

1958

A comparison study of satisfactions and dissatisfactions between student and graduate nurses

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Kumpan, H. A.
1958

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A COMPARISON STUDY OF SATISFACTIONS
AND DISSATISFACTIONS BETWEEN STUDENT
AND GRADUATE NURSES

Submitted by

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(B.S. N.Ed., Boston University School of Nursing, 1950)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1958

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CHAPTER I
INTRODUCTION

Nursing and teaching have historically been two of the few professions open to women. That day has long gone. As other professions and fields have opened to women, nursing and teaching no longer hold this unique position.

Not only has nursing been one of the few professions open to women in the past, but it has also been one that is involved in many controversies in regard to the satisfactions and dissatisfactions it has to offer as a life's work. Such negative aspects as long hours of work, low salaries, difficult and unpleasant work, and the traditional aspect that nurses are servants have deterred many a young woman from entering this field. In spite of these negative aspects many women do enter and continue to enter this profession. Nursing the sick, alleviating human suffering and contributing to the work of the world are some of the deepest sources of satisfactions for nurses, but they are satisfactions that are more often felt than verbalized.

In order to meet the growing needs of society, nursing must make every effort to attract interested and motivated young women into the field. To do this the profession must offer to its potential candidates and to those who are already

in the field opportunities for a satisfying life. One modern writer states: "The nursing profession has long recognized the need for making nursing careers attractive. It has seen the need for sound and practical personnel policies as an integral part of job attraction and has taken positive strides in promoting them."^{1/}

The national attrition rate for schools of nursing is 33 per cent. It is the belief of this writer that if the attrition rate could be reduced by 10 or 15 per cent and as many of these young women who have already been attracted to nursing retained, then the number of nurses available to society would be increased by several thousand each year. The causes of withdrawal from schools of nursing are many and varied, marriage being the chief reason. In the school of nursing that is being studied, from the year 1951 to 1954 one and one-half per cent of the withdrawals were due to dissatisfaction in nursing and three and one-half per cent due to an inability to adjust to nursing.^{2/} Brayfield^{3/} states that: "it is impossible to separate occupational adjustment from general life adjustment or occupational satisfaction

^{1/}Charles B. Frasher, "What Makes a Nursing Job Attractive?" Nursing Outlook (September, 1953), Vol. 1, No. 9, p. 511.

^{2/}Annual Report of Hospital School of Nursing, Boston, Mass., 1954, p. 30.

^{3/}Arthur Brayfield, Richard V. Wells, and Marvin Strate, "Interrelations Among Measures of Job Satisfaction and General Satisfaction," Journal of Applied Psychology (August, 1957), Vol. 41, No. 4, p. 201.

from satisfaction with life; both are indications of the person in the world." Going on this assumption, one could say that five per cent of the withdrawals from this school from 1951 to 1954 were associated with dissatisfaction in nursing. If the national attrition rate, or even this school's rate could be reduced five per cent by identifying what the sources of dissatisfactions and maladjustments were, then the number of nurses available to society would be increased.

Statement of the Problem

The present study was undertaken in an effort to compare the sources of satisfactions and dissatisfactions of student and graduate nurses, based on the assumption that the foundations for these satisfactions and dissatisfactions are laid during the student years. Specifically, answers to the following two questions are sought:

1. Are the sources of satisfactions or dissatisfactions the same for graduate nurses as for student nurses?
2. If the sources of satisfactions and dissatisfactions are not the same, in what areas do they differ?

Scope and Limitations

The study is based on a questionnaire which covers six categories of sources of satisfactions and dissatisfactions. These six categories are: (1) interests and nurse patient relationships; (2) nature of work-abilities and preparation;

(3) interpersonal relationships; (4) hours of work; (5) educational opportunities; and (6) administration of the unit. There were no items based on personnel policies or fringe benefits because student nurses are not governed by the same policies as graduate nurses. Likewise, there were no items based on the administration of the nursing service or the nursing school. Such other factors as family status, socio-economic background, and general adjustment of the individual were not considered although these are factors that contribute to differentiating between satisfied and dissatisfied groups.

The study was done on a group of 68 student nurses and 52 graduate nurses in one general hospital in the Boston Metropolitan area. The findings in this study pertain solely to the participants involved and may not be applicable to student and graduate staff nurses generally or in other geographic areas.

Need for the Study

Faculty members of schools of nursing have often noted that student nurses gradually lose their enthusiasm and motivation for nursing and by the time of graduation are too frequently a dissatisfied or disillusioned group of young women. It is the writer's belief that if some of the sources of dissatisfactions could be identified in the nursing student, then nursing educators could: (1) work toward reducing or eliminating some of these dissatisfactions; (2) develop

positive attitudes in students by helping them to understand the reasons for their dissatisfaction. Similarly, if the sources of satisfactions can be identified and properly stressed without becoming too idealistic, then it may be possible to graduate a nurse with good attitudes who is able to derive satisfactions from her work.

No previous studies were found in which an effort had been made to compare the sources of satisfactions and dissatisfactions of student nurses to graduate nurses.

Sequence of Presentation

Chapter II deals with the review of literature and previous pertinent studies, and a statement of the hypothesis. Chapter III is concerned with the methodology. The findings and an analysis of the data obtained are presented in Chapter IV. The final chapter, Chapter V, contains the summary, conclusions, implications, and recommendations.

CHAPTER II
PREVIOUS PERTINENT STUDIES

Some of the most intensive studies of job satisfaction and factors associated with it were made by Robert Hoppock.^{1/} In his study of job satisfaction, he reviewed 32 investigations having some bearing on the extent of dissatisfaction among workers. In summarizing these investigations, he found that: "Twenty-one of 32 studies showed less than one-third of the workers were dissatisfied."^{2/} Six major factors which Hoppock felt were related to job satisfaction among teachers and employed and unemployed adults were:

1. The way an individual reacts to unpleasant situations
2. The facility with which he adjusts himself to other persons
3. His relative status in the social and economic group with which he identifies himself
4. The nature of the work in relation to the abilities, interests and preparation of the worker
5. Security
6. Loyalty.^{3/}

^{1/}Robert Hoppock, Job Satisfaction, Harper Brothers, New York, 1935.

^{2/}Ibid., p. 214.

^{3/}Epilogue.

He believes that:

"A genuine sense of loyalty, divorced from all thought of duty, indulged in because one enjoys the service, enables a man to endure with amazing indifference, even with pleasure, hardships far beyond anything the average worker encounters from day to day."^{1/}

Frasher believes that it is just this kind of spirit that has hindered nursing, when he says:

"The slow progress in creating and demanding adequate working conditions and sound personnel practices is due in part to the spirit which nurses attach to their work. Nurses have, and always will, put the patient and his welfare at the forefront of their efforts."^{2/}

One of the first studies in regard to the general staff nurse was conducted by the American Nurses Association in 1936 and reported in the American Journal of Nursing.^{3/} The group of 2370 staff nurses studied were from various age groups, with long and short experiences in various size hospitals in 18 states. This study pointed out that general staff nursing is satisfying work in spite of the fact that some of the conditions under which these nurses work could be improved. Four-fifths of 2100 nurses replied "yes" to the question as to whether they were satisfied with institutional nursing. Those who stated they were dissatisfied with their work as general staff nurses gave:

^{1/}Robert Hoppock, op. cit., p. 283.

^{2/}Charles B. Frasher, loc. cit.

^{3/}"The General Staff Nurse: A Study of General Staff Nurses in 18 States," The American Journal of Nursing (November, 1938), American Nurses Association, Number 11, pp. 1221-1229.

"Pay too small"
 "Hours too long"
 "No opportunity for advancement"^{1/}

as their main reasons. Other dissatisfactions included:

"Work too heavy"
 "Uncertainty of hours of work"
 "General staff nurses treated as student nurses."^{2/}

Although most of the nurses planned to remain in institutional nursing, 23 per cent of the total stated they were planning to prepare for other types of nursing. Recommendations growing out of this study were that salary scales should be evolved in accordance with a long range plan; health programs should be established and personnel policies liberalized to the extent that turnover would be reduced and a satisfied and more efficient personnel would result.

Nahm^{3/} conducted a study to discover the extent of satisfaction among nurses and the factors associated with it. This study was made during 1938-1939 at the University of Minnesota with 100 private duty, 100 institutional and 75 public health nurses participating. The group was studied with regard to the extent of nursing satisfaction or dissatisfaction, in an attempt to determine whether or not there is a relationship between nursing school and job satisfaction.

^{1/}"The General Staff Nurse: A Study of General Staff Nurses in 18 States," op. cit., p. 1226.

^{2/}Loc. cit.

^{3/}Helen Nahm, "Job Satisfaction in Nursing," American Journal of Nursing (December, 1940), Vol. 40, No. 12, pp. 1389-1392.

One of the interesting findings which emerged from the study was that nurses, as a group, have a high degree of satisfaction in their work. Ninety-eight per cent had satisfactory attitudes toward their occupation, and 78 per cent liked their work. Twenty-one per cent were indifferent to their work and one per cent actually disliked their jobs. These statistics led to the conclusion that: "We have not yet attained an ultimate degree of satisfaction in nursing."^{1/}

Other pertinent data obtained from this study indicated that 35 per cent entered nursing because of the opportunity to serve humanity and that this desire seemed to be important in determining satisfactions. Those who entered nursing because it offered a cheaper method of education fell into the dissatisfied group. Although education did not seem to be of importance in considering factors associated with satisfaction in nursing, graduates of one university school of nursing were better satisfied than the graduates of other schools in the same state; concluding that a nurse who likes her nursing school experience will probably like her work after graduation, and her attitudes toward nursing as an occupation will be satisfactory. In this study, as well as in current research,^{2/} the degree of satisfaction or dissatisfaction appeared to be closely associated with general

^{1/}Helen Nahm, op. cit., p. 1390.

^{2/}"Job Satisfaction Researches of 1953," Personnel and Guidance Journal (September, 1954), Vol. 33, pp. 26-29.

adjustment and the ability to maintain satisfactory human relationships. It was estimated that on the basis of this study, 60 per cent of the nurses had a high degree of satisfaction, 20 per cent were dissatisfied, and another 20 per cent, while not definitely dissatisfied, have failed to obtain optimum occupational adjustment. Some of the factors differentiating satisfied and dissatisfied groups of nurses were:

Interest in work

General adjustment of the individual

Relationships with superior officers

Hours of work

Income

Opportunities to advance and attain ambitions.^{1/}

Miss Nahm concluded her study with the following, perhaps somewhat idealistic, statement:

"From this study, however, we believe that when schools of nursing admit only interested, at least comparatively well adjusted individuals with special aptitudes necessary for success in nursing, and educate those individuals to the end that they will be not only technically and intellectually well prepared, but as well or better adjusted and as interested in nursing at graduation as they were at the time of admission, that nurses as a group will be happier people with a higher degree of satisfaction in their work than they have at the present time; that personnel problems will largely disappear; and that service rendered to society will be vastly improved."^{2/}

^{1/}Helen Nahm, op. cit., p. 1392.

^{2/}Helen Nahm, loc. cit., p. 1392.

Three other studies were conducted by Nahm^{1/ 2/} in 1944, 1947 and 1949, with student nurses. The first study consisted of 428 senior students in 12 schools of nursing in Minnesota. Findings of this study showed that 85.6 per cent of the students either liked or were enthusiastic about nursing, 13 per cent were indifferent and only 1.4 per cent disliked it. Factors that were associated with satisfaction were a liking for bedside care of patients; kinds of relationships that were established with faculty members, head nurses, doctors, and others; opportunities to help plan work and use their initiative, and to earn adequate salaries after graduation. Dissatisfied seniors were more likely to complain of chronic fatigue and to feel that classes were dull and boring.

The second study done in 1947 consisted of 52 freshman, 62 juniors and 70 seniors enrolled in the Duke University School of Nursing. This study suggested that there is a sharp decrease in satisfaction with nursing as students progress from the freshman to the junior year. The freshman students were still a highly motivated and enthusiastic group at the end of 9 months in the school of nursing, whereas the juniors and seniors showed evidences of tension and frustration. Conclusions drawn from this study suggest that the sources of dissatisfaction and disillusionment of the

1/Helen Nahm, "Satisfaction with Nursing," Journal of Applied Psychology (August, 1948), Vol. 32, No. 4, pp. 335-343.

2/Helen Nahm, "A Follow-Up Study on Satisfactions with Nursing," Journal of Applied Psychology (October, 1950), Vol. 34, pp. 343-346.

graduate nurse may be traced to the experiences which that nurse has had as a student in a school of nursing.

A follow-up study conducted on the above students showed that there was a significant decrease in satisfaction from the first to the second year without corresponding increase from the second to the third year, indicating that once a student has lost her initial enthusiasm for nursing, it is not easily regained. Other responses indicated that students become less idealistic and more realistic as they progress through the school.

A more recent study sponsored by the Ohio State Nurses Association was reported in Nursing Research.^{1/} One of the objectives of this study was to identify "the social and organizational factors significantly related to efficiency and job satisfaction of nurses."^{2/} Both student and graduate nurses were questioned and interviewed. Nurses were less verbal in their responses to questions about satisfactions than they were in regard to dissatisfactions. The sources of satisfaction stemmed from their relationships with patients and the sources of dissatisfaction very frequently involved some aspect of their relationship with co-workers. Similarly in a study done by LaVey^{3/} with graduate nurses, 161 incidents

^{1/}Robert P. Bullock, "Position, Function and Job Satisfaction of Nurses in the Social System of a Modern Hospital," Nursing Research (June, 1953), Vol. 2, No. 1, pp. 4-14.

^{2/}Ibid., p. 4.

^{3/}Helen LaVey, "A Study to Determine the Sources of Satisfactions and Dissatisfactions Among Staff Nurses," Unpublished Thesis, Boston University School of Nursing, June, 1957.

which gave satisfaction were recorded and 196 incidents were reported to cause dissatisfaction. Approximately 25 per cent of all satisfactory incidents fell into the realm of patient care, and 33 per cent of the incidents expressed satisfactory interpersonal relations. On the dissatisfying side, 28 per cent of the incidents related to patient care and 21 per cent to poor interpersonal relations.

A year-long study was conducted at the Hartford Hospital in Hartford, Connecticut to determine what nurses like and dislike about their jobs.^{1/} It was found that for the most part nurses were happy in their interpersonal and inter-departmental relationships and that they are able to give good nursing care even though their work load is heavy. Senior students who were asked to answer the questionnaire as if they were new graduates showed a decided lack of understanding of the nursing service problems. This lack of understanding could contribute to dissatisfactions, hence better orientation was recommended to help in the transition from student to graduate nurse.

From the foregoing studies it may be assumed that nurses do find satisfactions in their work but that there are also many dissatisfying conditions. It behooves nurses both individually and collectively to continuously work toward the improvement of working conditions which will make it easier

1/"What Nurses Like and Dislike About Their Jobs," The Modern Hospital (December, 1957), Vol. 89, No. 6, pp. 53-58.

and more desirable to practice nursing.

The hypothesis for this study is that the sources of satisfaction and dissatisfaction for graduate staff nurses and student nurses are the same.

The succeeding chapter will describe the setting and the method used to collect the data.

CHAPTER III

METHODOLOGY

Description of the Setting

The study was conducted in one of the leading general hospitals in Metropolitan Boston. It operates an approved school of nursing with 140 enrolled students and employs approximately 113 general staff nurses. The hospital and personnel are research oriented and many studies are continually in progress.

The participants in the study consisted of 18 senior, 50 junior, and 52 graduate nurses who functioned in 14 patient areas. The patient areas included the male and female private, semi-private and ward units; the post partum obstetric unit; and the pediatric unit. At the time of the study, freshman students were not assigned to the patient areas on a full time basis and it was felt that their experience was too limited to contribute to the study. Sixty-eight questionnaires were given to the graduate nurses, which constituted 60 per cent of the staff nurse population. Graduate staff nurses in such areas as the operating room and out patient department did not participate in the study.

Description of the Method

Data were obtained from the student and graduate nurses

through the use of the questionnaire. Through pre-planning with the educational director and clinical instructor, the students were approached in a group. They all seemed willing to participate and several students inquired whether anything would be done about their dissatisfactions as a result of this study. The graduates were contacted for the study with the cooperation of each head nurse. The purpose of the study was explained to her by the writer and a questionnaire left for each member of her staff. In addition, a notice was placed in the nursing log to inform any nurses who were off duty to inquire about the questionnaire. The log is part of another research study being conducted in this hospital on communications. The completed questionnaires were to be returned to the writer in a self addressed envelope through the hospital messenger service. At the end of the week, 58 per cent of the questionnaires had been returned. The writer then contacted each head nurse in areas that had not returned the questionnaires and an additional week was given to have them returned.

At the end of the second week, 76 per cent of the questionnaires given out to graduate nurses had been returned. The questionnaire was used to reach a maximum number of graduate and student nurses. It was kept anonymous in the hope that each nurse would answer the questions with honesty.

The questionnaire consisted of 72 items covering six major categories of sources of satisfactions and dis-

satisfactions. These six categories were chosen because (1) they were common to both student and graduate nurses; (2) they were areas which other studies have shown to be sources of satisfactions and dissatisfactions; and (3) from the experience of the writer these were areas that student and graduate nurses verbalized as being some of the sources of satisfactions and dissatisfactions in their work. Each item was coded to fit one of these six categories.

Before administration of the questionnaire to the student and graduate nurses, it was submitted to a jury of five experts for evaluation.^{1/} The jury consisted of two assistant directors of nursing service who have had teaching experience, one educational director, one administrative supervisor and one clinical instructor. They were asked to evaluate the questionnaire on the following points:

1. Categories

- a. Are the categories typical of areas of satisfaction and dissatisfaction of student and graduate nurses?
- b. Would you add additional categories? If so, what categories would you add?

2. Items

- a. Do the items fit the category?
- b. Additions or deletions of items.
- c. Are the items typical of the sources of satisfaction and dissatisfaction of student and graduate nurses?

The suggested revisions were made and the questionnaire was presented in its final form.^{2/}

^{1/}Appendix A.

^{2/}Appendix B.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

This chapter is concerned with the presentation and analysis of the data in respect to the level of agreement between the student and graduate nurses on the various items in each category. The number of student and graduate nurses who agreed, disagreed or were undecided regarding each item was totalled. The items were then grouped into their respective categories and the totals were converted into percentages. In Tables 1, 2, 3, 4, 5, 6 a high level of agreement on each item will be represented by 75 per cent or more. A low level of agreement on each item will be represented by 25 per cent or less. Major discrepancies in agreement of graduate and student nurses will also be shown.

Table 1 shows there is a high level of agreement for both graduate and student nurses on items 1, 13, 21 and 25. There is a high level of agreement for graduate nurses only on items 1, 13, 21, 25 and 47. There is a high level of agreement for student nurses only on items 1, 7, 13, 21 and 25. Item 40 is the only item on which there is a low level of agreement for both graduate and student nurses, as well as for graduate nurses only and student nurses only. The most notable discrepancies of agreement between graduate and

student nurses occur on items 21 and 66 where the discrepancies are 19 per cent and 28 per cent respectively.

In this category, student and graduate nurses have unanimity of agreement on five items. Notable discrepancies occur only on two items. Graduate nurses and student nurses each have a high level of agreement on one additional item than both graduate and student nurses.

*
Table 1. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category A, Interests and Nurse Patient Relationships

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	My work gives me an opportunity to help others which I enjoy.....	100			100		
7	Most patients appreciate what I do for them.....	73	15	12	84	9	7
13	I like taking care of sick people.....	88	6	6	96		4
21	I like the unit on which I am working.....	100			81	16	3
25	I derive satisfaction from seeing a dangerously ill patient recover and go home.....	100			97	1.5	1.5
35	I enjoy taking care of old patients.....	50	29	21	48	37	15
40	I prefer taking care of female patients.....	12	73	15	6	87	7
47	I prefer taking care of male patients.....	79	13	8	63	35	2
49	I am happier giving bedside nursing care than performing other nursing functions.....	44	29	27	41	38	21
66	I get bored giving baths and making beds every day	35	46	19	62	26	12

*In Tables 1, 2, 3, 4, 5, 6 N is equal to 52 graduate nurses and 68 student nurses.

Table 2 shows there is a high level of agreement for both graduate and student nurses on one item only, item 19. Graduate nurses show a high level of agreement on items 19, 41 and 50. There is a high level of agreement for student nurses only on items 8, 19 and 26. There is a low level of agreement for both graduate and student nurses on items 58 and 63. There is a low level of agreement for graduate nurses only on items 34, 48, 58, 62, 63 and 69. There is a low level of agreement for student nurses only on items 58 and 63. The most notable discrepancies of agreement between graduate and student nurses occur on items 3, 26, 34, 62 and 69. The percentage discrepancies for these items are 28, 22, 26, 36 and 32 per cent respectively.

Of all the items in this category, student and graduate nurses have unanimity of agreement on only three items. Notable discrepancies of agreement occur on five items. Graduate nurses only and student nurses only each have two additional items where there is a high level of agreement when compared to the number of items with unanimity of agreement of both graduate and student nurses. Graduate nurses only have a low level of agreement on four additional items than both graduate and student nurses and student nurses only.

Table 2. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category B, Nature of Work, Abilities and Preparation

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
3	Heavy assignments prevent me from giving good nursing care.....	38	58	4	66	34	
8	I am able to carry out nursing procedures as they are taught.....	73	21	6	78	15	7
15	I usually feel satisfied when I go off duty.....	69	19	12	51	34	15
19	I can usually give what I consider adequate care to my patients.....	83	17		79	18	3
26	I am challenged in my work.....	59	33	8	81	12	7
34	I find it difficult to direct the ancillary personnel.....	11	79	10	37	54	9
41	I am well prepared for the work I must do.....	86	4	10	71	16	13
48	I feel inadequate in dealing with patients or co-workers who are a problem to me.....	15	75	10	32	60	8
50	My assignment is geared to the level of my abilities.....	77	10	13	65	25	10
58	I am expected to give nursing care beyond my experience.....	4	92	4	9	84	7
62	My daily assignment is not varied enough.....	11	79	10	47	49	4
63	More responsibility is given to me than I am capable of assuming.....	2	94	4	6	88	6
67	I feel I can assume more responsibility than is given me.....	48	23	29	43	34	23
69	There are too many pressures in my work.....	9	83	8	41	47	12

Table 3 shows there is a high level of agreement for both graduate and student nurses on one item only, item 39. There is a high level of agreement for graduate nurses only on items 39, 51 and 55. There is a high level of agreement for student nurses on item 39 only. There is a low level of agreement for both graduate and student nurses on items 10, 14, 20, 27, 33 and 46. There is a low level of agreement for graduate nurses only on items 2, 10, 14, 20, 27, 33, 46 and 71. There is a low level of agreement for student nurses only on items 10, 14, 20, 27, 33 and 46. The most notable discrepancies, that of 35, 27, 54, 25 and 22 per cent, occur on items 2, 51, 55, 65 and 71 respectively.

Of all the items in this category, student nurses and graduate nurses have unanimity of agreement on seven items. There is a notable discrepancy of agreement on five items. Graduate nurses only have a high level of agreement on two additional items than both graduate and student nurses and student nurses only. Graduate nurses also have a lower level of agreement on two additional items than both graduate and student nurses and student nurses only.

Table 3. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category C, Interpersonal Relationships

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2	I do not know all the personnel with whom I work.....	19	81		54	44	2
10	There is no spirit of teamwork among the personnel.....	10	86	4	24	66	10
14	My supervisor expects too much of me.....	6	86	8	6	88	6
20	There is no one to whom I can take my problems..	6	92	2	16	79	5
27	I am afraid of my supervisor.....	2	94	4	8	85	7
33	I dislike the people with whom I work.....	2	98		6	90	4
39	My head nurse treats me fairly.....	94	4	2	81	13	6
46	I am afraid of my head nurse.....	9	96		4	94	2
51	I am treated as an individual by my head nurse and supervisor.....	90	2	8	63	25	12
55	I feel free to talk over my problems with the head nurse or supervisor	90	2	8	37	57	6
60	I feel my work is appreciated.....	73	10	17	56	28	16
65	The supervisor or head nurse gives credit and praise for good nursing care.....	62	13	25	37	56	7
71	My suggestions or complaints are ignored.....	6	79	15	28	54	18

Table 4 shows there is a high level of agreement for both graduate and student nurses on only one item, item nine. There is a high level of agreement for graduate nurses only on items 9, 16, 28, 32 and 42. There is a high level of agreement for student nurses only on items 9 and 45. There is a low level of agreement for both graduate and student nurses on item 59. There is a low level of agreement for graduate nurses only on items 6, 22 and 59. There is a low level of agreement for student nurses only on item 59. The most notable discrepancies of agreement occur on items 6, 16, 32, 36, 45, 52 and 56. The discrepancies for these items are 28, 26, 23, 34, 30, 27 and 24 per cent respectively.

Of all the items in this category, both student and graduate nurses have unanimity of agreement on only two items. Notable discrepancies of agreement were found on seven items. Graduate nurses only have a high level of agreement on four additional items than both graduate and student nurses and student nurses only. Graduate nurses also have a low level of agreement on two additional items than both graduate and student nurses and student nurses only.

Table 4. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category D, Hours of Work

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
6	My hours are frequently changed with little or no advanced notice.....	10	90		38	60	2
9	My time requests are usually honored.....	92	2	6	79	12	9
16	I am able to do the things I like with my present working hours....	77	19	4	51	43	6
22	My working hours prevent me from enjoying many things I would like to do	25	69	6	35	63	2
28	My working hours are satisfactory.....	79	15	6	63	28	9
32	The head nurse is fair in making out the time.....	94	2	4	71	25	4
36	If I work overtime the time is made up to me....	66	17	17	32	65	3
45	I would be satisfied to have one weekend off in three.....	63	29	8	93	7	
52	The method of planning evening and night duty is satisfactory.....	73	14	13	45	43	12
56	I would prefer working four consecutive evenings in a two week period than two evenings each week...	48	29	23	72	25	3
59	I prefer working split time such as 7-11:30 AM and 3-7 PM than a straight time such as 10 AM-7 PM.....	13	79	8	19	74	7
42	I usually get off duty on time.....	79	13	8	63	35	2

Table 5 shows there is a high level of agreement for both graduate and student nurses on items 18 and 31. There is a high level of agreement for graduate nurses only on items 18 and 31. There is a high level of agreement for student nurses only on items 5, 11, 18 and 31. There is a low level of agreement for both graduate and student nurses on item 38. There is a low level of agreement for graduate nurses only on item 38. There is a low level of agreement for student nurses only on items 38 and 43. The most notable discrepancies of agreement between graduate and student nurses occur on items 5, 18 and 43 where the discrepancies are 17 and 28 per cent respectively.

Of all the items in this category, both graduate and student nurses have unanimity of agreement on only three items. Notable discrepancies of agreement were found on only three items. Student nurses have a high level of agreement on two additional items than both the graduate and student nurses and graduate nurses only. Student nurses also have a lower level of agreement on one additional item than both graduate and student nurses and graduate nurses only.

Table 5. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category E, Educational Opportunities

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5	New learning experiences are provided for me.....	67	23	10	84	12	4
11	There are sufficient sources on the unit from which I may obtain knowledge.....	71	23	6	75	23	2
18	I feel free to ask questions in order to increase my nursing knowledge.....	98	2		81	16	3
23	There is opportunity to read patients' charts and to discuss patients with the doctor.....	56	34	10	43	53	4
29	Time is allowed to attend clinics, rounds, conferences or staff meetings..	37	46	17	37	59	4
31	I welcome evaluation reports either verbal or written because they are helpful to my professional growth.....	77	4	19	82	16	2
38	Evaluation reports are usually negative and are more destructive than constructive.....	6	52	42	22	65	13
43	I would rather not attend a clinic or lecture if it means getting off duty late.....	44	39	17	16	82	2
53	I would rather take care of patients than attend a clinic or lecture.....	29	38	33	29	55	16

Table 6 shows there is a high level of agreement for both graduate and student nurses on items 17 and 54. There is a high level of agreement for graduate nurses only on items 4, 17, 37, 54 and 68. Student nurses show a high level of agreement on items 17 and 54. There is a low level of agreement for both graduate and student nurses on items 12 and 30. There is a low level of agreement for graduate nurses only on items 12, 30, 70 and 72. There is a low level of agreement for student nurses only on items 12, 30 and 68. The most notable discrepancies of agreement occur on items 4, 61, 64, 68, 70 and 72. The discrepancies for these items are 46, 40, 29, 52, 25 and 23 per cent respectively.

Of all the items in this category, both student and graduate nurses have unanimity of agreement on four items. Notable discrepancies of agreement occur on six items. Graduate nurses show a high level of agreement on three additional items than both graduate and student nurses and student nurses only. Graduate nurses also show a low level of agreement on two additional items than both graduate and student nurses and student nurses only. Student nurses show a low level of agreement on one additional item than both graduate and student nurses.

Table 6. The Per Cent of Graduate and Student Nurse Responses to the Individual Items of Category F, Administration

No. of Item	Item	Per Cent of Graduates			Per Cent of Students		
		A-gree	Dis-a-gree	Un-de-cided	A-gree	Dis-a-gree	Un-de-cided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
4	My off duty time is scheduled sufficiently in advance.....	87	13		41	56	3
12	I am often left in charge having received no report or orientation.....	4	94	2	7	90	3
17	The head nurse runs the unit efficiently.....	96	2	2	78	22	
24	The duties of the ancillary personnel are not made clear.....	29	63	8	43	53	4
30	I am assigned to evening or night duty without orientation.....	2	92	6	13	82	5
37	Reports are adequate for efficient functioning....	77	10	13	60	30	10
44	The morning assignments are made out early enough	73	12	15	65	34	1
54	I am able to get the necessary supervision or direction when I need it	90	6	4	76	15	9
57	I must often perform non-nursing functions instead of nursing care.....	48	44	8	66	25	9
61	All the equipment I need to perform efficiently is available.....	69	21	10	30	63	7
64	I am assigned to duties which others with less preparation could perform	33	58	9	62	26	12
68	There is usually sufficient linen.....	75	23	2	23	74	3
70	I feel I am supervised too closely.....	6	92	2	31	63	6
72	I am expected to do things but get no direction or supervision...	8	88	4	31	63	6

Of all the items, graduate and student nurses have a high level of agreement on 11 items. There is a low level of agreement for both graduate and student nurses on 13 items, making a total of 24 items on which there is a high level and a low level of unanimity of agreement. Graduate nurses only have a high level of agreement on 23 items, whereas student nurses only have a high level of agreement on 17 items. Graduate nurses only show a low level of agreement on 23 items. Student nurses only show a low level of agreement on 15 items. Graduate nurses have unanimity of agreement on a total of 46 items. Student nurses have unanimity of agreement on a total of 32 items. When the total number of items with unanimity of agreement of graduate nurses only and student nurses only is compared to the total number of items with unanimity of agreement of items between both graduate and student nurses, student nurses have more unanimity of agreement with both groups than do the graduate nurses. Graduate nurses have higher unanimity of agreement within their own group than they do when compared to both groups and student nurses only. Table 7 shows the level of agreement of the number of items in the six categories between both graduate and student nurses, graduate nurses only and student nurses only.

Table 7. The Level of Agreement of the Number of Items in the Six Categories Between Both Graduate and Student Nurses, Graduate Nurses Only and Student Nurses Only

Category	Number of Items with High Level of Agreement			Number of Items with Low Level of Agreement		
	Graduate and Student Nurses	Graduate Nurses only	Student Nurses only	Graduate and Student Nurses	Graduate Nurses only	Student Nurses only
(1)	(2)	(3)	(4)	(5)	(6)	(7)
A	4	5	5	1	1	1
B	1	3	3	2	6	2
C	1	3	1	6	8	6
D	1	5	2	1	3	1
E	2	2	4	1	1	2
F	2	5	2	2	4	3
Totals	11	23	17	13	23	15

The most notable percentage discrepancies between graduate and student nurses on the various items range between 25 and 29 per cent with four items having a 28 per cent discrepancy. A total of 28 items have notable percentage discrepancies.

Table 8 shows the number of items on which there is unanimity of agreement in the various categories and the number of items on which there is notable percentage discrepancies. There are more items with unanimity of agreement than discrepancy of agreement on category A, nurse-patient relationships, and category C, interpersonal relationships. There are three categories in which there are more items with notable percentage discrepancies than items

Table 8. The Number and Per Cent of Items with Unanimity of Agreement and Notable Percentage Discrepancy of Agreement within each Category of Both Graduate and Student Nurses

Category	Unanimity of Agreement		Percentage Discrepancy of Agreement	
	Number of Items	Per Cent of Items	Number of Items	Per Cent of Items
(1)	(2)	(3)	(4)	(5)
A	5	50	2	20
B	3	22	5	36
C	7	54	5	38
D	2	17	7	58
E	3	33	3	33
F	4	29	6	43
Totals	24		28	

with unanimity of agreement. These are category B, nature of work, abilities and preparation; category D, hours of work; and category F, administration. Category D, hours of work shows the greatest amount of disagreement between graduate and student nurses, having only two items with unanimity of agreement and seven items with notable percentage discrepancies.

CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Summary

This study was undertaken in an effort to compare the sources of satisfactions and dissatisfactions of student and graduate nurses going on the assumption that the foundations for these satisfactions and dissatisfactions are laid during the student years. Specifically, answers to the following two questions were sought:

1. Are the sources of satisfactions or dissatisfactions the same for graduate nurses and for student nurses?
2. If the sources of satisfactions and dissatisfactions are not the same, in what areas do they differ?

The study was done in a leading general hospital in a large metropolitan city. Data for the study were obtained by administering a questionnaire to 52 graduate nurses and 68 student nurses. The questionnaire consisted of 72 items which covered six areas of satisfactions and dissatisfactions common to both graduate and student nurses. The participants were asked to circle the items with which they agreed, disagreed or were undecided. The number of graduate nurses and student nurses who agreed, disagreed or were undecided about

each item was totalled and computed into a percentage. Each item was then analyzed in respect to a high or low level of agreement between both graduate and student nurses, graduate nurses only and student nurses only. A high level of agreement on each item was represented by 75 per cent or more, and a low level of agreement was represented by 25 per cent or less.

CONCLUSIONS

After analysis of the data, the following conclusions have been made:

1. The hypothesis for this study, namely that the sources of satisfactions and dissatisfactions for graduate staff nurses and student nurses are the same, is supported only in part. Of the 72 items on the questionnaire, graduate and student nurses have a high level of agreement on 11 items, a low level of agreement on 13 items, making a total of 24, or one third of the items, on which there is unanimity of agreement. Items on which graduate and student nurses have a high level of agreement are:

<u>No. of Item</u>	<u>Item</u>
1A.....	My work gives me an opportunity to help others, which I enjoy.
13A.....	I like taking care of sick people.
21A.....	I like the unit on which I am working.
25A.....	I derive satisfaction from seeing a dangerously ill patient recover and go home.
19B.....	I can usually give what I consider adequate care to my patients.

- 39C.....My head nurse treats me fairly.
 9D.....My time requests are usually honored.
 18E.....I feel free to ask questions in order
 to increase my nursing knowledge.
 31E.....I welcome evaluation reports either
 verbal or written because they are
 helpful to my professional growth.
 17F.....The head nurse runs the unit efficiently.
 54F.....I am able to get the necessary super-
 vision or direction when I need it.

Items on which graduate and student nurses have a
 low level of agreement are:

<u>No. of Item</u>	<u>Item</u>
40A.....	I prefer taking care of female patients.
58B.....	I am expected to give nursing care be- yond my experience.
63B.....	More responsibility is given to me than I am capable of assuming.
10C.....	There is no spirit of teamwork among the personnel.
14C.....	My supervisor expects too much of me.
20C.....	There is no one to whom I can take my problems.
27C.....	I am afraid of my supervisor.
33C.....	I dislike the people with whom I work.
46C.....	I am afraid of my head nurse.
59D.....	I prefer working split time, such as 7-11:30 AM and 3-7 PM than a straight time such as 10 AM to 7 PM.
38E.....	Evaluation reports are usually negative and are more destructive than constructive.
12F.....	I am often left in charge, having re- ceived no report or orientation.
30F.....	I am assigned to evening or night duty without orientation.

2. Of all the items on the questionnaire, graduate
 nurses have a high level of agreement on 24 items
 and a low level of agreement on 23 items, making
 a total level of agreement on 47 items. Student
 nurses have a high level of agreement on 17 items
 and a low level of agreement on 15 items, making

a total of 32 items on which there is unanimity of agreement. Therefore, it would seem that graduate nurses have more items with which they agree or are satisfied with than student nurses. Additional items on which graduate nurses have a high level of agreement are:

<u>No. of Item</u>	<u>Item</u>
47A.....	I prefer taking care of male patients.
41B.....	I am well prepared for the work I must do.
50B.....	My assignment is geared to the level of my abilities.
51C.....	I am treated as an individual by my head nurse and supervisor.
55A.....	I feel free to talk over my problems with the head nurse or supervisor.
16D.....	I am able to do the things I like with my present working hours.
28D.....	My working hours are satisfactory.
32D.....	The head nurse is fair in making out the time.
42D.....	I usually get off duty on time.
4F.....	My off duty time is scheduled sufficiently in advance.
37F.....	Reports are adequate for efficient functioning.
68F.....	There is usually sufficient linen.

Additional items on which graduate nurses have a low level of agreement are:

<u>No. of item</u>	<u>Item</u>
34B.....	I find it difficult to direct the ancillary personnel.
48B.....	I feel inadequate in dealing with patients or co-workers who are a problem to me.
62B.....	My daily assignment is not varied enough.
69B.....	There are too many pressures in my work.
2C.....	I do not know all the personnel with whom I work.
71C.....	My suggestions or complaints are ignored.

- 6D.....My hours are frequently changed with little or no advanced notice.
 22D.....My working hours prevent me from enjoying many things I would like to do.
 70F.....I feel I am supervised too closely.
 72F.....I am expected to do things but get no direction or supervision.

Additional items on which student nurses have a high level of agreement are:

<u>No. of Item</u>	<u>Item</u>
7A.....	Most patients appreciate what I do for them.
8B.....	I am able to carry out nursing procedures as they are taught.
26B.....	I am challenged in my work.
45D.....	I would be satisfied to have one week-end off in three.
5E.....	New learning experiences are provided for me.
11E.....	There are sufficient sources on the unit from which I may obtain knowledge.

Additional items on which student nurses have a low level of agreement are:

<u>No. of Item</u>	<u>Item</u>
43E.....	I would rather not attend a clinic or lecture if it means getting off duty late.
68F.....	There is usually sufficient linen.

3. Notable discrepancies of agreement between graduate and student nurses occur on 28 items. There is discrepancy of agreement on more items between graduate and student nurses than there is agreement. This further disproves the hypothesis that graduate and student nurses identify the same sources of satisfactions and dissatisfactions in their work. Items of notable discrepancies of agreement between graduate

and student nurses are:

<u>No. of Item</u>	<u>Item</u>
21A.....	I like the unit on which I am working.
66A.....	I get bored giving baths and making beds every day.
3B.....	Heavy assignments prevent me from giving good nursing care.
26B.....	I am challenged in my work.
34B.....	I find it difficult to direct the ancillary personnel.
62B.....	My daily assignment is not varied enough.
69B.....	There are too many pressures in my work.
2C.....	I do not know all the personnel with whom I work.
51C.....	I am treated as an individual by my head nurse and supervisor.
55C.....	I feel free to talk over my problems with the head nurse or supervisor.
65C.....	The supervisor or head nurse gives credit and praise for good nursing care.
71C.....	My suggestions or complaints are ignored.
6D.....	My hours are frequently changed with little or no advanced notice.
16D.....	I am able to do the things I like with my present working hours.
32D.....	The head nurse is fair in making out the time.
36D.....	If I work overtime the time is made up to me.
45D.....	I would be satisfied to have one week-end off in three.
52D.....	The method of planning evening and night duty is satisfactory.
56D.....	I would prefer working four consecutive evenings in a two week period than two evenings each week.
5C.....	New learning experiences are provided for me.
18E.....	I feel free to ask questions in order to increase my nursing knowledge.
43E.....	I would rather not attend a clinic or lecture if it means getting off duty late.
4F.....	My off duty time is scheduled sufficiently in advance.
61F.....	All the equipment I need to perform efficiently is available.
64F.....	I am assigned to duties which others with less preparation could perform.
68F.....	There is usually sufficient linen.

70F.....I feel I am supervised too closely.
72F.....I am expected to do things but get no
direction or supervision.

4. Graduate nurses and student nurses show more unanimity of agreement than discrepancy of agreement in category A, nurse-patient relationships and category C, interpersonal relationships.
5. Graduate nurses and student nurses show more discrepancy of agreement than unanimity of agreement in category B, nature of work, abilities and preparation; category D, hours of work; and category F, administration. In category E, educational opportunities, the number of items with unanimity of agreement and discrepancy of agreement is the same. Thus, graduate nurses and student nurses agree in their sources of satisfactions and dissatisfactions in three areas, and disagree with their sources of satisfactions and dissatisfactions in three areas.

Implications

As in some of the previous studies mentioned in Chapter II, this study also shows that nurses derive their greatest satisfactions from giving nursing care to patients. This is the major area in which they are prepared. Student nurses do not receive formal instruction in supervision of personnel or ward administration, but are called upon to perform these kinds of functions, not only as student nurses but as young graduate nurses. The necessity of performing functions for

which they are not prepared leads to dissatisfaction, discouragement and painful learning experiences.

This study implies that nursing needs people who enjoy giving nursing care and are skilled in the techniques of caring for the sick. The profession also needs people who are educated as supervisors and administrators; people who are able to bring out the best in others for the ultimate good of the patient.

The fact that graduate nurses have unanimity of agreement on 14 additional items than student nurses, and that many of the items with a discrepancy of agreement are favorable to graduate nurses indicates that the graduate nurse is given more consideration than the student nurse. The graduate nurse has a status that the student nurse does not enjoy, which contributes to greater satisfactions in her work. Many of the items with discrepancy of agreement indicate that student nurses receive less consideration as an individual than graduate nurses.

A satisfied nurse is a happy nurse who contributes to the welfare of her patients. Dissatisfactions among nursing personnel can be readily transferred to the patient who acts out these dissatisfactions in his behavior. Perhaps in nursing more than in any other profession, because they are dealing with sick people, nurses need to be satisfied in their work, as well as to derive satisfactions from their work.

Recommendations

On the basis of the findings of the study, the following recommendations are made:

1. That the individual items with notable discrepancies of agreement between graduate and student nurses be further studied to determine the causes of disagreement and thereby make improvements.
2. That the three areas in which graduate and student nurses differ in their sources of satisfactions and dissatisfactions be further investigated.
3. That further research be done in the area of satisfactions and dissatisfactions of student nurses.

APPENDICES

APPENDIX A

Panel of Jurors

Purpose

Your cooperation is desired in completing a study which will attempt to compare the sources of satisfactions and dissatisfactions of student nurses to graduate nurses.

Below are listed 75 items covering five broad categories that can be suggestive of sources of satisfactions and dissatisfactions of student and graduate nurses. Your opinion would be appreciated in regard to the following:

1. Categories

- a. Are these categories typical of the sources of satisfactions and dissatisfactions of student and graduate nurses?
- b. Would you add additional categories? If so, what?

2. Items

- a. Do the items fit the category?
- b. Additions or deletions of items?
- c. Are the items typical of the sources of satisfactions and dissatisfactions of student and graduate nurses?

Code A Nature of Work-Abilities-Interests-Preparation

1. Yes No ? I am unable to practice good nursing care because of heavy assignments.
2. Yes No ? I cannot carry out procedures as they are taught. This frustrates me.
3. Yes No ? My work gives me an opportunity to help others, which I enjoy.
4. Yes No ? I am expected to do things but get no direction or supervision.
5. Yes No ? I am supervised too closely and can not develop initiative.
6. Yes No ? I dislike taking care of female patients.
7. Yes No ? I like taking care of male patients.
8. Yes No ? I like the unit on which I am working.
9. Yes No ? I would prefer working on another unit if I had my choice.
10. Yes No ? I enjoy taking care of old patients.
11. Yes No ? I usually feel satisfied when I go off duty.
12. Yes No ? I frequently wonder if I have done everything after I have gone off duty.
13. Yes No ? I can usually give what I consider adequate care to my patients.
14. Yes No ? I am challenged in my work.
15. Yes No ? Most patients appreciate what I do for them.

Code B Interpersonal Relations

1. Yes No ? I do not know all the personnel with whom I work.
2. Yes No ? There is no spirit of teamwork among the personnel.
3. Yes No ? I am afraid of the supervisor.
4. Yes No ? There is no one to take my problems to.

5. Yes No ? The head nurse is unfair.
6. Yes No ? I dislike the people with whom I work.
7. Yes No ? I like the people with whom I work.
8. Yes No ? My head nurse is fair.
9. Yes No ? I am afraid of my head nurse.
10. Yes No ? My ideas or suggestions are listened to and honored.
11. Yes No ? I am treated as an individual by my superiors.
12. Yes No ? I find it difficult to direct the ancillary personnel.
13. Yes No ? I feel inadequate in dealing with problem patients or co-workers.
14. Yes No ? I feel free to talk over my problems with the head nurse or supervisor.
15. Yes No ? I feel my work is appreciated.

Code C Hours of Work

1. Yes No ? Off duty time is scheduled sufficiently in advance.
2. Yes No ? My hours are frequently changed with little or no advanced notice.
3. Yes No ? Time requests are usually honored.
4. Yes No ? My working hours are ruining my life.
5. Yes No ? I am able to do the things I like with my present working hours.
6. Yes No ? My working hours prevent me from enjoying many things I would like to do.
7. Yes No ? My working hours are satisfactory.
8. Yes No ? The head nurse is fair in making out the time.
9. Yes No ? If I work overtime the time is made up to me.
10. Yes No ? I usually get off duty on time.

Code C (continued)

11. Yes No ? I would be satisfied to have one weekend off in three.
12. Yes No ? The method of planning evening duty and night duty is satisfactory.
13. Yes No ? I would rather work four consecutive evenings in two weeks than two evenings each week.
14. Yes No ? I prefer working split time such as 7-11:30 and 3-7 to straight time such as 10-7.
15. Yes No ? My working hours are such that I am able to live a normal, happy, personal life.

Code D Educational Opportunities

1. Yes No ? New experiences with instruction are provided for me.
2. Yes No ? There are sufficient sources on the unit from which I may obtain knowledge.
3. Yes No ? I feel free to ask questions in order to increase my medical knowledge.
4. Yes No ? There is opportunity to read patients' charts and to discuss patients with the doctor.
5. Yes No ? Time is allowed to attend clinics, rounds, conferences or staff meetings.
6. Yes No ? My assignment is geared to the level of my abilities.
7. Yes No ? I am expected to give nursing care beyond my experience.
8. Yes No ? I welcome evaluation reports either verbal or written because they are helpful to my professional growth.
9. Yes No ? I am assigned duties which others with less preparation could perform.
10. Yes No ? Evaluation reports are usually negative and are more destructive than constructive.

Code D (continued)

11. Yes No ? I would rather not attend a clinic or lecture if it means getting off duty late.
12. Yes No ? I would rather take care of patients than attend a clinic or lecture.
13. Yes No ? I would like to go to clinics, rounds or lectures but do not because there is too much work to do.
14. Yes No ? My daily assignment is not varied enough.
15. Yes No ? I get bored giving baths and making beds every day.

Code E Administration

1. Yes No ? I am often left in charge with no report or orientation.
2. Yes No ? The head nurse runs the unit efficiently.
3. Yes No ? The duties of the ancillary personnel are not made clear.
4. Yes No ? Assigned to evening or night duty without orientation.
5. Yes No ? Reports are adequate for efficient functioning.
6. Yes No ? The morning assignments are made out early enough.
7. Yes No ? My assignment is too heavy to give good nursing care.
8. Yes No ? The supervisor or head nurse gives credit and praise for good nursing care.
9. Yes No ? I am able to get the necessary supervision or direction when I need it.
10. Yes No ? I must often perform non-nursing functions instead of giving nursing care.
11. Yes No ? All the equipment I need to perform efficiently is available.

Code E (continued)

12. Yes No ? There is usually sufficient linen.
13. Yes No ? More responsibility is given to me than I am capable of assuming.
14. Yes No ? I feel I can assume more responsibility than is given me.
15. Yes No ? I am asked to perform functions that belong to the physician.

APPENDIX B

STUDENT NURSE AND GRADUATE NURSE
QUESTIONNAIREPurpose of the Questionnaire

The purpose of this questionnaire is to determine the sources of satisfactions and dissatisfactions of student and graduate nurses. The questionnaire is designed to help you tell me your ideas and opinions without signing your name.

How to Answer the Questionnaire

Read each statement carefully and decide how you feel about it. If you agree with the statement place a circle around the "A". If you disagree with the statement place a circle around the "D". If you are uncertain or have no opinion draw a circle around the "?". Use the question mark only when you are certain that you do not agree or disagree with the statement. There are no right or wrong answers. It is your own honest opinion that I would like.

Place a circle around the following additional information that pertains to you.

Age

1. 17-19
2. 20-23
3. 24-27
4. 28-31
5. 32-35
6. 36 or over

Status

1. Junior
2. Senior
3. Graduate

Graduate of

1. This hospital
2. Other

Unit on which you are currently working

- | | | |
|-------|----------|--------|
| 1. 4B | 7. 8N | 13. 1S |
| 2. 4C | 8. 3S | |
| 3. 5D | 9. 4S | |
| 4. 5E | 10. 5S | |
| 5. 6N | 11. EW | |
| 6. 7N | 12. Obs. | |

Marital Status

1. Single
2. Married

- 1a. A D ? My work gives me an opportunity to help others which I enjoy.
- 2a. A D ? I do not know all the personnel with whom I work.
- 3b. A D ? Heavy assignments prevent me from giving good nursing care.
- 4f. A D ? My off duty time is scheduled sufficiently in advance.
- 5e. A D ? New learning experiences are provided for me.
- 6d. A D ? My hours are frequently changed with little or no advanced notice.
- 7a. A D ? Most patients appreciate what I do for them.
- 8b. A D ? I am able to carry out nursing procedures as they are taught.
- 9d. A D ? My time requests are usually honored.
- 10c. A D ? There is no spirit of teamwork among the personnel.
- 11e. A D ? There are sufficient sources on the unit from which I may obtain knowledge.
- 12f. A D ? I am often left in charge having received no report or orientation.
- 13a. A D ? I like taking care of sick people.
- 14c. A D ? My supervisor expects too much of me.
- 15b. A D ? I usually feel satisfied when I go off duty.
- 16d. A D ? I am able to do the things I like with my present working hours.
- 17f. A D ? The head nurse runs the unit efficiently.
- 18e. A D ? I feel free to ask questions in order to increase my nursing knowledge.
- 19b. A D ? I can usually give what I consider adequate care to my patients.
- 20c. A D ? There is no one to whom I can take my problems.
- 21a. A D ? I like the unit on which I am working.

- 22d. A D ? My working hours prevent me from enjoying many things I would like to do.
- 23e. A D ? There is opportunity to read patients' charts and to discuss patients with the doctor.
- 24f. A D ? The duties of the ancillary personnel are not made clear.
- 25a. A D ? I derive satisfactions from seeing a dangerously ill patient recover and go home.
- 26b. A D ? I am challenged in my work.
- 27c. A D ? I am afraid of my supervisor.
- 28d. A D ? My working hours are satisfactory.
- 29e. A D ? Time is allowed to attend clinics, rounds, conferences or staff meetings.
- 30f. A D ? I am assigned to evening duty or night duty without orientation.
- 31e. A D ? I welcome evaluation reports either verbal or written because they are helpful to my professional growth.
- 32d. A D ? The head nurse is fair in making out the time.
- 33c. A D ? I dislike the people with whom I work.
- 34b. A D ? I find it difficult to direct the ancillary personnel.
- 35a. A D ? I enjoy taking care of old patients.
- 36d. A D ? If I work overtime, the time is made up to me.
- 37f. A D ? Reports are adequate for efficient functioning.
- 38e. A D ? Evaluation reports are usually negative and are more destructive than constructive.
- 39c. A D ? My head nurse treats me fairly.
- 40a. A D ? I prefer taking care of female patients.
- 41b. A D ? I am well prepared for the work I must do.
- 42d. A D ? I usually get off duty on time.

- 43e. A D ? I would rather not attend a clinic or lecture if it means getting off duty late.
- 44f. A D ? The morning assignments are made out early enough.
- 45d. A D ? I would be satisfied to have one weekend off in three.
- 46c. A D ? I am afraid of my head nurse.
- 47a. A D ? I prefer taking care of male patients.
- 48b. A D ? I feel inadequate in dealing with patients or co-workers who are a problem to me.
- 49a. A D ? I am happier giving bedside nursing care than performing other nursing functions.
- 50b. A D ? My assignment is geared to the level of my abilities.
- 51c. A D ? I am treated as an individual by my head nurse and supervisor.
- 52d. A D ? The method of planning evening duty and night duty is satisfactory.
- 53e. A D ? I would rather take care of patients than attend a clinic or lecture.
- 54f. A D ? I am able to get the necessary supervision or direction when I need it.
- 55c. A D ? I feel free to talk over my problems with the head nurse or supervisor.
- 56d. A D ? I would rather work four consecutive evenings in a two week period than two evenings each week.
- 57f. A D ? I must often perform non-nursing functions instead of giving nursing care.
- 58b. A D ? I am expected to give nursing care beyond my experience.
- 59d. A D ? I prefer working split time such as 7-11:30 and 3-7 to straight time such as 10-7.
- 60c. A D ? I feel my work is appreciated.
- 61f. A D ? All the equipment I need to perform efficiently is available.

- 62b. A D ? My daily assignment is not varied enough.
- 63b. A D ? More responsibility is given to me than I am capable of assuming.
- 64f. A D ? I am assigned duties which others with less preparation could perform.
- 65c. A D ? The supervisor or head nurse gives credit and praise for good nursing care.
- 66a. A D ? I get bored giving baths and making beds every day.
- 67b. A D ? I feel I can assume more responsibility than is given to me.
- 68f. A D ? There is usually sufficient linen.
- 69b. A D ? There are too many pressures in my work.
- 70f. A D ? I feel I am supervised too closely.
- 71c. A D ? My suggestions or complaints are ignored.
- 72f. A D ? I am expected to do things but get no direction or supervision.

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