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A study of the relationship between job satisfaction and educational preparation

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A STUDY OF THE RELATIONSHIP BETWEEN JOB
SATISFACTION AND EDUCATIONAL
PREPARATION

By

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TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION.....	1
Statement of the Problem.....	3
Importance of the Problem.....	3
Scope and Delimitation.....	4
Definition of Terms.....	4
Preview of Methodology.....	5
II. THEORETICAL FRAMEWORK OF THE STUDY.....	6
Review of Literature.....	6
Statement of the Hypothesis.....	23
III. METHODOLOGY.....	24
Selection and Description of the Sample.....	24
Time and Place of Study.....	25
Methods Used to Collect Data.....	26
IV. FINDINGS.....	28
Presentation and Discussion of Data.....	28
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	45
Summary.....	45
Conclusions.....	46
Recommendations.....	48
APPENDIX.....	49
BIBLIOGRAPHY.....	63

LIST OF TABLES

TABLE	PAGE
1. Rank Order of Factors Public Health Nurses Liked Best About Their Jobs	40
2. Rank Order of Factors Public Health Nurses Liked Least About Their Jobs	42

CHAPTER I

INTRODUCTION

There has been much written regarding the need for staff nurses employed by a public health agency to be educationally prepared for their responsibilities by undergoing a program of study in public health nursing. Good preparation brings personal satisfaction to a nurse and a quality of service to the community.

In 1941, Miss Deming stated that further study and supervised staff experience were essential to prepare the graduate nurse for the specified functions of public health nursing.¹ More recently, Coulter has said that considerable doubt has been voiced as to whether specialized preparation in public health nursing is essential for every nurse employed by a public health agency. Coulter adds that not all of the nursing duties in a public health service require the same level of skill. An expanding population and new public health problems have contributed to the growing realization that it is good economy to utilize nurses with varying levels of competence according to the skills required and the responsibilities which the nurse is expected to assume.

¹Dorothy Deming, "Setting Up New Minimum Qualifications for Public Health Nurses," American Journal of Public Health, XXXI (February, 1941), p. 158.

The good economy of the judicious use of the abilities of every person on the staff is obvious. The astute administrator seeks to use personnel whose preparation and experience are adequate to do the job in question. If a nurse with skills of a higher order than needed is employed, her service represents a financial loss to the community; on the other hand, if a nurse with less than the minimum skills required is employed, the service which she is able to give may be dangerous or worse than useless. Administrative planning to make the best use of the abilities of each staff nurse at her level of competence is necessary if society is to secure adequate nursing service at a feasible cost.²

Hubbard further stated:

Of the many satisfactions which accrue to a worker engaged in the practice of a chosen profession, the basic one is perhaps least often discussed openly and most highly esteemed privately. Its presence may be taken for granted by all but a few--its absence is quickly recognized and universally deplored. The satisfaction to which I refer is the privilege of doing the work that we want to do and for which we have been prepared, to the best of our ability and as only we can do it.³

It is not only good economy to match the public health staff nurses' educational preparation to the job to be done, but it is essential to job satisfaction and staff development.

²Pearl P. Coulter, The Nurse in the Public Health Program, (New York: G. P. Putnam's Sons, 1954).

³Ruth Hubbard, Forward to Personnel Policies for Public Health Nursing Agencies, (New York: National Organization of Public Health Nursing, 1950), p. 3.

Otherwise there may be boredom and stagnation and staff nurses may leave public health nursing for positions in other areas of nursing, or they may leave nursing entirely.

Statement of the Problem

What is the relationship between job satisfaction and the educational preparation of the public health staff nurse?

Importance of the Problem

From contact with other public health nurses and from experience as a public health nurse, the writer became aware of the decreased job satisfaction of public health staff nurses after the orientation period was over. The writer noted that if the job provided intellectual stimulation of the nurse, and permitted her to use her educational preparation, she seemed more satisfied than her colleague who did not have these opportunities. Dissatisfaction was stated regarding the types of nursing services offered by the agency to the community which limited the opportunity for staff nurses to use their educational preparation in their jobs. Mindful of such feelings the writer felt a study of the relationship between the use of educational preparation and job satisfaction might make a contribution in helping to improve the job satisfaction of staff nurses in public health agencies.

Job dissatisfaction and increasing turnover in public health nursing was shown by a census conducted in the New

York-New Jersey metropolitan area in the last quarter of 1956. Of the two thousand, three hundred and seventy-two public health nurses studied, over one third (36 percent) of all nurses had been appointed within a two year period ". . . a fact which certainly bears out the contention of many administrators that the present turnover rates in public health nursing tend to be very high."⁴

It was hoped that the conclusions drawn or points brought to light from this study would be helpful to public health nursing and nursing in general. Hopefully, it would bring more attention to the need for utilization of the staff nurses' educational preparation in her job assignments.

Scope and Delimitation

The sample for this study consisted of fifteen public health staff nurses employed by two visiting nurse associations in a large metropolitan area in Massachusetts.

This study is limited to the fifteen public health staff nurses who were the participants. The findings apply only to these fifteen participants and no further generalizations can justifiably be made.

Definition of Terms

Prepared Public Health Staff Nurse refers to a staff

⁴Walter Johnson, "Public Health Nursing Turnover," American Journal of Nursing, LVII, No. 4, (April, 1957), p. 465.

nurse employed by a public health agency who has a Bachelor of Science degree from a program of study in public health nursing approved by the National League for Nursing.

Unprepared Public Health Staff Nurse refers to a staff nurse employed by a public health agency who does not have a Bachelor of Science degree from a program of study in public health nursing approved by the National League for Nursing.

Preview of Methodology

An interview schedule of thirty-six fixed alternative questions, eleven structured open end questions and seven educational background questions was developed to collect the data. The participants were given the questionnaire by the writer in their respective agencies during their working hours. The questionnaires were group administered and required approximately twenty-five to thirty-five minutes for completion. The data were tabulated and analyzed and the conclusions made.

CHAPTER II

THEORETICAL FRAMEWORK OF THE STUDY

REVIEW OF LITERATURE

The studies reviewed in the literature reported on job satisfaction of general duty nurses, nurses in specialized services, public health staff nurses and employees in industry. The writer found no studies relating specifically to educational preparation and job satisfaction but a few studies mentioned this aspect.

In 1938-39, Nahm did a study to discover the extent of satisfaction and the factors associated with satisfaction among nurses. Two hundred seventy-five nurses were contacted through use of a questionnaire; one hundred private duty nurses; one hundred institutional nurses (not categorized) and seventy-five public health nurses. All worked in the state of Minnesota and the average age was twenty-four.

Some of the findings of her study included the following: 98 percent had satisfactory attitudes toward their occupation, 78 percent liked their jobs, 21 percent were indifferent to their jobs and 1 percent actually disliked their jobs. Public health nurses scored highest in job satisfaction. The most important items differentiating between satisfaction and dissatisfaction were:

1. Interest in work
2. General adjustment of the individual
3. Relationship with superior officers
4. Family and social relationships
5. Hours of work
6. Income
7. Opportunity to advance and attain ambitions

Nahm also stated:

In considering factors associated with satisfaction in nursing, education seems not to be of importance. Graduates of one university school of nursing, however, were better satisfied as students than the graduates of other schools in that same state. . . . we can only conclude that we have not yet attained an ultimate degree of satisfaction in nursing.⁵

Bullock did an extensive study on job satisfaction in nursing in 1953. This study was sponsored by the Ohio State Nurses Association. The sample of five hundred consisted of all types of nurses including nursing students.

Bullock stated that the problem of morale and job satisfaction merited attention as evidenced by . . .

a shortage of nurses in active nursing service, high turnover and instability of the working force, high occupational exit rate, high withdrawal rates among students in nursing education, and declining enrollment in schools of nursing. These conditions exist in the face of increasing demands for health services and expansion in the variety of nursing activities desired. It is assumed that departure from the profession, withdrawal of students from nursing education, failure of

⁵ Helen Nahm, "Job Satisfaction in Nursing," American Journal of Nursing, XXX, No. 12, (December, 1940), p. 1390.

students to select nursing as a desirable career field, and labor force instability in nursing reflect dissatisfaction with one or more aspects of the nurse role, function or work situation.⁶

Multiple methods such as interviewing, informal observation, questionnaires and rating scales were used to collect the data. Bullock's findings showed that the lowest satisfaction levels were reported by the hospital nurse group, particularly among general duty hospital nurses, while those engaged in doctor's offices, industrial work, private duty and public health had the highest degree of satisfaction.

A close relationship was found to exist between leader behavior, group adjustment and personal aspirations. Next in order of significance were the nurse's own appraisal of nurses and nursing and the nurse's perception of public opinion concerning nurses and nursing. The nurse's own appraisal of nurses and nursing was centered around independence of action and self direction, along with opportunity for social activities and recreation. The nurse's perception of public opinion concerning nurses and nursing seemed to be that nurses were looked upon somewhat as servants who worked hard in an unpleasant occupation. The satisfaction derived from the reputation of being a hard worker seemed to offset only partially the stigma of servant status.

Bullock went on to say that it might be expected that

⁶Robert P. Bullock, What Do Nurses Think of Their Profession? (Columbus Ohio: The Ohio State University Research Foundation, 1954), p. 12.

the necessity for frequently performing duties beyond one's technical responsibility or competence would be a cause of dissatisfaction with one's job. It might equally be expected that the frequent performance of duties not involving the full use of one's skills would be dissatisfying. Bullock's data indicated a generally consistent but very low order of association with satisfaction levels. The consistent direction of indicated relationship tended to confirm the reality of association between satisfaction and performance of appropriate functions.⁷

In 1954-56, a pilot study of the relationship between job satisfaction and employment turnover of four hundred eleven members of the nursing department in three general hospitals in a city in New York state was conducted by the Division of Nursing Resources of the Department of Health, Education and Welfare. The data were collected by an opinion questionnaire. Analyses were made of differences in responses between individuals leaving during the year following the study, and individuals who were still on the hospital staff at the end of that period.

Aides and orderlies had the greatest turnover, followed by staff nurses, practical nurses, head nurses and then supervisors. Although leavers were significantly more dissatisfied with job conditions in general than were the stayers,

⁷ Ibid., p. 56.

the difference was not great. The most dissatisfied group of all consisted of those who were forced to leave.⁸

Hersberg, Mausner, and Snyderman were particularly interested in determining the factors which contributed most to job satisfaction in industry. In a study among nine industrial concerns they ranked factors contributing to job satisfaction in the following order:

1. Achievement
2. Recognition
3. Work itself
4. Responsibility
5. Advancement
6. Salary
7. Opportunity for growth
8. Interpersonal relations with subordinates
9. Status
10. Interpersonal relations with supervisor
11. Interpersonal relations with peers
12. Supervision

The authors pointed out that the top five factors were found to focus on the job itself: (1) on doing the job, (2) on liking the job, (3) on success in doing the job, (4) on recognition for the job, and (5) on moving upward as an indi-

⁸ S. Wright, "Turnover and Job Satisfaction," Hospitals, XXXI (October 1, 1957), p. 47-52.

ation of growth. These factors resulted in positive job attitudes and job satisfaction.

Other factors which focused less on the job itself and more on the context within which the job was performed were rarely instrumental in bringing about positive job attitudes. Where satisfaction was derived from the performance of the work itself, other factors concerned with the work situation loomed less important. These same factors could, however, become a source of dissatisfaction when the work performed was not in itself satisfying.⁹

Fryer, in a study of causes of job dissatisfaction, reported on a study of men applying for work at a New York employment exchange and concluded that ambition and the desire for influence and opportunity for success rated highest among these workers; although, interest in the work for its own sake was a close second. From the analysis it seemed that dissatisfaction was due to thwarted ambitions and the limited possibilities of becoming through one's vocation, more and more a person. These are the larger vocational interests.¹⁰

In 1956 Roethlisberger had the following to say regarding job satisfaction and dissatisfaction:

⁹F. Herzberg, B. Mausner, and B. Snyderman, The Motivation to Work. (2nd ed. New York: John Wiley and Sons Inc., 1959).

¹⁰D. Fryer, The Measurement of Interests, quoted in Robert Hoppock, Job Satisfaction. (New York, London: Harper and Brothers, 1935), p. 142.

It can be seen that a person's satisfactions or dissatisfactions are relative to (1) the demands he is bringing to the situation, and (2) the demands the situation is making of him. In order to maintain his equilibrium he has to resolve these two sets of pressures. If there is too big a gap between the social satisfaction he is getting from his job, he has a grievance. If he is bringing to his situation a demand for recognition which his present job cannot satisfy, he becomes discontented. If he is unable to fulfill the technical requirements of the job, he may become dissatisfied; then the supervisor also has a grievance. If he cannot meet the social requirements of the job and cannot adjust himself to the group, he becomes dissatisfied and often, as a result, cannot fulfill the technical requirements.

This constant adjustment between what is being asked of the individual and what he is asking of the situation is a simple framework in which our thought can be set when handling people in a business organization. Each person himself is continuously trying to resolve these two tendencies but sometimes he needs to be helped: either (1) in the direction of modifying his demands so that they can be better realized in the present situation, or (2) by changing the present situation so as to allow for the fulfillment of the normal demands he is making of his work, or (3) both.

It should be noted that this way of thinking about individuals in a business organization does not tell us in particular what any person is like or what his situation is. It only gives us a useful set of ideas--a framework in which our thought can be set--when we are confronted with a particular person and want to find out what his situation is. It suggests the kind of material that is needed, where to look, and how to go about making a diagnosis.¹¹

In 1933, Hoppock did a survey of job satisfaction in the community of New Hope, Pennsylvania. He wanted a typical community, large enough to include a wide variety of occupations and small enough to be studied economically. Every resident of the community was interviewed at his residence and was asked to indicate his attitude toward his present, or

¹¹P. S. Roethlisberger, Management and Morale, (Cambridge: Harvard University Press, 1941), p. 120-121.

most recent job, by answering thirty-six questions.

Of the three hundred fifty-one employed adults, three hundred and nine, or 88 percent answered the questions. The replies indicated that 15 percent did not like their jobs, 15 percent felt satisfied with them less than one half of 1 percent of the time and 24 percent wished to change both their job and occupation. If they could have their choice of all the jobs in the world, 48 percent thought they would remain in the same job. The six major components Hoppock described as related to job satisfaction were:

the way the individual reacts to unpleasant situations; the facility with which he adjusts himself to other persons; his relative status in the social and economic group with which he identifies himself; the nature of the work in relation to the abilities, interests, and preparation of the worker; security; and loyalty.¹²

Hoppock did considerable work in the area of investigating thirty-two different studies for dissatisfaction. He reported that of this number, twenty-one showed less than one third of the workers to be dissatisfied. He did several investigations in job satisfaction of teachers, employed and unemployed adults, and other working groups. Teachers showed a more favorable response toward satisfaction than did other employed adults. Unskilled laborers were less-satisfied than other groups. Hoppock, in one conclusion, stated, that there were "no significant differences in education between the best

¹²Robert Hoppock, Job Satisfaction, (New York and London: Harper and Brothers, 1935), p. 276.

and the least satisfied."¹³

In 1952, Scholz reported on a survey done to determine the areas of satisfaction and dissatisfaction of public health nurses. Questionnaires were sent to all public health staff nurses who were actively employed in official tax supported public health agencies in the State of Washington. A list of nurses was obtained from the Public Health Nursing Division of the Washington Department of Health. The study was limited to those nurses in official public health agencies, eliminating voluntary agencies and specialized services. Specific information about the nurse and the agency was requested, to determine if any relation existed between certain factors and the degree of satisfaction on the job. The factors were age, type of educational preparation, years of experience on the job, and where the nurses felt they spent the most time in relation to their services in the community. The factors about the agency were the size and type of agency and the policies for salary advancements. The areas studied included: supervision, administration, personnel policies, job elements, office management and social interest. Data were drawn from one hundred forty-five questionnaires.

Seventy-seven nurses indicated positive scores and sixty-eight nurses indicated dissatisfaction. Some of the findings of the study were:

¹³Ibid., p. 129.

1. Public health nurses, on the whole, were satisfied with the type of supervision they received, but the margins were relatively small indicating that there was still much to be desired as far as the satisfaction of the nurses was concerned in the area of supervision.
2. The nurses tended to be satisfied with the administration under which they were working. A consistently recurring factor was that the worker did not have an opportunity to present her opinions directly to the administration.
3. The area of personnel policies demonstrated a trend toward satisfaction. Salary tended to be an issue with the nurses. They seemed to feel that they merited increase in salary on the basis of time and money spent on educational preparation for the job, rather than to meet everyday expenses.
4. The trend in the category of job elements also was toward satisfaction. The majority of nurses found the job challenging and satisfying.
5. The majority of responses to office management indicated more satisfaction than dissatisfaction, but the majority was not too great.
6. There was more than 75 percent positive response to the social interest category indicating that the public health nurses felt that a well adjusted

social life and satisfactory living arrangement would have some bearing on the attitudes governing their job satisfactions.

Scholz also reported on the education of public health nurses in relation to job satisfaction although this was not one of the main concerns of her study. She stated that twenty-six of the nurses indicated nursing diplomas only as their educational preparation: seventy-five, indicated that they had bachelor's degrees; forty-four nurses, had public health nursing certificates; sixty-two nurses had both bachelor's degrees and public health nursing certificates, and only two had both a bachelor's degree and master's degree. Scholz's conclusion was: "There were no findings of statistical value in relation to the educational background of the public health nurses in the extreme groups of satisfied and dissatisfied nurses."¹⁴

In 1957, Pickens and Tayback reported on a job satisfaction survey they had conducted with public health nurses. Data for this study were obtained through questionnaires with a rating scale. The rating scale was returned by one hundred twenty six of the one hundred thirty-nine public health nurses employed by the Baltimore City Health Department. The

¹⁴Johanna Scholz, "A Job Satisfaction Survey of Public Health Nurses in the State of Washington," (Unpublished Master's thesis, the Graduate School, University of Washington, 1952), p. 67.

participants all had at least six months experience in public health nursing. Areas investigated were:

1. Salary
2. Conditions of work, such as hours of work, sick leave, and so forth
3. Attitudes toward supervision
4. Attitudes toward administration
5. Opportunity for advancement
6. Opportunity for active participation in program planning
7. Relationships
8. Areas of work such as tuberculosis nursing, school nursing, and others

The findings indicated that the public health nurses had a high degree of satisfaction in their work. Overall scores were studied in relation to the nurses' educational background and length of employment. In this study, educational background did not affect job satisfaction. There was some indication that additional years of experience increased the level of satisfaction.

The nurses were satisfied with their working hours and the security their jobs offered. They were dissatisfied with the clerical aspects of their work. Salaries and opportunities for advancement were a low satisfaction item. Interpersonal relationships and opportunities to participate in planning for changing methods and programs were a high satis-

faction item.

Since the number of advanced positions is limited, our administrators might investigate ways to increase both the status and the salary range within the various grades and positions. Such recognition might add to the job satisfaction of nurses who would prefer to continue as staff nurses and do the kind of work in which they could make the greatest contributions; it might also modify the attitude that advancement is necessary for status. And nursing organizations might help to develop conveniently located facilities where nurses could more readily secure the educational qualifications they need for advancement.¹⁵

In 1959, Barde did a study of the sources of job satisfaction and dissatisfaction among public health nurses. This study was carried out in a large metropolitan area in the New England region. An open ended interview schedule consisting of twenty-seven questions was administered to fifteen public health nurses who were full-time employees of a visiting nurse association. A random sample was obtained by selecting every fifth name. The length of experience in public health nursing varied from eight months to twenty-seven years. Seven nurses had been employed in this agency for more than two years and eight for less than two years. Seven were graduates of a collegiate school of nursing and eight were graduates of a hospital school of nursing. Of the seven hospital graduates, six had academic preparation in public health nursing ranging from two semester hour credits to thirty semester hour credits. Of the seven graduates of a degree program two had a master's

¹⁵Elizabeth Pickens, and Matthew Tayback, "A Job Satisfaction Survey," Nursing Outlook, V, No. 3. (March, 1957), p. 158.

degree in public health nursing.

The interview schedule used in the study covered the following areas:

1. the public health nurse's personal and professional background,
2. the public health nurse's views on the nature of public health nursing and the most and least appealing aspects of the present job,
3. the public health nurse's views on work-group relationships with both their colleagues and their supervisors.

The findings were that nurses enjoyed the nature of the public health nursing work. The main sources of satisfaction among the public health nurses were found to be liking for the people, congenial work-group relationship, sense of achievement in their work and the credit and recognition received from the patients.

In reply to a question asking if the respondents thought if they were using their educational preparation adequately:

. . . ten were positive they were always using what they had learned in many ways; five stated that not all that they had learned was being used, and they thought they were prepared to do much more, particularly in such areas as supervision, teaching, and maternity and child health work. This finding might be significant as according to the literature, nurses who thought that they were not prepared for their job, and those who thought that their preparation was not being used were more likely to be insecure and unstable in the job and might change more

often until they found the job for which they felt they were prepared.¹⁶

Their sources of dissatisfaction were related to the working conditions and not to the work itself. Too much written work, inadequate salary, and lack of time to give the best possible care were among the common sources of dissatisfaction. Nine nurses were planning to leave the agency in the next six months. The reasons for leaving indicated that the majority were leaving to get better jobs in public health nursing.

In selecting an agency and a community in which to work the nurses reported that they would look for congenial personnel policies in a flexible progressive agency with a variety of cases and a community with adequate recreational facilities.¹⁷

Kellogg, in 1954, reported on a job satisfaction study of public health administrators, supervisors and staff nurses. This study was conducted by the Department of Public Health Nursing of the Michigan League for Nursing. Two hundred seventy-five questionnaires were sent to a random sample of nurses employed in public health agencies. One hundred sixty

¹⁶Vimal V. Barde, "A Study of the Sources of Job Satisfaction and Dissatisfaction Among Public Health Nurses in One Visiting Nurse Association," (Unpublished Master's thesis, The Graduate School, Boston University, 1959), p. 21.

¹⁷Ibid., p. 35.

questionnaires were returned. Of the total, one hundred twenty-six were returned by staff nurses and thirty-four by directors and supervisors.

Respondents included 15 to 30 percent of all nurses employed in each public health agency and represented all parts of the state. The ages ranged from under twenty-five to over fifty-five; the range in public health nursing experience was from less than six months to more than thirty years; the range in education was from no college attendance to graduate degrees. Some respondents had no public health nursing theory and others had instruction in public health nursing for more than a year.

Respondents were asked how they became aware of public health nursing vacancies, why they elected public health nursing, why they chose their jobs, what they liked and disliked about their jobs, whether they planned to change their job and why, and what they planned to do if they changed.

The findings of the study were:

1. The respondents said they became aware of public health nursing vacancies and the opportunities and challenges it presented through contact with public health nurses and others who knew about the work.

2. Forty-nine percent of the respondents said they selected public health nursing because they were interested in people, liked children, liked working with families, liked school work, or liked community work. Nurses chose jobs to

be located near family or friends or near educational or cultural facilities.

3. They chose a "good place to work" which offered opportunities for growth and job satisfaction and good personnel policies and personal relationships.

4. The public health nurses liked their jobs when they were able to see that their work was effective; when they had the guidance needed for growth and the freedom to exercise initiative in accordance with ability; when policy was clearly and flexibly applied to allow for individual and circumstantial differences; when interpersonal and interdivisional relationships were good; when lines of communication were clear; and when administration had a realistic understanding of what was involved in getting the work done.

5. The nurses disliked work pressure that inhibited effectiveness; interpersonal relationships not based on mutual respect for all; supervision that restricted growth; time-consuming activities which they believed did not require public health nursing skills; inadequate salaries and travel reimbursement and restricted vacation and leave policies.

6. Fifteen respondents had plans to leave their jobs, and an additional twenty were thinking of leaving. Nine of the fifteen respondents who had plans to leave their jobs gave reasons which were unrelated to job satisfaction, and the remaining six of the respondents had plans to go to school. The twenty who were thinking of leaving expressed great dissatisfaction regarding their jobs. Sixteen were dissatisfied

with administration and supervision factors. Twelve of these were staff nurses. One, a graduate of less than six months from a basic degree program, said that she was "stagnated taking care of the chronically ill." Seven listed personnel policy factors as important to their decision to leave their jobs. One respondent, in complaining of her inadequate salary said: "The satisfaction of saving humanity doesn't always fill the gaps."

7. The main plans the thirty-five nurses had about changing their jobs were: to enter a different field of nursing, to take other public health nursing jobs in Michigan, to go to school and to leave nursing altogether.¹⁸

Based on the findings in the foregoing studies which indicated that there seemed to be a relationship between job satisfaction and job turnover, this study was undertaken to determine the relationship between job satisfaction and utilization of educational preparation.

Statement of the Hypothesis

The greater the degree of educational preparation the less satisfied one will be in the position of staff nurse in a public health agency.

¹⁸Winifred Kellogg, "What Public Health Nurses Like About Their Jobs," Public Health Reports, (February, 1957), p. 121-125.

CHAPTER III

METHODOLOGY

Selection and Description of the Sample

The sample for this study was comprised of fifteen full time public health staff nurses employed by two visiting nurse associations in a large metropolitan area in Massachusetts. Both agencies employed nine staff nurses and both had a full time nursing director and supervisor. The two visiting nurse associations were located in residential communities. The population in one community was fifty-five thousand, and the population in the other community was ninety thousand. The program of both agencies included bedside nursing care, nutrition teaching, physical therapy and well child conferences. In addition, one agency included newborn care, and the other included maternal and newborn visits, part-time industrial nursing, a senior citizen health program and pre-natal clinics.

The original plan was to include the total staff of eighteen nurses. However, two staff nurses were not present when the questionnaire was administered. The writer left complete written instructions together with an addressed envelope for these two nurses. Although, they responded individually to the questionnaire, it was decided not to include them in the study due to the difference in the method of data

collection. In order to have a proportionate sample of ten prepared public health staff nurses and five unprepared public health staff nurses, one name from a list of prepared public health staff nurses was randomly selected by blindly pointing to the list of names and the name selected was not included in the sample.

Time and Place of Study

The writer telephoned each agency and made an appointment for an interview with the nursing director. At the time of the interview the purposes and method of the study were discussed and the nursing director granted permission to do the study. At this time an appointment was made to collect the data. The data were collected on March 19, 1962 and March 26, 1962.

The supervisor in each agency introduced the writer to the staff nurses before the questionnaire was administered. In one agency the supervisor introduced the writer as a master's student doing a study and in the other agency the supervisor introduced the writer as a master's student doing a study on job satisfaction.

The writer stated the purpose of the study to the staff nurses and emphasized that the respondents and their replies would remain anonymous. She offered to answer any specific questions the respondents might have about the study after they had answered the questionnaire. The questionnaires were group administered during the working hours of the agency and

required approximately twenty-five to thirty-five minutes for completion. The writer was present during the administration of the questionnaire.

Methods Used to Collect Data

A questionnaire consisting of fifty-two questions was developed to collect the data for the study. (Appendix C) The questionnaire was developed from a review of the literature, and from personal experience in public health nursing. Questions developed by Johanna Scholz in her study on job satisfaction were the basis for the construction of questions in this study. The questions were divided into three parts. Part I was concerned with overall job satisfaction and consisted of thirty-six fixed alternative questions. Five categories of questions were asked:

1. Administration
2. Supervision
3. Personnel policies
4. Job factors
5. In-service education

Nineteen items were favorably stated i.e., if the respondents were satisfied with their job they would agree with these statements. Seventeen items were unfavorably stated i.e., if the respondents were satisfied with their job they would disagree with these statements. Statements from the five categories were randomly distributed throughout the questionnaire to avoid the possibility of responses to one

statement in a given category being influenced by responses to other statements in the same category.

Part II contained eleven structured open end questions to obtain information regarding the use of the nurses' educational preparation. Part III consisted of seven questions regarding the respondent's educational background to be used in determining the correlation between educational background and job satisfaction.

The tool was tested for clarity and appropriateness by administering it to three graduate students in the master's program at Boston University School of Nursing. One was in each of the following programs; public health nursing, rehabilitation nursing, and maternal and child health nursing. As a result some changes were made in phraseology.

The questionnaires were mimeographed and prepared for distribution.

Analysis of Data

In analyzing the data from Part I of the questionnaire, the group was considered dissatisfied if their score was less than 50 percent. If their score was higher than 50 percent the group was considered satisfied. If the percent of satisfaction between the groups differed by more than 20 percent, the group with the lower percent of satisfaction was considered to be less satisfied.

CHAPTER IV

FINDINGS

Presentation and Discussion of Data

The data obtained from the questionnaires answered by the fifteen public health staff nurses who took part in this study have been divided into two parts for analysis. The first part deals with the fixed alternative responses to statements regarding overall job satisfaction and dissatisfaction in the categories of administration, supervision, personnel policies, job factors, and in-service education. To determine if there was a significant difference between the responses of prepared and unprepared public health staff nurses, each question was tested by the Chi square method. The Chi square results are presented only in the few cases that showed significance. The Rank Sum test was used to determine whether there was any significant difference in the total job satisfaction indicated by prepared or unprepared public health staff nurses. The second part consists of open end responses to general questions regarding the actual use of the respondents' educational preparation, and correlation of this to the respondents' educational background and the degree of job satisfaction or dissatisfaction.

Part I

Administration

Both groups were satisfied with the close relationships between the administration and the staff nurses, they were satisfied with the sick leave policy and with the democratic administration of the agency. The prepared nurses were less satisfied than were the unprepared nurses with the opportunity to discuss problems with the administrator(s).

Supervision

Both groups were satisfied with the number of supervised home visits, with the basis for selection of supervisory personnel, with the privilege of deciding when to discontinue service to families and with the frequency of staff meetings. All respondents, who replied, were satisfied that the supervisor gave practical help with patient problems. The unprepared public health staff nurses seemed more satisfied with supervision than the prepared nurses. The unprepared nurses were more satisfied with the stimulation received from staff meetings and the opportunity to share knowledge at these meetings. Some prepared nurses felt that they were unfairly evaluated by the supervisor and were not kept informed of new agency policies. The five unprepared and half of the prepared respondents were dissatisfied with their lack of participation in setting up agency policies. This contrast approached significance with a P of 3.753 when 3.9 is significant at the

.05 level.

Personnel policies

The unprepared nurses were more dissatisfied with personnel policies than the prepared nurses. The unprepared nurses were dissatisfied with coffee time arrangements. The prepared nurses were less satisfied with the time allowed to attend educational programs than were the unprepared nurses. All respondents were satisfied with the lunch time policy.

In-service education

The prepared public health staff nurses were more satisfied with in-service education than were the unprepared nurses. More prepared nurses felt that the in-service education program was geared to their needs. Both groups felt that the staff education program was well planned.

Job factors

The prepared public health staff nurses tended to be more satisfied with job factors than the unprepared nurses. The prepared nurses were more satisfied than were the unprepared nurses in making health supervision visits, in the type of work done in the district, and the working atmosphere of the office. They were very satisfied with public health nursing students, with the amount of record writing and felt that their work was not fatiguing. The unprepared nurses were dissatisfied with all these factors. The unprepared nurses were significantly dissatisfied with the fatiguing work as

demonstrated by the Chi square test ($P=4.288$). They were also dissatisfied with public health nursing students. This was also significant at the .05 level ($P=4.299$). The prepared nurses were less satisfied with the relationship between the supervisor and the staff nurses and with time available to devote to specific fields of interests in public health nursing. The unprepared nurses were dissatisfied with these factors. The prepared nurses were less satisfied than the unprepared nurses with the reluctance of the staff nurses to ask for improvements and felt that their caseload was heavier than anyone else's.

All respondents were satisfied with giving bedside care and did not feel that too much time was spent doing health supervision. Both groups were equally dissatisfied with the excessive amount of time spent in giving bedside nursing care, with the salary in relation to their education and preparation, and with the poor physical setup of the office which did not allow for concentration upon their work. The prepared nurses were dissatisfied with their salary in relation to their needs, and the unprepared nurses were satisfied with this factor.

Discussion of Rank Sum Test and Findings

To determine if there were any significant differences or significant relationships in overall job satisfaction and dissatisfaction from the prepared and unprepared public health staff nurses, the sum of all satisfied answers from each

individual was ranked with all the others.¹⁹

The rank sum for all unprepared public health nurses was thirty-six. The rank sum for all respondents was one hundred twenty. Therefore, there was no significant relationship between educational preparation of the public health staff nurses and job satisfaction.

Part II

The purpose of Part II of the questionnaire was to determine if the respondents thought they were using their educational preparation and, if they were not, how they felt about it.

Mothers' or Parents' classes.

They were first asked if they had taught mothers' or parents' classes and what they thought about this kind of experience.

Of the ten prepared public health staff nurses, four replied that they would like to teach mothers' or parents' classes. Two who had taught these classes had found it a satisfying experience because the group was interesting and they learned a great deal themselves. Three replied that they would not like to teach these classes, and one did not reply.

Of the five unprepared public health staff nurses, three replied that they would, and two said that they would not, like to teach these classes. There was no important difference between the group of prepared and unprepared public health staff nurses regarding their desire to teach mothers'

¹⁹See Appendix A. p. 50.

or parents' classes.

It was interesting to note that the unprepared nurses gave as their reason for wanting to teach these classes their enjoyment of teaching, but only one prepared nurse gave this reason. However, only the prepared nurses recognized that there was a need for these classes. Two of the prepared nurses felt they had a contribution to make in teaching these classes but only one unprepared nurse stated this.

Five nurses replied to the question of why they would not like to teach mothers' or parents' classes. Of the three prepared nurses who replied, two stated that they did not function at their best when teaching before a group; the other replied that she had too many other interests. The single unprepared nurse who replied stated that she was out of practice.

It should be noted that none of the respondents specified that they did not feel prepared educationally and/or through experience to teach mothers' or parents' classes.

Field teacher

Experience as a field teacher is one way of developing staff nurses and challenging their interest and abilities. Thus the staff nurses were asked how they felt about being a field teacher.

Seven of the fifteen prepared nurses, and four of the five unprepared nurses, had been field teachers. More than half of each group had found it a satisfying experience.

There was essentially no difference between the educational preparation of the nurse and the satisfaction received from being a field teacher.

Almost one half of the prepared, and almost all of the unprepared, public health nurses stated that the challenge and stimulation by students was the main reason why field teaching was satisfying. Other reasons given by the prepared nurses were that: the experience increased their teaching ability, they liked helping students, and they liked teaching. It was interesting that only one prepared nurse gave as her reason that she liked to teach. In the previous answers, which focused on why the nurses would like to teach mothers' or parents' classes, more unprepared than prepared nurses gave as their reason that they liked to teach. It might be that a liking for teaching could be determined by the type of teaching to be done.

One unprepared nurse replied that she did not want to teach because she lacked the qualifications. Two prepared nurses also replied that they would not like to teach because they were too new in the job position and had too many other interests. Another prepared nurse stated that she would like this experience because she enjoyed teaching.

Use of educational preparation

Further education and preparation for a job may make a difference in achievement of goals. Respondents, therefore, were asked if there were ways in which their educational prepara-

tion could be used that was not now being used.

Five of the prepared nurses felt their educational preparation was being used, four did not think so, and one did not answer. Teaching was the main way in which educational preparation could be used, according to most respondents of both groups. Other ways offered, mainly by the prepared nurses, were; more health guidance, greater responsibility, and more comprehensive application of knowledge.

Two of the unprepared nurses felt that their educational preparation was being used, two did not, and one did not answer. Thus there was no difference between the group of prepared and unprepared public health staff nurses as to whether they thought their educational preparation was being used.

Position choice

The writer was interested in whether the prepared public health nurses would prefer to be advanced in position after they had become acquainted with the staff nurses' role. Thus the question was asked whether the respondents would choose expert staff nurse positions or advanced positions, and the reasons for their decisions.

Seven of the ten prepared nurses preferred to be an expert staff nurse. The main reasons given by these seven were that they were not fully qualified for advancement and that they preferred patient contact. Three respondents of this same group preferred to be advanced in position. The

main reason they gave was that they felt they could accomplish more in an advanced position.

Three of the five unprepared nurses preferred to be an expert staff nurse and the main reason given was that they preferred patient contact. Two of this same group preferred to be advanced in position and the reasons given were that advancement would be more challenging and presented an opportunity for participation in staff development. One respondent felt that she had enough experience for advancement.

Five respondents, three prepared and two unprepared, chose to be advanced in position but, as the results of the next question show, only two respondents felt they were qualified for advancement.

Qualification for advancement

Of the ten prepared public health staff nurses, one felt she was qualified for advancement because she had the experience, interest and the necessary personal qualities. Of the five unprepared public health staff nurses, one respondent felt she was qualified for advancement because she had enough experience and education. Most nurses, regardless of amount of educational preparation, did not feel that they were qualified for advanced positions.

The main reason given by the unprepared nurses about why they were not qualified for advancement was that they were not educationally qualified. The main reasons given by the prepared nurses were that they needed more experience and

more education. None of the unprepared nurses mentioned a need for more experience.

Opportunity for advancement

None of the respondents felt there was opportunity for promotion or advancement in their present job. Both groups felt their opportunity for advancement was limited due to their own lack of educational qualifications. More of the unprepared nurses than the prepared nurses felt they were not educationally qualified for advancement. Other reasons given by both groups were too long a wait for job openings and limited number of available positions.

Pickens and Tayback, in their study, found that opportunity for advancement was a low satisfaction item. They suggested that, since the number of advanced positions are limited, one should look for ways of increasing status and salary range within the positions available in order to add to job satisfaction and help decrease job turnover.²⁰

Job enjoyment in relation to experience and education

Because some nurses enjoy public health nursing more as they get more education and experience, the respondents were asked what they thought about this.

Of the fifteen respondents, most felt that both education and experience were necessary for increasing job enjoy-

²⁰Pickens and Tayback, loc. cit., p. 158.

ment. Only one felt that education was enough, and this respondent was a prepared public health nurse. Two prepared and one unprepared nurse felt that experience was enough.

Some of the responses were as follows:

"More education would give [me] knowledge [that] I am giving [the] best possible care."

"Both education and experience brings out the hidden challenge in public health nursing."

"The more experience you have the more you understand public health nursing--experience shows you many things you may have missed in the early phases."

"With both education and experience you have more security and confidence but a lot of public health nursing does not come out of books."

"The orientation period is over and I feel that the only way to gain more enjoyment would be through more education."

Reasons for job change

The respondents were next asked if they were considering a change of jobs and why.

Of the fifteen respondents, only one replied that she would have no reason for changing her job. Four of the prepared public health nurses said they would leave their job because they were stagnating in their current position, but none of the unprepared group gave this as a reason. Five respondents, three prepared and two unprepared, gave lack of advancement opportunity as a reason for leaving. This was to be expected because it has been ascertained that the nurses desired advancement and the opportunities for advancement were

quite limited.* Other reasons given by the prepared nurses were a desire for less fatiguing work, a chance to get more experience in special interest fields, to seek positions providing more job satisfaction, to further their education, and a preference for another nursing field. Other reasons given by the unprepared nurses were: low salary, office discontent, restlessness and physical disability. Both groups wanted more work variety.

Plans if respondents changed jobs.

When asked what plans they had if they changed jobs, three of the prepared nurses said they would teach, three said they would do the same type of work and two said they would begin work on their master's degree. Other plans given by prepared nurses were to work in industrial nursing, pediatric nursing, or in a public health nursing job that included more involvement with the social aspects of family care. The unprepared nurses said they would do industrial nursing, pediatric nursing, and hospital staff nursing. Five of the prepared nurses said they would remain in public health nursing. None of the unprepared nurse group said they would remain in public health nursing. This finding was in agreement with Johnson's finding, that job dissatisfaction and turnover rates in public health nursing tend to be very high.²¹

*See pp. 35-36.

²¹Walter Johnson, op. cit., p. 465.

Three things liked best about the job

Fifteen respondents gave forty-six replies to the question of what three things they liked best about their jobs. The responses are presented in Table I.

TABLE 1

RANK ORDER OF FACTORS PUBLIC HEALTH
NURSES LIKED BEST ABOUT THEIR JOBS‡

Items	PPHN's*	UPHN's+	Totals
Nature of Work	6	1	7
Hours	3	3	6
Independence	2	4	6
Congenial Atmosphere	4	2	6
Administration	3		3
Work Variety	2	1	3
Co-Workers	2		2
Patients	1	1	2
Health Supervision	2		2
Bedside Nursing	2		2
Salary	1	1	2
Work Schedule	1	1	2
Personnel Policies	1		1
Nice Surroundings		1	1
Comprehensive Nursing Care	1		1
Totals	31	15	46

*PPHN's - 10 Prepared public health nurses

+UPHN's - 5 Unprepared public health nurses

‡One Respondent gave more than three replies.

It was evident from the table that many conditions affect job satisfaction. The important factors, in order of importance as listed by the prepared nurses, were: nature of the work, congenial atmosphere, hours, administration and work variety. The important factors listed by the unprepared nurses were: independence, hours, congenial atmosphere, nature of the work and work variety.

Over half of the prepared nurses listed nature of the work as one of the best things they liked about their jobs. This finding seemed to agree with those of Barde who found that "the majority of respondents--about twelve out of fifteen--liked the nature of public health work or public health nursing."²² The factor most of the unprepared nurses liked best was the independence. This finding is related to one of Bullock's findings that the "nurses own appraisal of nurses and nursing was centered around independence of action and self direction."²³

Three things liked least about job

Fifteen respondents gave thirty-one replies to the question of what three things they liked best about their job. The responses are presented in Table II.

²²Barde, op. cit., p. 42.

²³Bullock, op. cit., p. 12.

TABLE II
RANK ORDER OF FACTORS PUBLIC HEALTH NURSES
LIKED LEAST ABOUT THEIR JOBS

Items	PPHN's*	UPHN's ⁺	Totals
Work Monotony	5	2	7
Work Arrangement	2	1	3
No Opportunity for Advancement	2	1	3
Work Pressure	2		2
Weekend Arrangement	1	3	2
Salary	1	1	2
Supervision	1	1	2
Stagnation	1		1
Not Enough In-Service Education	1		1
Office Atmosphere	1		1
Fatiguing Work		1	1
Lack of Team Approach		1	1
Records	1		1
Agency not Progressive	1		1
Distance from Job to Home	1		1
Totals	20	11	31

*PPHN's - 10 Prepared public health nurses

⁺UPHN's - 5 Unprepared public health nurses

Some of the important factors affecting job dissatisfaction listed by both groups of nurses were the work monotony and the work arrangement. The writer did not find this a factor in any of the studies reviewed in the literature.

Some respondents liked the work variety but others found that the work was monotonous. Barde also found that nurses who changed jobs would look for a progressive agency which offered a variety of cases.²⁴

One respondent in each group listed week end work arrangement as a factor she disliked. One unprepared nurse listed this factor three times. Hours was the second main response to what respondents liked best about their job, but weekend arrangement was a source of dissatisfaction. Lack of opportunity for advancement, salary and supervision were other important factors affecting job satisfaction for both groups of nurses. These findings were in agreement with the findings of Pickens and Tayback²⁵ and Nahm²⁶ who found that lack of opportunity for advancement was a low satisfaction item. The findings were also in agreement with Nahm,²⁷ Scholz,²⁸ Pickens and Tayback,²⁹ Barde³⁰ and Kellogg³¹ who found that salary was an important item in differentiating between sat-

²⁴Barde, op. cit., p. 35.

²⁵Pickens and Tayback, op. cit., p. 158.

²⁶Nahm, op. cit., p. 1392.

²⁷Ibid.

²⁸Scholz, op. cit., p. 77.

²⁹Pickens and Tayback, loc. cit.

³⁰Barde, op. cit., p. 26.

³¹Kellogg, op. cit., p. 123.

isfaction and dissatisfaction. The findings were also in agreement with Kellogg who found that nurses were dissatisfied with supervision factors.³²

³²Ibid., p. 122.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to investigate the relationship between job satisfaction and educational preparation of the public health staff nurse. The hypothesis, that the greater the degree of educational preparation the less satisfied one will be in the position of staff nurse in a public health agency, was tested.

Data were obtained through use of a questionnaire containing fifty-two questions. The first part consisted of thirty-six fixed alternative questions regarding overall job satisfaction. Part II consisted of eleven structured open end questions regarding the use of the nurses educational preparation. Part III contained seven questions regarding the respondent's educational background.

Ten prepared and five unprepared public health staff nurses from two visiting nurse associations in a large metropolitan area in Massachusetts were the participants in the study.

Data from Part I was examined to see if there were any differences between the groups of prepared and unprepared nurses and their degree of satisfaction or dissatisfaction to

the five categories of administration, supervision, personnel policies, job factors and in-service education. The Rank Sum test was used to determine if there was any significant relationship between total job satisfaction, as determined from the questions in this section, and the educational preparation of the respondents.

Data from Part II were examined to see how the respondent's educational preparation was being used and their feelings about this.

Educational background data from Part III was used to determine whether the nurse should be categorized as prepared or unprepared. This categorization was used throughout Part I and Part II. Prepared public health staff nurses were those who were employed by a public health agency and had a Bachelor of Science degree from a program of study in public health nursing approved by the National League for Nursing. Unprepared public health staff nurses were those who were employed by a public health agency and did not have a Bachelor of Science degree from a program of study in public health nursing approved by the National League for Nursing.

Findings and Conclusions

From the data collected, the following conclusions were drawn:

1. There was no significant relationship between prepared and unprepared public health nurses and the answers to the questions regarding overall job satisfaction.

2. There was no difference between the prepared public health nurses and the unprepared public health nurses and their desire to teach mothers' or parents' classes.

3. There was essentially no difference between the educational preparation of the public health nurse and the satisfaction received from being a field teacher.

4. There was no difference between the group of prepared and unprepared public health nurses about whether they thought their educational preparation was being used.

5. Both groups of nurses were more interested in expert staff nurse positions, than in advanced positions.

6. Most of the nurses in both groups did not feel that they were qualified for advanced positions.

7. None of the respondents felt there was opportunity for promotion or advancement to a higher level in their present job.

8. Most respondents felt that both education and experience was necessary for increasing job enjoyment.

9. The main reasons prepared public health staff nurses would leave their jobs were because they were stagnating in their current position, there was a lack of opportunity for advancement and they wanted to do public health nursing in a different area. The main reasons unprepared public health staff nurses would leave their jobs were for position advancement and better salary.

10. Some of the main plans given by the prepared

nurses if they changed jobs, were to do more teaching, to do public health nursing in a different agency and to begin work on their master's degree. Plans given by the unprepared nurses were to do industrial nursing, to do pediatric nursing and to do hospital staff nursing.

11. Over half of the prepared public health staff nurses listed nature of the work as the best liked job factor. The factor most of the unprepared nurses liked best was the independence.

12. Both groups listed work monotony as the job factor they liked least.

The data does not substantiate the hypothesis that the greater the degree of educational preparation the less satisfied one will be in the position of staff nurse in a public health agency.

Recommendations

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

1. That a similar study be done using a larger sample to further substantiate the data.
2. That a comparative study be done to determine the satisfaction level with the job and sources of satisfaction among the staff nurses in a voluntary agency, in a combination agency, and in an official agency.
3. That a study be done to further investigate ways to reduce job turnover.

APPENDIX A

Rank Sum Test

$$\text{Formula } P = \frac{\sum U \text{ rank}}{\sum \text{ rank}}$$

Prepared PHN's *	Unprepared PHN's	Number of satisfied answers	rank
22	30	(8) U (19)	(1)
21	33	21	2.5
23	27	21	2.5
21	19	22	4
36	24	23	5
34		U (24)	(6)
36		26	7
26		U (27)	(8)
28		28	9
34		U (30)	(10)
		U (33)	(11)
		34	12.5
		34	12.5
		36	14.5
		36	14.5

*Public Health Nurses

(*)Unprepared Public Health Nurses

Sum of rank = 36

Sum of all ranks = 120

P = .33

APPENDIX B

Regarding Table I on the following page, question numbers 17, 20, 24, 30 and 31 pertain to administration, numbers 1, 2, 8, 11, 13, 18, 19, 26, 27 and 33 pertain to supervision, numbers 7, 28 and 32 pertain to personnel policies, numbers 3, and 6 pertain to in-service education, and numbers 4, 5, 9, 10, 12, 14, 16, 21, 22, 23, 25, 29, 34, 35 and 36 pertain to job factors.

TABLE I

Replies to the Thirty-Six Fixed Alternative Questions
Regarding Overall Job Satisfaction
and Dissatisfaction

Question Number	Prepared Public Health Staff Nurses										% of satisfaction	Unprepared Public Health Staff Nurses					% of satisfaction
A 1	A	-	A	A	A	A	A	A	A	A	100	A	A	A	A	A	100
A 2	A	(D)	A	A	A	A	A	A	A	A	90	A	A	A	(D)	A	80
A 3	A	A	A	A	A	A	A	A	A	A	100	A	A	A	(D)	A	80
D 4	D	(A)	(A)	(A)	D	D	D	(A)	D	D	60	D	D	(A)	D	(A)	40
D 5	D	D	D	(A)	D	D	D	D	(A)	D	80	D	D	D	D	D	100
D 6	D	D	D	D	D	D	D	D	D	D	100	D	D	D	D	D	100
A 7	(D)	(D)	A	(D)	A	A	A	(D)	A	A	60	A	A	A	(D)	A	80
A 8	(D)	A	A	A	A	A	A	A	(D)	A	80	A	A	A	A	(D)	80
A 9	(D)	(D)	A	A	A	A	A	(D)	(D)	A	60	A	-	A	(D)	(D)	60
D 10	D	D	D	(A)	D	D	D	D	D	D	90	D	D	(A)	(A)	(A)	40
A 11	(D)	A	(D)	(D)	A	A	A	A	(D)	A	60	A	A	(D)	A	A	80
A 12	(D)	(D)	(D)	(D)	A	A	A	A	A	A	60	A	A	(D)	(D)	(D)	40
A 13	A	(D)	(D)	A	A	A	A	A	A	A	80	(D)	A	A	A	A	80
D 14	D	(A)	(A)	(A)	D	D	D	(A)	(A)	D	50	D	D	D	(A)	D	80
D 15	D	D	D	D	D	D	D	D	D	D	100	D	D	D	D	D	100
D 16	D	(A)	(A)	(A)	D	(A)	D	(A)	(A)	(A)	30	D	(A)	D	(A)	(A)	40
A 17	D	A	A	A	A	A	A	(D)	A	A	80	A	A	A	A	A	100
A 18	(D)	(D)	A	(D)	A	A	A	A	A	A	70	A	A	A	A	A	100
A 19	(D)	A	(D)	(D)	A	A	A	A	A	A	70	A	A	A	A	A	100
A 20	A	A	A	A	A	A	A	A	A	A	100	A	A	A	A	A	100
D 21	(A)	(A)	D	(A)	D	D	D	(A)	D	D	60	D	D	D	D	(A)	80
A 22	(D)	A	A	A	A	A	A	A	A	A	90	A	A	A	(D)	(D)	60
D 23	D	D	D	D	D	D	D	D	(A)	D	90	(A)	D	D	(A)	D	60
D 24	D	D	(A)	D	D	D	D	D	D	D	90	D	D	D	D	D	100
D 25	D	(A)	D	(A)	D	D	D	D	D	D	80	(A)	D	(A)	(A)	D	40
D 26	D	(A)	D	D	D	D	D	(A)	D	D	80	D	D	D	(A)	D	80
A 27	A	(D)	(D)	A	A	A	A	(D)	A	A	70	A	A	A	-	A	100

A 28	A	A	(D)	(D)	A	A	A	A	A	A	80	A	A	(D)	(D)	(D)	40
D 29	D	D	D	D	D	D	D	D	D	D	100	D	D	D	D	D	100
A 30	A	A	(D)	A	A	A	A	A	A	A	90	A	A	A	(D)	A	80
D 31	(A)	D	(A)	D	D	D	D	D	D	D	80	D	D	D	(A)	D	80
D 32	D	D	D	D	D	D	D	D	D	D	100	D	D	D	D	D	100
A 33	(D)	(D)	A	(D)	A	A	A	(D)	A	(D)	50	(D)	(D)	(D)	(D)	(D)	0
A 34	A	A	A	A	A	A	A	A	A	A	100	(D)	A	A	A	A	80
D 35	(A)	D	(A)	(A)	D	(A)	D	D	(A)	D	50	D	D	(A)	D	(A)	60
D 36	(A)	D	D	D	D	D	D	D	D	D	90	(A)	D	(A)	D	(A)	40
sat-	<u>22</u>	<u>21</u>	<u>23</u>	<u>21</u>	<u>36</u>	<u>34</u>	<u>36</u>	<u>26</u>	<u>28</u>	<u>34</u>		<u>30</u>	<u>33</u>	<u>27</u>	<u>19</u>	<u>24</u>	
is-	<u>36</u>	<u>35</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>	<u>36</u>		<u>36</u>	<u>35</u>	<u>36</u>	<u>35</u>	<u>36</u>	
fied																	

answers

- no response
- () dissatisfied

APPENDIX C

I am doing a study about public health nursing and I would like your answers to the following questions. There are no right or wrong answers but your replies are important to the study. Please answer each question as it relates to your present job. It is not necessary to sign your name to the questionnaire. You will not be identified in any way in the final report.

Part I

The following pages contain a number of statements about which there is no general agreement. Read each statement carefully and encircle the one alternative which best expresses your feeling about it in your work situation.

A - agree

D - disagree

- A D 1. My supervisor gives me practical help when discussing a patient or family problem.
- A D 2. My supervisor makes home visits with me as I feel the need.
- A D 3. Our staff in-service education program is planned in accordance with the needs of the staff.
- A D 4. In my present position I have little time to devote to my specific fields of interest in public health nursing.
- A D 5. My case load tends to be heavier than everyone else's.
- A D 6. We have a poorly planned staff education program.

- A D 7. I am given time from work to attend special educational programs in the community, such as institutes etc.
- A D 8. I am satisfied with the frequency of our office staff meetings.
- A D 9. The physical setup of our office allows concentration upon one's own work.
- A D 10. My work is very fatiguing.
- A D 11. Our staff meetings stimulate me to do a better job.
- A D 12. In my office there is a comfortable relationship existing between the supervisor and staff nurses.
- A D 13. I have the privilege of deciding when I should discontinue service to my families.
- A D 14. My salary is inadequate to meet my everyday demands.
- A D 15. I dislike giving bedside care in the home.
- A D 16. Considering my education and preparation for the job, my salary is too low.
- A D 17. I have an opportunity to discuss my problems with the administrator(s).
- A D 18. I believe that my supervisor keeps me well informed about new agency policies.
- A D 19. I believe our staff meetings are designed to give members an opportunity to share their knowledge.
- A D 20. The agency is very fair about sick leave.
- A D 21. The staff is too passive about asking for improvements which involve the entire staff.

- A D 22. The office has a good working atmosphere.
- A D 23. The type of work I do in my district does not challenge my interest.
- A D 24. In my office we are made to feel very guilty about taking sick leave.
- A D 25. I feel entirely too much time must be spent on record writing.
- A D 26. In our agency the supervisory personnel do not seem to be chosen primarily on the basis of their professional abilities.
- A D 27. My supervisor is fair in her evaluations.
- A D 28. Our coffee time arrangements are satisfactory.
- A D 29. Too much of my time is spent doing health supervision rather than doing bedside nursing.
- A D 30. The democratic administration of the agency contributes to the satisfaction in my work.
- A D 31. There is not a close enough relationship between the administration and the staff nurses.
- A D 32. I dislike the agency policy regarding the amount of time we spend for lunch.
- A D 33. The nursing staff participates in setting up the policies of the agency.
- A D 34. I like to make health supervision visits.
- A D 35. Too much of my time must be spent giving bedside nursing care in the home.
- A D 36. Public health nursing students are a cumbersome burden for the staff nurses.

Part II

The following pages contain some general statements.

Please answer each of them as it pertains to you.

1. Have you taught mothers' or parents' class within the past year?

If yes, was this a satisfying or dissatisfying experience? Why?

If no, would you have liked to?

Why?

2. Have you been a field teacher within the past year with any of the following students?

1. diploma student (four to six weeks) _____
2. one day observer _____
3. basic collegiate student (8 weeks) _____
4. general nursing student (8 weeks) _____
5. other (please specify) _____

If yes, was this a satisfying or a dissatisfying experience? Why?

If no, would you have liked to?

Why?

3. In what ways do you feel your educational preparation could be used but is not now being used?

4. If you had your choice between being an expert staff nurse or being advanced in position, which would you choose?

Why?

5. Do you feel you are qualified for an advanced position?

Why?

6. Do you feel there is ample opportunity for promotion or advancement to a higher level in your present job?

Why?

7. Some nurses enjoy public health nursing more as they get more experience or education. How do you feel about this?

8. If you were considering a change of job, what would be the reasons for this change?

9. What would you plan to do if you changed jobs?

10. What are the three things which you like best about your present job?
 - 1.
 - 2.
 - 3.

11. What are the three things which you like least about your present job?
 - 1.
 - 2.
 - 3.

Part III

Now please give me some information about yourself.

1. Graduate of _____ School of Nursing.
(name of school)

2. Year of graduation _____.

3. Length of program:

two years _____

three years _____

four years _____

five years _____

other _____ (specify) _____

4. Was the program accredited for preparation in
public health nursing? Yes _____

No _____

5. Do you have a Bachelor of Science degree?

Yes _____

No _____

6. If no, have you earned any credits toward a
Bachelor of Science degree?

Yes _____

No _____

How many? _____

7. If yes, have you earned any credits toward a
Master of Science degree?

Yes _____

No _____

How many? _____

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