as a result of dreams, or from identification with favorite teachers, friends or heroines in stories or on the screen. Vocational choices also occur by chance or come about through careful planning and work experiences. However, every young person eventually arrives at the juncture at which wishes, hopes, plans, and preliminary preparation merge into one and he is ready for the step which will bring him closer to the fulfillment of his vocational dream. (13)

O'Connell, in A Study of Factors Which Influenced a Selected Group of Student Nurses to Choose a Nursing Career and

Select a Specific School of Nursing, found that of the 316 freshman student nurses who responded to the question, "How long have you been interested in entering nursing?", 57 per cent had been interested for more than four years; 23 per cent had been interested between two and four years; 13 per cent had been interested between one and two years and seven per cent had been interested for a period of less than one year. The major sources of information reported by the same students were friends 26 per cent; Careers Day 18 per cent; parents or relatives 13 per cent; high school counselors seven per cent; Future Nurse Clubs six per cent; college counselors four per cent; employment three per cent; teachers three per cent; family doctor two per cent and radio or newspapers 0.6 per cent (20).

Norman reported in Nursing Outlook on a survey carried out by the California League for Nursing Committee on Careers in Nursing and the Student Nurse Association of California, to evaluate Future Nurse Clubs. It was found that of the 1085 freshman student nurses participating in the study 58 per cent had thought about entering nursing before the tenth grade. Of the sources of information indicated by the students, friends and relatives were most frequently mentioned; "books, newspapers and the like" were second; and high school teachers and counselors were third (18).

Meyer's Tenderness and Technique is a report of a study

on nursing values prepared by the Institute of Industrial Relations at the University of California. The sample included 292 practicing registered nurses, 362 student nurses and 43 high school girls who were members of Future Nurse Clubs. The respondents were asked to indicate how long they had wanted to be nurses; over the whole sample, 45 per cent had wanted to be nurses since grade school days or earlier, 26 per cent since high school and 29 per cent decided after high school (17).

Fox and others, in their study Career Decisions and Professional Expectations of Nursing Students say that the age at which a student makes her career choice is a basic aspect of career decision. They found that of a sampling of 2,238 student nurses the median age for career decision was 14, while the median age for career decision in a sampling of 214 nonnursing students was 17. Of the nursing students, 25 per cent decided on nursing before the age of 10; 61 per cent decided by the age of 15 and 10 per cent decided after the age of 17. Data for the diploma and degree schools were almost identical. The students reported their source of most information about nursing school, not all of it, and sometimes mentioned more than one source. Most frequently the students reported student and graduate nurses as their source of information; 37 per cent mentioned student nurses; 31 per cent mentioned graduate nurses; 28 per cent mentioned current

school; 22 per cent mentioned mass media; 13 per cent mentioned family and friends; 13 per cent mentioned previous school; 11 per cent mentioned experience and observation and seven per cent mentioned other professionals (10).

In An Assessment of What High School Counselors Understand about Nursing as a Career, Showalter asked the counselors involved in his study to indicate the sources of information that they knew might have influenced their pupils toward nursing. He found that 81 per cent of the counselors listed "childhood interests" as an influence on their pupils and he stated that it was probably the only source that was not a direct result of a recruitment program. The other sources of information listed by the counselors were: Career Day 56.8 per cent, college conferences 54.1 per cent, Future Nurse Clubs 24.3 per cent, recruitment films 18.9 per cent, medical workers 10.8 per cent, friends 5.4 per cent, science programs 2.7 per cent, literature 2.7 per cent, working in hospitals 2.7 per cent, visiting hospitals 2.7 per cent and parents 2.7 per cent (25).

Fillmore says that registered nurses, licensed practical nurses and student nurses, on duty or off duty, create the image of nursing, and many are participating in programs for teen-age audiences or groups of counselors or act as advisers to future nurses and health careers clubs in high schools. She says also that the Committee on Careers of the National

League for Nursing prepares and distributes publications to help interpret modern nursing, the requirements and the opportunities. Other sources of information mentioned were the state committees on careers that publish information on schools within their states and individual schools of nursing that provide information relevant to their own schools (9).

### High School Guidance

Showalter, in his study An Assessment of What High School Counselors Understand about Nursing as a Career, reviewed the recruitment practices in the state of Oregon. The groups that were found to be the most active in recruitment were the High School - College Relations Committee of the Oregon State System of Higher Education, the Northwestern Independent College Association, the armed forces, the Women's Auxiliary to the Oregon State Medical Society, the Oregon League for Nursing, The Oregon State Board of Nursing, and the individual schools of nursing. These groups lend much time and effort to high school guidance programs by providing factual guidance in the form of informational materials, group counseling and individual counseling (25).

Bixler says that the Committee on Careers in Nursing of the National League for Nursing operating at the state and local level attempts to keep recruiting on a sound basis (2).

Informational materials.-- Zeran says of informational

materials in high school guidance programs:

To be of value, informational materials must be valid and in a form usable to all concerned. These types of materials need to be available in such a manner as will apply specifically to the educational and interest levels of the pupils for whom they are intended. (31)

Dorothy Deming writes in Careers for Nurses that it is important to reach the teen-age group and their parents and advisers with reliable information about nursing. She says further on the importance of current and factual informational materials that if a young person has a strong desire to become a nurse that he or she will pursue the needed information until someone offers encouragement, but may be balked by confusing directions as to how to go about entering a school of nursing (5).

Taylor and others, in their study Selection and Recruitment of Nurses and Nursing Students, conclude that there appears to be a need for prospective nursing school applicants to be given a more realistic picture of nursing education and later on, the job requirements (29).

Curran and Bunge, in Better Nursing, a Study of Nursing Care and Education in Washington, report that each year the entire February issue of the Washington State Journal of Nursing is devoted to student nurse enrollment and that the publication is distributed to high schools, colleges and public libraries so that accurate information regarding schools

of nursing is available to students and counselors (4).

Group counseling.-- Cohn and others in their article "Group Counseling, an Orientation" define group counseling as:

A dynamic, interpersonal process through which individuals work within a peer group and with a professionally trained counselor, exploring problems and feelings in an attempt to modify their attitudes so that they are better able to deal with developmental problems.

They further state that the emphasis is on growth and adjustment and that educational and vocational counseling in this context would be approached on a feeling and integrational level rather than information giving, or instructional level. On this basis they feel that group counseling may often provide the stimulus or necessary background for beginning individual counseling (3).

A report of a group counseling program in Proviso High School, Hillside, Illinois, by Beck, states that the group meets once every week and that it includes vocational choice discussions and experience, and that the meetings lead to individual counseling that makes more rapid progress (1).

Gilbert Wrenn says in discussing group counseling that the counselor must accept responsibility for using wisely what might better be termed "planned group experiences" and that it cannot be justified on the basis of saving time for

the counselor but as another tool to utilize in the counselor's attempt to assist the student toward better self understanding and wiser decision making. He states:

Group experiences may be utilized by the counselor to orient the student in certain kinds of understandings that will make individual counseling more valuable to him. Beyond this, however, is the opportunity for the student to learn from other students and to see himself reflected in their reactions to him. This is a value not to be found in any other procedure. (30)

McIsaac writes that the counselor, realizing that individual differences do exist, can present some occupational and educational information needed by the students through group situations. He also writes that the counselor must have available pertinent information to assist the student in making wise choices, such as: local and national educational requirements and opportunities beyond high school that are current; provision for special programs similar to "Career Days" that include visual aids in the form of posters, charts, photographs, pamphlets and other materials that present information of guidance value; and further, that the counselor must have information concerning agencies and persons qualified to render assistance for physical, emotional, educational, vocational or other employment needs (15).

Martha Rogers states that:

Potential students of nursing are entitled to a knowledgeable choice in se-

lecting the occupational preparation appropriate to their abilities and goals.  
(23)

Individual counseling.-- Super says about vocational counseling that:

Current practices are based primarily on the assumption that differing abilities and interests are significant in determining occupational choice and success.  
(27)

Lukens writes that when a counselor tells a student that he or she seems to have the attributes of a nurse he may be referring to an outmoded stereotype. She cites a recent study in which medical-surgical students and psychiatric students were found to have differences in needs, general values and occupational values. She says further that the evidence may help dispel some of the stereotyped conceptions of the nurse and that individuals with quite different need and value systems appear to be well accommodated within the broad occupational field of nursing (14).

Gilbert Wrenn says that talent hunting is a basic form of vocational counseling. That everyone wants a sense of uniqueness and the counselor seeks to help the student recognize a talent that otherwise may be buried, or that the student may have buried out of a sense of its being unwanted  
(30).

In her discussion of occupational choice, Rauner states that it is important to find out how much a student knows

about a chosen field, that lack of knowledge implies lack of a realistic approach (22).

Gerkin says that if counselors can help counselees understand the importance of looking beyond the somewhat naive way in which the word "interest" is used, perhaps students can feel reasonably confident about decision making; even though decisions in many instances might well be delayed (11).

Super says that his work now involves working on measurement of the metadimensions of the self concept; that more adequate methods are required and that if successful, our understanding of the nature of vocational development will be enriched and better tools for judging and measuring it will become available to the counselors (28).

Ebert reports in the Personnel and Guidance Journal on a study concerning the counseling of prospective student nurses. A questionnaire was sent to the diploma school directors in Iowa, Kansas, Minnesota and Nebraska; 44 responded. Results of the study showed that 55 per cent of persons questioned were definitely against recommending nurse's aide work as a means of deciding for or against a career in nursing. Most of the remaining 45 per cent were indefinite about their convictions (7).

Norman reported concerning 1,085 student nurses' evaluation of Future Nurse Clubs that most of the students said

their counselor had been helpful but that they had already decided on nursing by the time they talked to their counselor. Seventy-eight per cent said that their counselors tried to discourage them in choosing nursing (18).

O'Connell found in her study of factors that influenced students to choose nursing that 58 per cent of the students reported they had discussed their interest in nursing with their high school counselor; 51 per cent discussed their interest with a registered nurse in the community; 35 per cent consulted their family doctor and 29 per cent discussed their interest with a nurse recruiter on Careers Day. It was recommended by 50 per cent of the students that the nurse recruiter provide information about high school courses, scholastic requirements in nursing or student personnel policies (20).

Schultz reported in the Personnel and Guidance Journal on a study of student opinions of high school counseling. The sample was 100 students of the 1960 graduating class of 712 students. It was a follow-up study of attitudes towards counseling by 50 students who used the counseling service the most and 50 students who used the counseling service the least. The group that was counseled most valued the counselors' assistance in making plans beyond high school more often than those who were counseled the least; the difference between the two groups was significant at the .01 level (24).

Martha Rogers says in Educational Revolution in Nursing:

To the extent that counseling of potential students (nurses) is effective, each person will be directed toward the level of preparation for which she is best suited. (23)

### Summary

The review of the related literature has attempted to give a background for the opinions of the student nurses involved in this study.

Previous studies have found that the majority of students decide on nursing as a career by the early secondary school level of education. The most frequent sources of information listed were: friends and relatives, graduate and student nurses, and Career Days.

According to various authors, the role of the high school guidance service, in career decision, is to provide reliable informational materials and adequate group counseling that will lead to individual counseling that pursues individual interests and abilities.

Chapter II has reviewed the related literature. The findings of the study are presented in Chapter III.

### CHAPTER III

#### REPORT OF THE STUDY

##### Design of the Study

Purpose of the study.-- The purpose of this study was (1) to identify student opinions of the most effective sources of information on nursing and (2) to determine student opinions on the nature of the high school guidance services regarding career decision in nursing.

Development of the tool.-- A questionnaire (Appendix A) with three major parts was developed. Part I was titled "General Information"; it was designed to obtain information necessary in categorizing future responses, and it attempted to direct the participants' thinking toward their career decision as it related to their high school guidance services. Part II was titled "Sources of Information about Nursing". The participants were asked to rate sources of information about nursing, on a five point rating scale, according to the influence on their career decision. Sources of information were listed according to (1) influence of individuals and (2) other influences. Part III of the questionnaire was titled "High School Guidance Services". It was divided into three

sections, (1) informational services, (2) group counseling and (3) individual counseling. Each section of this part of the questionnaire was intended to elicit student opinions about their high school guidance services in relation to their career decision in nursing.

Pilot study.-- The questionnaire was administered to a voluntary group of fifteen students in the first year of the nursing program in a degree school of nursing not involved in the study. The participants seemed to understand the items in the questionnaire; therefore, no revisions of the tool seemed necessary.

Procedure for collection of the data.-- The directors of the five schools of nursing in the state of Oregon were contacted in person or by telephone, the purpose of the study was explained and a mutually agreeable time for administering the questionnaire to the students in the first year of the nursing programs was arranged.

The population of the study consisted of the students in the first year of the nursing program in the two degree schools of nursing and the three diploma schools of nursing in the state of Oregon in the spring of 1965. In the five schools of nursing there were 346 students in the first year of the nursing program; of this number 325 participated in the study on a voluntary basis.

For the purposes of this study the schools of nursing

were referred to in the order that the questionnaire was administered; the two degree schools as groups I and II, and the three diploma schools as groups III, IV and V. Group I consisted of 90 students in their second year of baccalaureate preparation and in the first year of the nursing program. Group II consisted of 34 students in their first year of baccalaureate preparation and also, in the first year of the nursing program. Group III consisted of 40 students in the first year of a diploma program. Groups IV and V were students in the first year of a diploma program and numbered 84 and 77 participants respectively.

The questionnaire was explained and administered to the participating students by the investigator. The data were tabulated according to group number and according to the size and jurisdiction of the high school attended, and master tabulation sheets were prepared (Appendix B).

### Findings of the Study

General information.-- In part I of the questionnaire the enrollment, location and jurisdiction of the high school attended and the year of high school graduation were determined from the responses to items A through D. Item E asked the age of career decision and item F the year of high school that guidance regarding nursing was first received.

Responses to item B showed that 99 per cent of the par-

ticipants graduated from high school since 1958 and that 81.5 per cent graduated in 1963 and 1964. Two of the students in group I and one of the students in group II graduated from high school more than ten years ago. (These three students responded to part I and II of the questionnaire.)

Item C revealed that 68 per cent of the total sample attended high school in Oregon.

It is of interest that the largest percentage of those who attended Oregon high schools, attended schools with an enrollment of 200 to 999; 41 per cent who attended public schools and 10 per cent who attended church affiliated schools. Item A and D showed further that 39 per cent attended public schools with an enrollment of 1,000 or over, that five per cent attended public schools with an enrollment of up to 199 and that the percentage that attended church affiliated and other private schools with an enrollment of up to 199 were three per cent and one per cent. Of the total sample, 84 per cent attended public high schools; 13 per cent attended church affiliated high schools and three per cent attended other private high schools.

From item E: "When did you make a firm decision to become a nurse?", it was found that 16 years was the median age of career decision for the participants of this study; this finding is in disagreement with Fox and others' study that found the median age of career decision to be 14 years.

Their study also found that 25 per cent decided on nursing before the age of 10; 61 per cent decided by the age of 15 and ten per cent decided after the age of 17 (10). The findings of this study differ in each age group and are as follows: seven per cent made their decision before the age of 10; 41 per cent decided by the age of 15 and 19 per cent decided after the age of 17. The wide differences reported by Norman (18) and Meyer (17) may be partially due to the manner in which the question was stated. The findings of this item follow more closely those of O'Connell's study with the exception of her finding that 57 per cent had been interested in entering nursing for more than four years (20).

The results obtained show that the majority of the participants in this study made their career decision during their high school years; 63 per cent during high school, while 18 per cent decided before high school and 19 per cent after high school. Figure 1 shows the percentage of students in the two degree schools who made their career decision before high school, during high school and after high school; figure 2 shows the percentages for the three diploma schools.

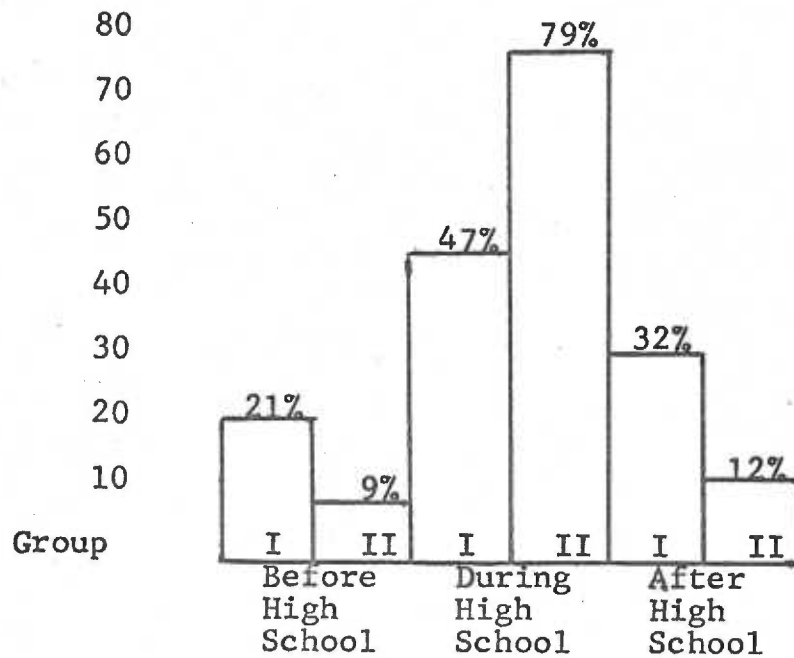


Figure 1. Percentage of Students in Two Degree Schools Who Made their Career Decision before, during and after High School.

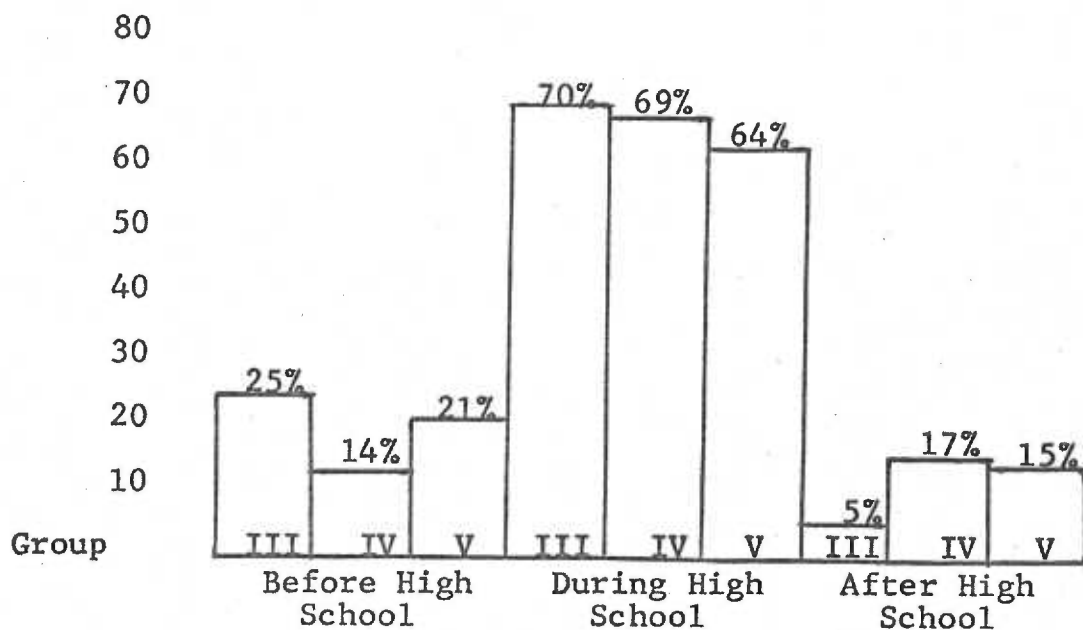


Figure 2. Percentage of Students in Three Diploma Schools Who Made their Career Decision before, during and after High School.

Responses to item F, "In what year of high school did you first receive counseling (group or individual) from your high school guidance service, regarding nursing as a career?", resulted in the following percentages of students who received their first guidance, in the first year 22 per cent; in the second year 14 per cent; in the third year 15 per cent and 20 per cent in the fourth year. Sixteen per cent of the participants answered that there was no guidance available; 13 per cent said that they did not seek guidance and six per cent said that they were not interested in nursing while in high school.

Sources of information about nursing.-- Part II of the questionnaire asked that sources of information about nursing be rated on a five point scale according to influence on the participant's career decision. The rating scale was from zero through four; representing, (0) no influence, (1) small influence, (2) moderate influence, (3) large influence and (4) maximum influence.

Item A listed 11 sources of information by individuals who might have influenced career decision, plus space for others not listed. Professional nurses, family, friends and physicians were indicated by a majority of the students as being influential; while the remaining sources of information from individuals were rated as having small or no influence by a majority of the participants. These findings do not

differ widely from those of O'Connell (20), Norman (18) or Fox (10); with the exception that physicians were rated as influential sources of information by a larger percentage than O'Connell and Fox reported and than Showalter's findings (25) that showed what counselors considered sources of information. The percentages reported in these studies are not comparable to the findings of this study; however, as in the other studies mentioned, the various sources of information were listed but not according to their influence on career decision. The students involved in this study rated relatively few sources of information as having large or maximum influence. A possible explanation for this finding may be found in Kaback's statement (13), "wishes, hopes, plans and preliminary preparation merge into one"; perhaps the students are not aware of single major influences. Table 1 shows the percentages of the total sample that rated the various sources of information from individuals and the amount of influence.

Table 1. Combined Groups of 325 Student Nurses' Rating of Influences of Information from Individuals on Career Decision Expressed in Percentages

Source of Information	Amount of Influence					Total
	None	Small	Mod- erate	Large	Max- imum	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Student nurses.....	48.9	19.	13.2	12.9	5.6	99.6
2. Practical nurses.....	77.5	10.7	6.4	4.	1.2	99.8
3. Professional nurses.....	17.2	17.8	21.2	25.2	18.4	99.8
4. School nurses.....	65.8	14.7	8.6	6.1	4.6	99.8
5. Teachers.....	40.3	22.7	22.7	11.3	2.7	99.7
6. High school counselors.....	43.6	24.3	19.	9.5	3.5	99.7
7. College counselors.....	69.5	8.3	9.2	7.	5.8	99.8
8. Family.....	10.4	14.4	22.4	24.6	28.	99.8
9. Friends.....	17.8	26.7	21.8	20.6	12.9	99.8
10. Physicians.....	35.6	17.5	19.3	17.5	9.8	99.7
11. Ministers.....	57.5	16.6	11.6	8.9	5.2	99.8
12. Other (Employer).....	99.6	0	0	0	.3	99.9

Item B listed eight sources of information other than individuals that might have influenced career decision, plus space for other sources not listed. Informational media (TV, movies, books) and information obtained on their own were the only categories not rated by a majority of the participants as small or no influence. Although experience was rated as small or no influence by 52 per cent of the students, 40 per cent of them rated it as large or maximum influence. Twenty-one per cent rated Careers Day as large or maximum influence

and 18 per cent rated Future Nurses' Club as large or maximum influence. These findings indicate more influence from those sources of information than similar sources reported by O'Connell (20) and Fox (10); the most striking difference is that 48 per cent of the students in this study rated experience as moderate, large or maximum influence, while O'Connell reported three per cent in a similar category and Fox reported 11 per cent. The counselors in Showalter's (25) study and the student opinions in this study compare closely in regard to Careers Day and Future Nurses' Clubs, but differ widely in their opinions of the influence of literature. The percentage of students rating each category in item B is shown in Table 2.

Table 2. Combined Groups of 325 Student Nurses' Rating of Influences of Information from Other Sources on Career Decision Expressed in Percentages

Source of Information	Amount of Influence					Total
	None	Small	Mod- erate	Large	Max- imum	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Experience.....	46.7	5.5	7.6	12.6	27.3	99.7
2. Careers Day.....	49.8	12.3	16.9	14.4	6.4	99.8
3. Future Nurses' Club..	66.7	5.5	9.5	9.2	8.9	99.8
4. Informational media.....	23.3	22.1	28.6	18.4	7.3	99.7
5. High School group counseling.....	64.	16.6	13.5	4.3	1.5	99.9
6. College group counseling.....	74.7	8.9	7.	5.8	3.3	99.7
7. High School guidance informational ser- vices.....	43.6	23.6	16.6	11.3	4.6	99.7
8. Information obtained on your own.....	9.2	8.6	24.3	34.7	23.5	99.8
9. Other sources						
(Visiting hospital).. (Going to hospital).. (Navy program).....	99.6 98.7 99.3	0 0 0	0 0 0	0 0 0	.3 1.2 .6	99.9 99.9 99.9

High school guidance services.-- Part III of the questionnaire was divided into three sections that attempted to elicit the participants' opinions on the nature and influence of the high school guidance services regarding nursing.

Section A was titled "Informational Services" and consisted of six items.

Item 1 "Of the informational materials at your high school, indicate which were least helpful, of some help and

most helpful." listed three forms of informational material on nursing plus space for other sources and for the respondent to indicate if none were available.

Six and seven-tenths per cent of the students indicated that none was available. Bulletins from schools of nursing were considered the most helpful, but in all categories there were some differences noted depending on whether the respondent was enrolled in a degree school or a diploma school of nursing. Table 3 shows the responses in percentages.

Table 3. Comparison of Degree and Diploma School Students' Opinions of the Helpfulness of Informational Materials on Selecting Nursing as a Career

Source	Degree Schools N=124		Diploma Schools N=201	
	Fre- quency	Per cent	Fre- quency	Per cent
(1)	(2)	(3)	(4)	(5)
a. College catalogs:				
1. least helpful.....	11	8.8	55	27.3
2. some help.....	65	52.4	92	45.7
3. most helpful.....	37	29.8	29	14.4
4. no response.....	11	8.8	25	12.4
totals	124	99.8	201	99.8
b. Bulletins from schools of nursing:				
1. least helpful.....	24	19.3	11	5.4
2. some help.....	47	37.9	48	23.8
3. most helpful.....	39	31.4	109	54.2
4. no response.....	14	11.2	33	16.4
totals	124	99.8	201	99.8
c. Pamphlets from nursing organizations:				
1. least helpful.....	49	39.5	63	31.3
2. some help.....	35	28.2	57	28.3
3. most helpful.....	18	14.5	48	23.8
4. no response.....	22	17.6	33	16.4
Totals	124	99.8	201	99.8

Item 2 asked if the informational materials on nursing were current. The majority of the participants answered in the affirmative. Of the nine students who attended private schools, 78 per cent said that the informational materials were current, ten per cent said they were not and ten per

indicated "not known". Table 4 shows the relation of their responses to the jurisdiction and enrollment of the high school attended.

Table 4. Opinions of 325 Student Nurses on the Currency of Informational Materials According to the Enrollment of Church Affiliated and Public High Schools Attended Expressed in Percentages

Opinion	Public Schools N=274			Church Affiliated Schools N=42		
	Enrollment			Enrollment		
	Up to 199 N=28	200 to 999 N=120	1000-- over N=126	Up to 199 N=13	200 to 999 N=28	1000-- over N=1
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Yes.....	75.	78.3	76.1	84.6	64.2	0.
No.....	7.1	12.5	3.9	0.	3.5	0.
Not known...	7.1	8.3	11.1	15.3	25.	100.
No response.	10.7	.8	8.7	0.	7.1	0.
Totals	99.9	99.9	99.8	99.9	99.8	100.

Item 3 asked where the informational materials were kept. Fifty-four per cent indicated that they were kept in the library and 62 per cent said that they were kept in the guidance office; three per cent said that they were distributed at a meeting and two per cent said that they were kept on the bulletin board and in the home room. Some of the students indicated more than one place where the informational materials were kept.

Item 4 asked if the informational materials were easily available to the students; 84 per cent answered "Yes" and 9.2 per cent answered "No".

Item 5 "Did the informational materials give you enough information on nursing as a career?" elicited almost even responses in the affirmative and negative; 45 per cent answered yes and 48 per cent answered no (seven per cent did not respond). Enrollment and jurisdiction of the high school attended made little difference, the responses were evenly distributed.

Item 6 asked the participants to give suggestions for improving the informational materials, if they had answered "No" to item 5. The responses were categorized; 139 of the 156 students who answered no to item 5 responded. Most of the students thought that the information should be more specific; that there should be information on more schools; that it should be more realistic and some wanted more information about student nurses. Some examples are quoted verbatim:

I would have liked to know more about everyday life and realistic goals for we can't always be idealistic.

Of course, words can't say How it is in nursing what you'll be doing Isn't discussed. Scheduling could be brought in more. Might mention stamina as a prerequisite.

I found none that gave me a satisfactory picture of what a career as a nurse would be--all were very general with no really

practical details of a nurses work.

More about the life of a student nurse!

Too much on nursing organizations rather than job of nurse.

Tell more about the pressures met not just how glamorous nursing is.

Need more on schools of nursing and credits that apply on college basis.

More details. More about requirements.

The number of responses by each group to the categories of suggestions for improving informational materials on nursing is shown in Table 5.

Table 5. Frequency of Categorized Suggestions for Improving Informational Materials According to Five Groups of Student Nurses

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	3	2	1	6	5	17
2. Did not apply...	14	4	0	1	2	21
3. More specific...	6	7	4	6	8	31
4. Information on more schools....	14	6	6	7	6	39
5. More realistic approach.....	13	3	4	6	9	35
6. More about stu- dent nurses.....	5	0	1	1	6	13
Totals	<u>55</u>	<u>22</u>	<u>16</u>	<u>27</u>	<u>36</u>	<u>156</u>

Section B was titled "Group Counseling" and consisted of five items.

Item 1 asked if the participant's high school had a Careers Day program that included nursing; 54 per cent answered yes and 41 per cent answered no, five per cent did not respond to this item. More public schools offered a Careers Day program than did church affiliated schools and the public schools with an enrollment of up to 199 offered the program less than any other category. Of those students who attended private schools, ten per cent were offered a Careers Day program and 77 per cent were not; ten per cent did not respond to this item. Table 6 shows the responses to item 1 according to the enrollment in public and church affiliated schools.

Table 6. Responses of 316 Student Nurses Regarding the Presence of a Careers Day Program that Included Nursing According to Enrollment in Public and Church Affiliated High Schools Expressed in Percentages

Response	Public Schools N=274			Church Affiliated Schools N=42		
	Enrollment			Enrollment		
	Up to 199 N=28	200 to 999 N=120	1000-- over N=126	Up to 199 N=13	200 to 999 N=28	1000-- over N=1
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Yes.....	39.2	50.8	57.1	46.1	42.8	0
No.....	57.1	42.5	39.6	53.8	53.7	100.
No response..	3.5	6.6	3.1	0	3.5	0
Totals	99.8	99.9	99.8	99.9	100.	100.

Item 1a asked that the students who had a Careers Day

program that included nursing state in what way it was helpful to them. Of the 176 who had a Careers Day program, the most frequent responses were that it gave them practical information; that it gave them a broader view of nursing and that it helped them decide on the type of school to attend.

Samples of the verbatim responses were:

It gave me an idea of schooling needed and a starting point of how to plan my education.

It was very helpful to hear it first hand from student nurses themselves.

Gave me a broader view of three nursing programs, costs of each, shortcomings of each.

It helped me decide on the type of school.

Introduced me to nursing.

Table 7 shows the frequency of responses according to group.

Table 7. Frequency of Categorized Responses of Help Given by Careers Day Program According to Groups of 176 Student Nurses

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	6	0	0	3	6	15
2. Did not apply...	7	5	2	2	4	20
3. No help.....	7	1	1	4	2	15
4. Decision on type of school.....	2	1	2	5	7	17
5. Broader view of nursing.....	9	2	9	14	19	53
6. Practical information.....	20	6	4	4	10	44
7. Stimulated interest.....	2	1	5	3	1	12
Totals	53	16	23	35	49	176

Item 1b, "What additions or deletions would you make to the Careers Day Program?", elicited responses that fell into the following categories: that more schools be represented, that there be smaller groups, that student nurses be included on the program, that a broader view of nursing be given and that it be given every year. Table 8 gives the frequency of the categorized responses according to groups. Samples of the responses are quoted verbatim:

Girls need a chance to talk to the student nurse about what they do, what the school is like.

Tell more of typical day, subjects, etc.

All types of schools of nursing represented, not just one.

More individualized.

More people from specific fields.

Emphasis on study--not an easy education  
as so many think.

More information on requirements, costs  
and accreditation--have it every year.

Table 8. Frequency of the Categorized Responses for Additions or Deletions to the Careers Day Program Expressed by 176 Student Nurses According to Groups

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	30	6	9	9	17	71
2. Did not apply...	1	0	0	0	2	3
3. None.....	2	1	1	6	11	21
4. More schools represented.....	0	2	5	3	7	17
5. Smaller groups..	4	0	4	2	0	10
6. Student nurses included.....	6	0	1	2	6	15
7. Broader view of nursing.....	8	2	3	11	6	30
8. Have it every year.....	0	5	0	2	0	7
9. More realistic approach.....	2	0	0	0	0	2
Totals	53	16	23	35	49	176

Item 2 asked, "Did your high school have a club that was aimed at introducing you to the career of nursing? (i.e. Future Nurses' Club)". Thirty-five per cent of the participants answered in the affirmative, 62 per cent in the negative and three per cent did not respond. Of those who at-

tended private schools, the eight students who attended schools with an enrollment of up to 199 and of 200 to 999 did not have such a club in their school; the one student who attended a school with an enrollment of 1000 and over did have such a club. Table 9 shows the responses for public and church affiliated schools. The findings show that the larger the school, the more often a club was offered for students interested in nursing.

Table 9. Responses of 316 Student Nurses Regarding the Presence of a Club to Introduce the Career of Nursing in Public and Church Affiliated High Schools According to Enrollment and Expressed in Percentages

Response	Public Schools N=274			Church Affiliated Schools N=42		
	Enrollment			Enrollment		
	Up to 199 N=23	200 to 999 N=120	1000-- over N=126	Up to 199 N=13	200 to 999 N=23	1000-- over N=1
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Yes.....	25.	34.1	47.6	30.7	32.1	0.
No.....	71.4	59.1	45.2	69.2	57.1	100.
No response.	3.5	6.6	7.1	0.	10.7	0.
Totals	99.9	99.8	99.9	99.9	99.9	100.

Item 2a asked those whose schools had a club that introduced them to nursing, if they belonged to the club. Eighty per cent said that they did and 20 per cent that they did not.

Item 3 "What other group activities regarding nursing did your high school offer?" elicited responses that were categorized and revealed that most of the schools had no other group activities. Other categories were: field trips to hospitals, volunteer work, Future Medical Workers' Club, Science Club, occupational reports and Red Cross courses.

Table 10 gives the frequency of responses to each category according to groups.

Table 10. Frequency of Categorized Responses of 325 Student Nurses Regarding Group Activities Related to Nursing Offered by the High School Attended According to Groups

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	51	8	12	14	20	105
2. Did not apply...	4	0	0	3	2	9
3. None.....	21	20	20	40	43	153
4. Field trips to hospitals.....	0	2	2	0	1	5
5. Volunteer work..	11	3	1	13	8	36
6. Future Medical Workers' Club...	2	0	0	0	2	4
7. Science Club....	0	0	1	0	1	2
8. Occupational reports.....	0	0	0	2	0	2
9. Red Cross courses.....	<u>1</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>0</u>	<u>9</u>
Totals	90	34	40	84	77	325

In item 4 the students were asked if their high school offered enough group counseling opportunities regarding nurs-

ing. In their opinion, 19 per cent were offered enough group counseling and 75 per cent were not. Six per cent of the students did not respond to this item. There was little difference in the response to this item according to group, enrollment of high school attended or jurisdiction of school, with the exception of those who attended high schools of 1000 or over in group III in which 50 per cent of the students felt that their group counseling was adequate.

In item 5, the students were asked what other group activities regarding nursing they would like to have had in their high school. The most frequent responses were: they would like to have had a more active Future Nurses' Club, they would have liked to have one established, they wanted more group discussion, they wanted volunteer opportunities and they wanted field trips to hospitals. Table 11 shows the responses in each category according to groups.

Table 11. Frequency of Desired Group Activities Regarding Nursing in High School According to Five Groups of 325 Student Nurses

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	21	12	5	30	15	83
2. Did not apply....	4	3	0	5	1	13
3. None.....	6	2	1	0	8	17
4. More active Future Nurses' Club.....	1	2	1	0	3	7
5. A Future Nurses' Club....	20	4	20	22	22	88
6. Careers Day.....	3	3	3	9	17	35
7. More group discussion.....	16	5	7	3	2	33
8. Volunteer opportunities...	10	2	2	8	1	23
9. Field trips to hospitals.....	9	1	1	7	8	26
Totals	90	34	40	84	77	325

Section C of part III was titled "Individual Counseling" and consisted of three items.

Item 1 asked the participants if individual counseling was helpful to them in making their career decision. Eight per cent of the students did not respond, 38 per cent said that it was helpful and 53 per cent answered that it was not helpful to them. This finding differs from Norman's report (18) which stated that most students said their high school counselors had been helpful to them.

Item 2 asked if the student's high school counselor had

encouraged them in their career decision. Fifty-three per cent of the students said "Yes" and 35 per cent said "No". Twelve per cent of the students did not respond to this item. This finding differs from the finding reported by Norman (18) in which it was stated that 78 per cent of the students said that their high school counselor had tried to discourage them in their choice of nursing.

Item 2a "If No, what reasons were given?" elicited a wide variety of responses, some of which indicated that the student had expected a more directive approach from the counselor. The responses were categorized as follows: no counselor, counseling was not sought, emphasized college, teaching encouraged, grades low in related subjects, no reason--inadequate counseling, student's indecision and not enough challenge. Of the 114 students who said their counselor did not encourage them the most frequent category listed was that counseling was not sought; also frequently mentioned were that teaching was encouraged, that college was emphasized and that no reason was given as the counseling was inadequate. The following are samples of some of the verbatim responses:

He wanted me to choose a career that was more "challenging". I was moderately interested in medical research at that time.

The only counseling I as an individual got was to find out my college board grades. The counselors didn't seem in-

terested in helping me to establish myself in nursing.

It was not felt I could make the grades in college--therefore "not" nursing. But I'm here--

I was supposedly not reaching to the fullest of my I.Q. level.

She felt I would have been good as a Math teacher because I was good in this field, however, she did encourage me to take the degree course in nursing.

Thought nursing a tough job and not well paid.

She guided me toward a decision more than she encouraged me.

I was influenced by all to go into education, especially elementary.

Felt it was not for me and were not sufficiently interested themselves.

He told me I was not capable academically.

The frequency of responses to each category is shown in Table 12.

Table 12. Frequency of Categorized Responses by 114 Student Nurses Regarding Reasons Counselors Did not Encourage the Choice of Nursing as a Career According to Five Groups

Category	Group I	Group II	Group III	Group IV	Group V	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. No response.....	6	3	5	2	2	18
2. No counselor....	3	4	0	2	1	10
3. Counseling wasn't sought...	10	2	6	10	2	30
4. Emphasis on college.....	0	0	1	5	5	11
5. Teaching encouraged.....	0	1	0	2	9	12
6. Grades low in related subjects.....	2	3	2	0	2	9
7. No reason--inadequate counseling.....	9	2	1	3	5	20
8. Student's indecision.....	2	0	0	0	0	2
9. Not enough challenge.....	2	0	0	0	0	2
Totals	34	15	15	24	26	114

Item 3 asked, "In your opinion, did your high school offer you enough individual counseling regarding nursing?." There was little difference within or between the groups regarding their responses according to enrollment and jurisdiction of the school attended. Twenty-eight per cent of the students replied that their high school did offer enough individual counseling and 57.5 per cent said that it did not, 13.5 per cent of the students did not respond to this item.

Some unsolicited comments about counseling that are noteworthy are quoted as follows:

The school nurse was very active in counseling and encouraging young people to go into nursing and medicine. I think it was her concern and activity that promoted the great interest.

The counselors knew nothing about nursing as a career and didn't have time to consider it.

Personality and how he or she feels about nursing has a lot to do with strengthening decision already made.

Counselor only available senior year and his main problem was getting students interested in schools of higher education and had no time for specifics.

In regard to Careers Day:

Too much emphasis on a college centered education as opposed to nursing education in a nursing school.

They were trying to recruit more than telling what was really involved in nursing.

Summary of the findings.-- In summary, the findings of this study, based on the opinions of the participants, were:

1. The median age of career decision was 16 years.
2. Seventy-one per cent of the students received guidance in high school regarding nursing as a career.
3. Professional nurses, family, friends and physicians were considered the most influential individual sources of information about nursing.

4. Informational media and information obtained on their own were considered the most influential of other sources of information about nursing.
5. More adequate informational materials on nursing were needed.
6. Additional group counseling regarding nursing would have been helpful.
7. More informed individual counseling in making a career decision in nursing was needed.
8. The enrollment and jurisdiction of the high school attended had little effect on the nature of guidance services.

The findings of this study regarding the age of career decision differ from those of Fox, Norman, Meyer and O'Connell (10, 18, 17, 20). Regarding the influence of sources of information from individuals, the findings substantiate those of O'Connell, Norman and Fox, with the exception of the influence of physicians, who were rated as more influential than found by O'Connell, Fox and Showalter (20, 10, 25). More influence from other sources of information was indicated in this study than in similar sources reported by O'Connell and Fox. The student opinions in this study support those of the counselors in Showalter's study in regard to the influence of Careers Day and Future Nurses' Clubs but the students considered literature of more influence. This study found that

fewer students said their counselors discouraged them in their career decision than Norman reported.

According to various authors (1, 3, 11, 15, 27, 29, 30, 31), the role of the high school guidance services, in career decision, is to provide reliable informational materials and adequate group counseling that will lead to individual counseling that pursues individual interests and abilities. The findings of this study reveal that 48 per cent of the participants considered the informational materials in their high school to be inadequate; 75 per cent felt the group counseling was inadequate and 57 per cent said individual counseling was inadequate.

## CHAPTER IV

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

#### Summary

This study was concerned with the guidance experiences of student nurses in making their career decision, during their secondary school years. The study was undertaken to identify student opinions of the most effective sources of information on nursing and to determine student opinions on the nature of their high school guidance services regarding their career decision in nursing.

The findings of the study were based on responses to a questionnaire which was administered to 325 students in the first year of the nursing program in five schools of nursing in the state of Oregon in the spring of 1965.

#### Findings

The findings were:

1. The median age of career decision was 16 years.
2. Seventy-one per cent of the students received guidance in high school regarding nursing as a career.
3. Professional nurses, family, friends and physicians

were considered the most influential individual sources of information about nursing.

4. Informational media and information obtained on their own were considered the most influential of other sources of information about nursing. Forty per cent rated experience as large or maximum influence on career decision.
5. More adequate informational materials on nursing were needed.
6. Additional group counseling regarding nursing would have been helpful.
7. More informed individual counseling in making a decision for a career in nursing was needed.
8. The enrollment and jurisdiction of the high school attended had little effect on the nature of the guidance services.

### Conclusions

On the basis of the data collected from the participants of this study no generalizations can be drawn. The findings do indicate that:

1. High school guidance regarding career decision in nursing and recruitment programs for prospective student nurses needs to be initiated early in the secondary school years and continued longer.

2. Professional nurses, physicians and lay persons, who may be influential in career decision of prospective student nurses, need to be informed of the current requirements and qualifications necessary for a career in nursing.
3. Informational media could be used to a fuller extent by those promoting a career in nursing.
4. More effort could be made to gear nursing informational materials to the needs of prospective students.
5. Group counseling activities could include more specific information on all levels of nursing.
6. Counselors' lack of encouragement in the students' choice of nursing as a career, usually reflected a lack of knowledge of nursing on the counselor's part or unrealistic expectations of counseling on the student's part.
7. The nature of the high school guidance services did not appear to be affected by the enrollment or the jurisdiction of the high school.
8. Student nurses have specific ideas on the effectiveness of high school counseling and on recruitment programs.

### Recommendations for Further Study

Based on the findings and conclusions of this study the following recommendations were made:

1. That this study be repeated using the same tool as an interview guide, in order that misunderstandings can be clarified at the time the interview is conducted. Use of an interview rather than a questionnaire might well elicit information not revealed in the present study.
2. That a comprehensive survey be made of student needs and expectations in nursing informational materials and compared with the informational materials that are available.
3. That a study be undertaken to determine the academic and experience background of students who say counseling is inadequate compared to students who say counseling is adequate.
4. That a study be made of career information parents want for use in assisting prospective student nurses to make a wise choice of the type of program that best fits their needs and circumstances.

## BIBLIOGRAPHY

1. Beck, Ruth, "Group Guidance," Chapter XXXV in Readings in Guidance, Lester D. and Alice Crow, Editors. David McKay Co. Inc., New York 1962
2. Bixler, Roy and Genevieve K., Administration for Nursing Education. G. P. Putnam's Sons, New York, 1954
3. Cohn, Benjamin, and others, "Group Counseling," The Personnel and Guidance Journal (December, 1963), 42:4: 355-358.
4. Curran, Jean A. and Helen L. Bunge, Better Nursing a Study of Nursing Care and Education in the State of Washington, University of Washington Press, Seattle, Washington, 1951.
5. Deming, Dorothy, Careers for Nurses. McGraw Hill Book Company, Inc., New York, 1952.
6. Dolan, Margaret B. (Editor), Facts about Nursing. American Nurses Association, New York, 1962-1963.
7. Ebert, Vera, "Counseling the Prospective Student Nurse," The Personnel and Guidance Journal (March, 1963), 41:7: 630-631.
8. Enrich, Alvin C. (Chairman), Toward Quality in Nursing, Report of the Surgeon General's Consultant Group on Nursing, U. S. Department of Health, Education and Welfare, Washington, D. C., 1963.
9. Fillmore, Genevieve, "When You Are Asked about Nursing," The American Journal of Nursing (August, 1963), 63:8: 74-76.
10. Fox, David J., and others, Career Decisions and Professional Expectations of Nursing Students. Bureau of Publications, Teachers College, Columbia University, New York, 1961.
11. Gerken, Clay, "Interests: Some Questions We Haven't Asked," Vocational Guidance Quarterly (Summer, 1964), 12:4:280.

12. Grobman, Hulda (Editor), Nurses for the West. Western Interstate Commission for Higher Education, Boulder, Colorado, 1959.
13. Kaback, Goldie Ruth, "What Does the Student Bring with Her to Nursing School?," Nursing Outlook (September, 1958), 6:9:500.
14. Lukens, Lois Grahm, "The Nurse Stereotype Must Go," Vocational Guidance Quarterly (Winter, 1964-1965), 12:6:95-99.
15. McIsaac, Robert H., "Guidance Services," Chapter XIV in Readings in Guidance, Lester D. and Alice Crow, Editors. David McKay Co. Inc., New York, 1962.
16. McNemar, Q., Psychological Statistics. Wiley, New York, 1955.
17. Meyer, Genevieve Rogge, Tenderness and Technique. Institute of Industrial Relations, University of California, Los Angeles, California, 1960.
18. Norman, Mabel Claire, "Nursing Students Look at Future Nurse Clubs," Nursing Outlook (June, 1959), 7:6:369-371.
19. Nursing Outlook, "The Next Ten Years" (an Editorial), Nursing Outlook (May, 1960), 8:5:245.
20. O'Connell, Marjorie S., A Study of Factors Which Influenced a Selected Group of Student Nurses to Choose a Nursing Career and Select a Specific School of Nursing, Unpublished Master's Thesis, Department of Nursing Education, University of Oregon Medical School, June, 1957.
21. Oregon State Board of Nursing, Oregon Accredited Professional Schools of Nursing, Bulletin (January, 1964), Portland, Oregon, 1964.
22. Rauner, Theresa M., "Occupational Information and Occupational Choice," The Personnel and Guidance Journal (December, 1962), 41:4:311-317.
23. Rogers, Martha, Educational Revolution in Nursing. The Macmillan Company, New York, 1961.

24. Schultz, Merlin W., "Students Opinions of a High School Guidance Program," The Personnel and Guidance Journal (April, 1963), 41:8:709-715.
25. Showalter, Ray Edward, An Assessment of What High School Counselors Understand about Nursing as a Career, Unpublished Master's Thesis, University of Oregon School of Nursing, Portland, Oregon, June, 1964.
26. Sister Charles Marie, (Chairman), Nurses for a Growing Nation. Committee on the Future, National League for Nursing, New York, 1957.
27. Super, Donald E., Vocational Development: a Framework for Research, Bureau of Publications, Teachers College, New York, 1957.
28. Super, Donald E., "A Developmental Approach to Vocational Guidance: Recent Theory and Results," Vocational Guidance Quarterly (Autumn, 1964), 12:5:1-9.
29. Taylor, Calvin W., and others, Selection and Recruitment of Nurses and Nursing Students, University of Utah Press, Salt Lake City, Utah, 1963.
30. Wrenn, Gilbert C., The Counselor in a Changing World. The American Personnel and Guidance Association, Washington, D. C., 1962.
31. Zeran, Franklin R., and Anthony Riccio, Organization and Administration of Guidance Services. Rand McNally and Company, Chicago, 1962.

APPENDIX A  
QUESTIONNAIRE

This study is being conducted in order to assess the sources of guidance of prospective student nurses, with emphasis on their high school guidance experiences. Answer the following questions to the best of your ability. No names are necessary.

I. GENERAL INFORMATION

- A. What was the enrollment of the high school you attended? Up to 199 \_\_\_\_\_  
200 to 999 \_\_\_\_\_  
1,000 and over \_\_\_\_\_
- B. In what year did you graduate from high school? \_\_\_\_\_
- C. Was your high school located in Oregon?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- D. Under what jurisdiction was your high school?  
Public \_\_\_\_\_  
Church affiliated \_\_\_\_\_  
Other private \_\_\_\_\_
- E. When did you make a firm decision to become a nurse?  
Age \_\_\_\_\_
- F. In what year of high school did you first receive counseling (group or individual) from your high

school guidance service, regarding nursing as a career?

1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

Did not seek \_\_\_\_\_

None available \_\_\_\_\_

Not interested in nursing in high school \_\_\_\_\_

## II. SOURCES OF INFORMATION ABOUT NURSING

Rate the following sources of information about nursing according to their influence upon your career decision.

Place an "X" under the appropriate number.

- 0 = no influence
- 1 = small influence
- 2 = moderate influence
- 3 = large influence
- 4 = maximum influence

### A. Influence of individuals:

	0	1	2	3	4
1. Student nurses.....					
2. Practical nurses.....					
3. Professional nurses.....					
4. School nurses.....					
5. Teachers.....					
6. High school counselors.....					
7. College counselors.....					
8. Family.....					
9. Friends.....					
10. Physicians.....					
11. Ministers.....					
12. Others (specify) .....					
.....					

B. Other influences:

	0	1	2	3	4
1. Experience (aide, volunteer)...					
2. Careers Day.....					
3. Future Nurses Club.....					
4. Informational media (TV, movies, books).....					
5. High school group counseling..					
6. College group counseling.....					
7. High school guidance in- formational services.....					
8. Information obtained on your own (pamphlets, catalogs)...					
9. Other sources (specify) ..... .....					

## III. HIGH SCHOOL GUIDANCE SERVICES:

A. Informational Services:

1. Of the informational materials at your high school, indicate which were least helpful, of some help and most helpful. Place an "X" in the appropriate column.

	least	some	most
a. College catalogs.....			
b. Bulletins from schools of nursing.....			
c. Pamphlets from nursing organizations.....			
d. Other sources (specify).....			
e. None available.....			

2. Were the informational materials on nursing current? Yes \_\_\_\_\_ No \_\_\_\_\_

Not known \_\_\_\_\_

3. Where were the informational materials kept?

Guidance office \_\_\_\_\_ Library \_\_\_\_\_

Other (specify)..... \_\_\_\_\_

4. Were the informational materials easily available to you? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Did the informational materials give you enough information on nursing as a career?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. If No, suggestions for improving them are:

---

B. Group Counseling:

1. Did your high school have a careers day program that included nursing? Yes \_\_\_\_\_ No \_\_\_\_\_

a. If Yes, in what way was it helpful to you?

---

b. Was the club helpful to you in your career decision? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Did your high school have a club that was aimed at introducing you to the career of nursing?

(i.e. Future Nurses Club) Yes \_\_\_\_\_ No \_\_\_\_\_

a. If Yes, did you belong to the club? Yes \_\_\_\_\_ No \_\_\_\_\_

b. Was the club helpful to you in your career decision?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. What other group activities related to nursing did your high school offer? \_\_\_\_\_

4. In your opinion, did your high school offer enough group counseling opportunities regarding nursing? Yes \_\_\_\_\_ No \_\_\_\_\_

5. What other group activities, regarding nursing, would you like to have had in your high school? \_\_\_\_\_

C. Individual Counseling:

1. Was individual counseling, in high school, helpful to you in making your career decision?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Did your high school counselor encourage you in your decision of nursing as a career?

Yes \_\_\_\_\_ No \_\_\_\_\_

a. If No, what reasons were given? \_\_\_\_\_

3. In your opinion, did your high school offer you enough individual counseling regarding nursing?

Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you for your assistance.

APPENDIX B  
MASTER TABULATION SHEETS

Respondents by group:

90	Group I
34	Group II
40	Group III
84	Group IV
77	Group V

325 Total sample

Responses to Part I of the Questionnaire:

I. GENERAL INFORMATION

A. What was the enrollment of the high school you attended?

Group I:

11	Up to 199
37	200 to 999
42	1000 and over

Group II:

5	Up to 199
20	200 to 999
9	1000 and over

Group III:

6	Up to 199
26	200 to 999
8	1000 and over

Group IV:

10	Up to 199
37	200 to 999
37	1000 and over

## Group V:

12	Up to 199
33	200 to 999
32	1000 and over

## B. In what year did you graduate from high school?

## Group I:

52	1963
23	1962
6	1961
1	1960
3	1958
1	1949
1	1941

## Group II:

31	1964
2	1963
1	1951

## Group III:

34	1964
4	1963
2	1962

## Group IV:

63	1964
14	1963
5	1962
2	1961

## Group V:

57	1964
8	1963
5	1962
1	1961
4	1960
2	1959

## C. Was your high school located in Oregon?

## Group I:

70	Yes
20	No

## Group II:

17	Yes
17	No

## Group III:

36	Yes
3	No
1	No response

## Group IV:

42	Yes
42	No

## Group V:

56	Yes
21	No

## D. Under what jurisdiction was your high school?

## Group I:

79	Public
10	Church affiliated
1	Other private

## Group II:

14	Public
15	Church affiliated
5	Other private

## Group III:

28	Public
12	Church affiliated
0	Other private

## Group IV:

78	Public
4	Church affiliated
2	Other private

## Group V:

75	Public
1	Church affiliated
1	Other private

E. When did you make a firm decision to become a nurse?

## Group I:

1	39 years
1	35 years
2	21 years
6	20 years
6	19 years
13	18 years
13	17 years
12	16 years
8	15 years
9	14 years
5	13 years
6	12 years
8	10 years and under

## Group II:

4	18 years
13	17 years
4	16 years
7	15 years
3	14 years
1	13 years
2	12 years
0	10 years and under

## Group III:

1	19 years
1	18 years
11	17 years
9	16 years
4	15 years

4	14 years
2	13 years
3	12 years
5	10 years and under

## Group IV:

2	20 years
6	19 years
6	18 years
22	17 years
20	16 years
3	15 years
13	14 years
4	13 years
3	12 years
5	10 years and under

## Group V:

5	21 years
7	18 years
15	17 years
12	16 years
11	15 years
11	14 years
4	13 years
3	12 years
3	11 years
6	10 years and under

F. In what year of high school did you first receive counseling (group or individual) from your high school guidance service, regarding nursing as a career?

## Group I:

22	First year
10	Second year
17	Third year
11	Fourth year
5	Did not seek
18	None available
11	Not interested in high school

## Group II:

5 First year  
 3 Second year  
 1 Third year  
 9 Fourth year  
 3 Did not seek  
 14 None available  
 0 Not interested in high school

## Group III:

10 First year  
 5 Second year  
 5 Third year  
 11 Fourth year  
 6 Did not seek  
 6 None available  
 0 Not interested in high school

## Group IV:

19 First year  
 12 Second year  
 13 Third year  
 18 Fourth year  
 18 Did not seek  
 4 None available  
 3 Not interested in high school

## Group V:

15 First year  
 14 Second year  
 14 Third year  
 15 Fourth year  
 9 Did not seek  
 10 None available  
 4 Not interested in high school

Responses to Part II of the Questionnaire:

## II. SOURCES OF INFORMATION ABOUT NURSING

Rate the following sources of information about nursing according to their influence upon your career decision.

0 = no influence; 1 = small influence; 2 = moderate influence; 3 = large influence; 4 = maximum influence

0      1      2      3      4

1. Student nurses	47	17	8	14	4
2. Practical nurses	70	9	8	2	1
3. Professional nurses	18	12	16	28	16
4. School nurses	55	13	7	8	7
5. Teachers	46	16	22	5	1
6. High school counselors	44	20	17	8	1
7. College counselors	32	14	16	14	14
8. Family	12	15	21	23	19
9. Friends	26	20	16	19	9
10. Physicians	35	14	19	13	9
11. Ministers	68	9	6	5	2
12. Others	0	0	0	0	0

1. Student nurses	21	6	5	2	0
2. Practical nurses	18	8	5	3	0
3. Professional nurses	6	7	8	8	5
4. School nurses	30	3	1	0	0
5. Teachers	20	9	5	0	0
6. High school counselors	18	9	6	1	0
7. College counselors	27	4	2	1	0
8. Family	2	5	9	5	13
9. Friends	6	11	8	4	5
10. Physicians	12	10	5	3	4
11. Ministers	28	3	2	1	0
12. Others	0	0	0	0	0

1. Student nurses	16	11	6	3	4
2. Practical nurses	33	4	1	2	0
3. Professional nurses	5	11	5	9	10
4. School nurses	25	7	2	4	2
5. Teachers	17	10	7	6	0
6. High school counselors	17	10	7	5	1
7. College counselors	35	2	2	0	1
8. Family	5	5	7	10	13
9. Friends	7	9	9	8	7
10. Physicians	16	6	6	8	4
11. Ministers	19	10	7	3	1
12. Others (specify)					
Employer	0	0	0	0	1

## A. Influence of individuals: (con'd) 0 1 2 3 4

## Group IV:

1. Student nurses	39	13	13	16	3
2. Practical nurses	66	9	5	3	1
3. Professional nurses	13	17	17	25	12
4. School nurses	55	16	5	5	3
5. Teachers	22	20	26	12	4
6. High school counselors	29	24	19	9	3
7. College counselors	74	5	3	2	0
8. Family	3	13	18	24	26
9. Friends	8	24	23	17	12
10. Physicians	26	17	17	19	5
11. Ministers	30	23	16	10	5
12. Others	0	0	0	0	0

## Group V:

1. Student nurses	36	15	11	7	8
2. Practical nurses	65	5	2	3	2
3. Professional nurses	14	11	23	12	17
4. School nurses	49	9	13	3	3
5. Teachers	26	19	14	14	4
6. High school counselors	34	16	13	8	6
7. College counselors	58	2	7	6	4
8. Family	12	9	18	18	20
9. Friends	11	23	15	19	9
10. Physicians	27	10	16	14	10
11. Ministers	42	9	7	10	9
12. Others	0	0	0	0	0

## B. Other influences: 0 1 2 3 4

## Group I:

1. Experience	42	5	9	11	23
2. Careers Day	42	10	17	17	4
3. Future Nurses Club	56	7	10	11	6
4. Informational media	18	18	27	20	7
5. High school group counseling	55	20	10	2	3
6. College group counseling	44	16	9	12	9
7. High school guidance informational services	42	20	13	11	4
8. Information obtained on your own	12	8	27	29	14
9. Other sources (specify)					
Navy program	0	0	0	2	0
Going to hospital	0	0	0	0	4

B. Other influences: (con'd)                      0    1    2    3    4

Group II:

1. Experience	13	2	3	4	12
2. Careers Day	16	10	3	4	1
3. Future Nurses Club	25	3	3	2	1
4. Informational media	6	7	8	9	4
5. High school group counseling	28	4	1	1	0
6. College group counseling	28	4	2	0	0
7. High school guidance informational services	18	8	4	3	1
8. Information obtained on your own	3	3	11	10	7

Group III:

1. Experience	22	1	2	5	10
2. Careers Day	20	5	4	4	7
3. Future Nurses Club	31	0	4	2	3
4. Informational media	6	10	14	5	5
5. High school group counseling	24	7	6	2	1
6. College group counseling	36	1	1	1	1
7. High school guidance informational services	18	9	6	4	3
8. Information obtained on your own	3	3	7	16	11
9. Other sources (specify) Visiting hospital	0	0	0	0	1

Group IV:

1. Experience	40	5	5	9	25
2. Careers Day	46	8	12	15	3
3. Future Nurses Club	58	2	11	6	7
4. Informational media	23	19	26	13	3
5. High school group counseling	51	11	16	6	0
6. College group counseling	74	3	5	2	0
7. High school guidance informational services	35	23	14	9	3
8. Information obtained on your own	4	8	18	34	20
9. Other sources	0	0	0	0	0

Group V:

1. Experience	35	5	6	12	19
2. Careers Day	38	7	19	7	6
3. Future Nurses Club	47	6	3	9	12

B. Other influences: (con'd)	0	1	2	3	4
4. Informational media	23	18	18	13	5
5. High school group counseling	50	12	11	3	1
6. College group counseling	61	5	6	4	1
7. High school guidance informational services	29	17	17	10	4
8. Information obtained on your own	8	6	16	24	23
9. Other sources	0	0	0	0	0

Responses to Part III of the questionnaire:

III. HIGH SCHOOL GUIDANCE SERVICES

A. Informational Services:

1. Of the informational materials at your high school, indicate which were least helpful, of some help and most helpful.

Group I:

a. College catalogs:

8 least helpful  
47 some help  
26 most helpful

b. Bulletins from schools of nursing:

16 least helpful  
32 some help  
32 most helpful

c. Pamphlets from nursing organizations:

36 least helpful  
24 some help  
13 most helpful

d. Other sources: (specify)

7 checked, but did not specify

e. None available:

5

## Group II:

## a. College catalogs:

3 least helpful  
18 some help  
11 most helpful

## b. Bulletins from schools of nursing:

8 least helpful  
15 some help  
7 most helpful

## c. Pamphlets from nursing organizations:

13 least helpful  
11 some help  
5 most helpful

## d. Other sources: (specify)

## Military literature:

1 some help

## e. None available:

2

## Group III:

## a. College catalogs:

11 least helpful  
20 some help  
5 most helpful

## b. Bulletins from schools of nursing:

2 least helpful  
11 some help  
22 most helpful

## c. Pamphlets from nursing organizations:

9 least helpful  
10 some help  
12 most helpful

d. Other sources: (specify)

0

e. None available:

3

Group IV:

a. College catalogs:

24 least helpful  
42 some help  
9 most helpful

b. Bulletins from schools of nursing:

1 least helpful  
18 some help  
47 most helpful

c. Pamphlets from nursing organizations:

32 least helpful  
23 some help  
15 most helpful

d. Other sources: (specify)

Reference material on nursing:

1 most helpful

e. None available:

4

Group V:

a. College catalogs:

20 least helpful  
30 some help  
15 most helpful

b. Bulletins from schools of nursing:

8 least helpful

19 some help  
40 most helpful

c. Pamphlets from nursing organizations:

22 least helpful  
24 some help  
21 most helpful

d. Other sources: (specify)

Not specified:

3 most helpful

e. None available:

8

2. Were the informational materials on nursing current?

Group I:

66 Yes  
4 No  
14 Not known

Group II:

27 Yes  
2 No  
5 Not known

Group III:

32 Yes  
2 No  
3 Not known

Group IV:

64 Yes  
5 No  
8 Not known

Group V:

58 Yes

9 No  
7 Not known

3. Where were the informational materials kept?

Group I:

54 Library  
48 Guidance office  
9 Other (not specified)

Group II:

18 Library  
8 Guidance office  
9 Other (distributed at a meeting)

Group III:

20 Library  
23 Guidance office  
7 Other (bulletin board and home room)

Group IV:

40 Library  
57 Guidance office  
9 Other (not specified)

Group V:

32 Library  
53 Guidance office  
10 Other (not specified)

4. Were the informational materials easily available to you?

Group I:

76 Yes  
7 No

Group II:

28 Yes  
6 No

## Group III:

32 Yes  
5 No

## Group IV:

72 Yes  
6 No

## Group V:

65 Yes  
7 No

5. Did the informational materials give you enough information on nursing as a career?

## Group I:

30 Yes  
55 No

## Group II:

11 Yes  
22 No

## Group III:

20 Yes  
16 No

## Group IV:

50 Yes  
27 No

## Group V:

34 Yes  
36 No

6. If No, suggestions for improving them are:  
(Responses to this item were categorized; samples of responses in each category are quoted in Chapter III.)

## Group I:

3 no response  
 14 answer did not apply  
 6 more specific  
 14 information on more schools  
 13 more realistic approach  
 5 more about student nurses

## Group II:

2 no response  
 4 answer did not apply  
 7 more specific  
 6 information on more schools  
 3 more realistic approach

## Group III:

1 no response  
 4 more specific  
 6 information on more schools  
 4 more realistic approach  
 1 more about student nurses

## Group IV:

6 no response  
 1 answer did not apply  
 6 more specific  
 7 information on more schools  
 6 more realistic approach  
 1 more about student nurses

## Group V:

5 no response  
 2 answer did not apply  
 8 more specific  
 6 information on more schools  
 9 more realistic approach  
 6 more about student nurses

## B. Group Counseling:

1. Did your high school have a careers day program  
 that included nursing?

## Group I:

53 Yes  
31 No

Group II:

16 Yes  
18 No

Group III:

23 Yes  
17 No

Group IV:

35 Yes  
39 No

Group V:

49 Yes  
28 No

1a. If Yes, in what way was it helpful to you?  
(Responses to this item were categorized; samples  
of the responses are quoted in Chapter III.)

Group I:

6 no response  
7 did not apply  
7 no help  
2 decision on type of school  
9 broader view of nursing  
20 practical information  
2 stimulated interest

Group II:

5 did not apply  
1 no help  
1 decision on type of school  
2 broader view of nursing  
6 practical information  
1 stimulated interest

Group III:

2 did not apply

- 1 no help
- 2 decision on type of school
- 9 broader view of nursing
- 4 practical information
- 5 stimulated interest

Group IV:

- 3 no response
- 2 did not apply
- 4 no help
- 5 decision on type of school
- 14 broader view of nursing
- 4 practical information
- 3 stimulated interest

Group V:

- 6 no response
- 4 did not apply
- 2 no help
- 7 decision on type of school
- 19 broader view of nursing
- 10 practical information
- 1 stimulated interest

1b. What additions or deletions would you make to the careers day program?

(Responses to this item were categorized; samples of the responses are quoted in Chapter III.)

Group I:

- 30 no response
- 1 did not apply
- 2 none
- 4 smaller groups
- 6 student nurses included
- 8 broader view of nursing
- 2 more realistic approach

Group II:

- 6 no response
- 1 none
- 2 more schools represented
- 2 broader view of nursing
- 5 every year

## Group III:

9 no response  
 1 none  
 5 more schools represented  
 4 smaller groups  
 1 student nurses included  
 3 broader view of nursing

## Group IV:

9 no response  
 6 none  
 3 more schools represented  
 2 smaller groups  
 2 student nurses included  
 11 broader view of nursing  
 2 every year

## Group V:

17 no response  
 2 did not apply  
 11 none  
 7 more schools represented  
 6 student nurses included  
 6 broader view of nursing

2. Did your high school have a club that was aimed  
 at introducing you to the career of nursing?

## Group I:

31 Yes  
 54 No

## Group II:

10 Yes  
 24 No

## Group III:

9 Yes  
 30 No

## Group IV:

32 Yes  
 49 No

## Group V:

32	Yes
45	No

2a. If Yes, did you belong to the club?

## Group I:

24	Yes
7	No

## Group II:

10	Yes
0	No

## Group III:

8	Yes
1	No

## Group IV:

21	Yes
11	No

## Group V:

29	Yes
3	No

2b. Was the club helpful to your career decision?

## Group I:

17	Yes
7	No

## Group II:

5	Yes
5	No

## Group III:

8	Yes
0	No

## Group IV:

14 Yes  
7 No

## Group V:

24 Yes  
5 No

## 3. What other group activities related to nursing did your high school offer?

(Responses to this item were categorized; samples of the responses are quoted in Chapter III.)

## Group I:

51 no response  
4 did not apply  
21 none  
11 volunteer work  
2 Future Medical Workers' Club  
1 Red Cross courses

## Group II:

8 no response  
20 none  
2 field trips to hospitals  
3 volunteer work  
1 Red Cross courses

## Group III:

12 no response  
20 none  
2 field trips to hospitals  
1 volunteer work  
1 Science Club  
4 Red Cross courses

## Group IV:

14 no response  
3 did not apply  
49 none  
13 volunteer work  
2 occupational reports  
3 Red Cross courses

## Group V:

20 no response  
 2 did not apply  
 43 none  
 1 field trips to hospitals  
 8 volunteer work  
 2 Future Medical Workers' Club  
 1 Science Club

4. In your opinion, did your high school offer enough group counseling opportunities regarding nursing?

## Group I:

13 Yes  
 71 No

## Group II:

3 Yes  
 30 No

## Group III:

9 Yes  
 28 No

## Group IV:

22 Yes  
 55 No

## Group V:

14 Yes  
 61 No

5. What other group activities, regarding nursing, would you like to have had in your high school?  
 (Responses to this item were categorized; samples of the responses are quoted in Chapter III.)

## Group I:

21 no response  
 4 did not apply  
 6 none  
 1 more active Future Nurses' Club

20 a Future Nurses' Club  
 3 Careers Day  
 16 more group discussion  
 10 volunteer opportunities  
 9 field trips to hospitals

Group II:

12 no response  
 3 did not apply  
 2 none  
 2 more active Future Nurses' Club  
 4 a Future Nurses' Club  
 3 Careers Day  
 5 more group discussion  
 2 volunteer opportunities  
 1 field trips to hospitals

Group III:

12 no response  
 1 none  
 1 more active Future Nurses' Club  
 20 a Future Nurses' Club  
 3 Careers Day  
 7 more group discussion  
 2 volunteer opportunities  
 1 field trips to hospitals

Group IV:

30 no response  
 5 did not apply  
 22 a Future Nurses' Club  
 9 Careers Day  
 3 more group discussion  
 8 volunteer opportunities  
 7 field trips to hospitals

Group V:

15 no response  
 1 did not apply  
 8 none  
 3 more active Future Nurses' Club  
 22 a Future Nurses' Club  
 17 Careers Day  
 2 more group discussion  
 1 volunteer opportunities  
 8 field trips to hospitals

## C. Individual Counseling:

1. Was individual counseling, in high school, helpful to you in making your career decision?

## Group I:

33 Yes  
45 No

## Group II:

12 Yes  
21 No

## Group III:

20 Yes  
19 No

## Group IV:

33 Yes  
41 No

## Group V:

27 Yes  
47 No

2. Did your high school counselor encourage you in your decision of nursing as a career?

## Group I:

39 Yes  
34 No

## Group II:

14 Yes  
15 No

## Group III:

25 Yes  
15 No

## Group IV:

48 Yes  
24 No

Group V:

45 Yes  
26 No

2a. If No, what reasons were given?  
(Responses to this item were categorized; samples of the responses are quoted in Chapter III.)

Group I:

6 no response  
3 no counselor  
10 counseling wasn't sought  
2 grades low in related subjects  
9 no reason--inadequate counseling  
2 students' indecision  
2 not enough challenge

Group II:

3 no response  
4 no counselor  
2 counseling wasn't sought  
1 teaching was encouraged  
3 grades low in related subjects  
2 no reason--inadequate counseling

Group III:

5 no response  
6 counseling wasn't sought  
1 emphasis on college  
2 grades low in related subjects  
1 no reason--inadequate counseling

Group IV:

2 no response  
2 no counselor  
10 counseling wasn't sought  
5 emphasis on college  
2 teaching was encouraged  
3 no reason--inadequate counseling

## Group V:

2	no response
1	no counselor
2	counseling wasn't sought
5	emphasis was on college
9	teaching was encouraged
2	grades low in related subjects
5	no reason--inadequate counseling

3. In your opinion, did your high school offer you enough individual counseling regarding nursing?

## Group I:

20	Yes
55	No

## Group II:

6	Yes
25	No

## Group III:

15	Yes
25	No

## Group IV:

35	Yes
39	No

## Group V:

18	Yes
43	No

AN ABSTRACT OF THE THESIS OF

Elaine Teutsch for the Master of Science in Nursing

Date of receiving this degree: June 10, 1965

Title: The Guidance Experiences Which Influenced Career  
Decision in a Select Group of Student Nurses

Approved: \_\_\_\_\_

(Associate Professor in Charge of Thesis)

### The Problem

This study was concerned with the guidance experiences of student nurses in making their career decision, during their secondary school years. The study was undertaken to identify student opinions of the most effective sources of information on nursing and to determine student opinions on the nature of their high school guidance services regarding their career decision in nursing.

### Description of Procedure

A questionnaire was developed, validated and administered to 325 student nurses in the first year of the nursing program in five schools of nursing in the state of Oregon in the spring of 1965.

The responses to the structured items in the questionnaire were tabulated according to enrollment and jurisdiction of the high school attended. They were presented for comparison expressed in percentages.

The responses to the unstructured items in the questionnaire were categorized and tabulated according to the frequency of the responses.

### Summary of Results

The findings based on the responses to the questionnaire were:

1. The median age of career decision was 16 years.
2. Seventy-one per cent of the students received guid-

ance in high school regarding nursing as a career.

3. Professional nurses, family, friends and physicians were considered the most influential individual sources of information about nursing.
4. Informational media and information obtained on their own were considered the most influential of other sources of information about nursing. Forty per cent rated experience as large or maximum influence on career decision.
5. More adequate informational materials on nursing were needed.
6. Additional group counseling regarding nursing would have been helpful.
7. More informed individual counseling in making a decision for a career in nursing was needed.
8. The enrollment and jurisdiction of the high school attended had little effect on the nature of the guidance services.

On the basis of the data collected from the participants of this study no generalizations can be drawn. The findings do indicate that:

1. High school guidance regarding career decision in nursing and recruitment programs for prospective student nurses needs to be initiated early in the secondary school years and continued longer.

2. Professional nurses, physicians and lay persons, who may be influential in career decision of prospective student nurses, need to be informed of the current requirements and qualifications necessary for a career in nursing.
3. Informational materials could be used to a fuller extent by those promoting a career in nursing.
4. More effort could be made to gear nursing informational materials to the needs of prospective students.
5. Group counseling activities could include more specific information on all levels of nursing.
6. Counselors' lack of encouragement in the students' choice of nursing as a career, usually reflected a lack of knowledge of nursing on the counselor's part or unrealistic expectations of counseling on the student's part.
7. The nature of the high school guidance services did not appear to be affected by the enrollment or the jurisdiction of the high school.
8. Student nurses have specific ideas on the effectiveness of high school counseling and on recruitment programs.

Based on the findings and conclusions of this study the following recommendations for further study were made:

1. That this study be repeated using the same tool as an interview guide, in order that misunderstandings can be clarified at the time the interview is conducted. Use of an interview rather than a questionnaire might well elicit information not revealed in the present study.
2. That a comprehensive survey be made of student needs and expectations in nursing informational materials and compared with the informational materials that are available.
3. That a study be undertaken to determine the academic and experience background of students who say counseling is inadequate compared to students who say counseling is adequate.
4. That a study be made of career information parents want for use in assisting prospective student nurses to make a wise choice of the type of program that best fits their needs and circumstances.

Typing by  
Lois E. Pierce