

A STUDY OF THE APPLICANT'S PERCEPTION OF THE ROLE ATTRIBUTES  
OF THE NURSING STUDENT AND THE APPLICANT'S  
PERCEPTION OF SELF

by  
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A Thesis submitted to the Faculty of the Graduate  
School of the University of Colorado in partial  
fulfillment of the requirements for the Degree

Master of Science  
Department of Nursing

1965

ACKNOWLEDGEMENT

I wish to express my appreciation for the assistance and encouragement received from the members of my thesis committee, Associate Professor Theodore Vaisky, Director of Counseling and Testing, and Miss Kathryn J. Kelly, Professor of Nursing.

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A Study of the Applicant's Perception of the Role Attributes  
of the Nursing Student and the Applicant's Perception

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I wish to express my appreciation for the assistance and encouragement received from the members of my thesis committee, Associate Professor Theodore Volsky, Director of Counseling and Testing, and Miss Kathryn J. Kelly, Professor of Nursing.

I wish to express my appreciation also to those faculty members and high school students who assisted in this study by answering questionnaires.

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Analysis of data revealed that the applicants generally agreed with the experts on the role attributes of the

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Thesis directed by Associate Professor Theodore Volsky, Jr.

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(1) what is the nursing school applicant's perception of the role attributes of the nursing student? and (2) how does this perception differ from her concept of self in relation to the nursing student's role?

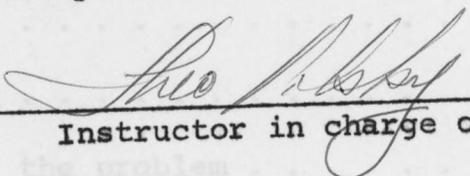
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Analysis of data revealed that the applicants generally agreed with the experts on the role attributes of the

nursing student. The data also indicated that the applicant's expectations of the nursing student were generally higher than her expectations of self.

This abstract of about 145 words is approved as to form and content. I recommend its publication.

Signed   
Instructor in charge of thesis

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<sup>1</sup>A. M. Rose, "The Adequacy of Women's Expectations for Adult Roles," *Social Forces*, 30:69-77, 1951; Joanne Berkowitz and Norman Berkowitz, "Nursing Education and Role Conception," *Nursing Research*, 9:218-219, Fall, 1960; Ronald G. Corwin, Marvin J. Taves and J. Eugene Haas, "Professional Disillusionment," *Nursing Research*, 10:141-144, Summer, 1961; Ronald G. Corwin and Marvin J. Taves, "Some Concomitants of Bureaucratic and Professional Conceptions of the Nurse Role," *Nursing Research*, 11:223-227, Fall, 1962.

<sup>2</sup>Ronald G. Corwin and Marvin J. Taves, "Some Concomitants of Bureaucratic and Professional Conceptions of the Nurse Role," *Nursing Research*, 11:223, Fall, 1962.

## CHAPTER I

### I. INTRODUCTION

Inconsistency between an individual's expectations about nursing and subsequent experience with it seems to cause disillusionment and conflict.<sup>1</sup> Conception of role, the concept of the rights and obligations a person perceives as associated with his position, provides expectations which guide conduct and generate attitudes. As a role becomes incorporated into personality it directs personal goals and motives.<sup>2</sup> Corwin and Taves have stated, "the person who does not maintain a role conception with

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<sup>1</sup>A. M. Rose, "The Adequacy of Women's Expectations for Adult Roles," Social Forces, 30:69-77, 1951; Joanne Berkowitz and Norman Berkowitz, "Nursing Education and Role Conception," Nursing Research, 9:218-219, Fall, 1960; Ronald G. Corwin, Marvin J. Taves and J. Eugene Haas, "Professional Disillusionment," Nursing Research, 10:141-144, Summer, 1961; Ronald G. Corwin and Marvin J. Taves, "Some Concomitants of Bureaucratic and Professional Conceptions of the Nurse Role," Nursing Research, 11:223-227, Fall, 1962.

<sup>2</sup>Ronald G. Corwin and Marvin J. Taves, "Some Concomitants of Bureaucratic and Professional Conceptions of the Nurse Role," Nursing Research, 11:223, Fall, 1962.

certainty must have doubts about his conduct and about himself. Confusion accompanying uncertainty of the role and consequent lack of self-assurance probably increases the desire for change."<sup>3</sup>

Depboye and Anderson have stated that ". . . an occupation becomes means through which the individual attempts to implement his self-concept."<sup>4</sup> Through the measurement of occupational perceptions data can be provided which would lead to the formulation of hypotheses about need structure and perceptions of the occupations to satisfy needs.<sup>5</sup>

## II. THE PROBLEM

Statement of the problem. Some research and considerable discussion of the problem of attrition in nursing suggest that prospective nursing students may need a more realistic picture of the nursing education program and the

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<sup>3</sup>Ibid., p. 226.

<sup>4</sup>W. J. Depboye and W. J. Anderson, "Occupational Stereotypes and Manifest Needs of High School Students," Journal of Counseling Psychology, 8:4:296, 1961.

<sup>5</sup>Ibid.

nursing profession.<sup>6</sup> Clarification of one aspect of nursing can be provided by answering the following questions: (1) what is the nursing school applicant's perception of the role attributes of the nursing student? and (2) how does this perception differ from her concept of self in relation to the nursing student's role attributes?

The purposes of this study were: (1) to construct a rating scale that will evaluate the applicant's perception of the role attributes of the nursing student, and to develop one or more scoring devices for the developed scale; (2) to contrast the applicant's perception of role attributes of the nursing student with the role attributes as identified by knowledgeable and experienced professionals in the area of nursing education by examining areas of agreement and disagreement between the nursing applicants and the experts; (3) to compute an index of difficulty and an index of discrimination for the scale items; (4) to examine differences between applicants interested in the

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<sup>6</sup> Calvin W. Taylor and others, Selection and Recruitment of Nurses and Nursing Students, University of Utah Press, 1963, p. 49; Gilbert E. Teal and Ralph A. Fabrizio, Causes of Student Withdrawal from Nurse Training, Public Service Research, Inc., Stanford, Conn., 1964, p. 1.

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*Nursing Research*, 10:91-96, Spring, 1961.

collegiate program and those interested in the diploma program; (5) to contrast the applicant's perception of self, and (6) to develop norms to be utilized as a basis for further research about applicants in the state of Colorado.

Justification of the problem. According to the report of the Surgeon General's Consultant Group on Nursing, the United States will need approximately 850,000 professional nurses by 1970 to provide effective and efficient nursing services for the nation. To meet the feasible goal of 680,000 nurses, schools of nursing must graduate 53,000 nurses a year by 1969--a 75 per cent increase over 1961.<sup>7</sup>

An important factor in the shortage of nurses is the high attrition rate in schools of nursing. In 1961 Tate found in a study conducted for the National League for Nursing that the average attrition rate for students in baccalaureate programs in nursing was 44 per cent and for diploma programs, 30.5 per cent.<sup>8</sup> If the increasing demands of the nursing needs of the nation are to be met, it

sistently higher on pre-entrance examinations than the

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<sup>7</sup>Report of the Surgeon General's Consultant Group on Nursing, Toward Quality in Nursing, U.S. Department of Health, Education and Welfare, February 1963, p. 22.

<sup>8</sup>Barbara Tate, "Attrition Rates in Schools of Nursing," Nursing Research, 10:91-96, Spring, 1961.

is necessary to learn the causes of attrition and where appropriate, to apply the findings of research studies dealing with attrition to the improvement of curriculum and selection procedures.

Studies of attrition have been numerous and varied, and many of them inconclusive. In an extensive study of selection procedures used in 698 nursing programs, Taylor and others found that attrition rates in these schools ranged from 24 to 56 per cent with an average of 39 per cent.<sup>9</sup> Thirteen of eighteen studies carried out from 1944 through 1953 ranked failure in classwork as the primary reason for drop-outs<sup>10</sup> with an average of 42.6 per cent of students entering nursing programs.<sup>11</sup> A few studies indicated that non-academic reasons were given for either all or for a high percentage of drop-out. In one school (Guinee 1959) the admission qualifications of the 81 drop-outs were higher than those for the 75 retainees.<sup>12</sup> Teal and Fabrizio found that non-academic drop-outs scored consistently higher on pre-entrance examinations than the academic drop-outs.<sup>13</sup> Marriage and dislike for nursing

<sup>9</sup> Taylor, op. cit., p. 46.

<sup>10</sup> Ibid., p. 54.

<sup>11</sup> Ibid., p. 48.

<sup>12</sup> Ibid.

<sup>13</sup> Teal, op. cit.

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<sup>11</sup> Ibid., p. 48.

<sup>12</sup> Ibid.

<sup>13</sup> Teal, op. cit.

were ranked second and third, but the actual percentage of drop-out due to these reasons were reported in only a few studies.<sup>14</sup> Teal and Fabrizio concluded from their study that students gave marriage as a reason for leaving school because this was considered socially acceptable. Estimating the percentage of drop-out due to dislike for nursing is difficult since it may be concealed in other categories as 'unsuitability for nursing,' 'other reasons' and 'transfer to academic programs other than nursing.'<sup>15</sup> According to Taylor (1963) causes for attrition can be categorized under academic failure and personal reasons. This second category provides a broad area for needed research.

In general, studies predicting retention of students in nursing programs have not proved very successful on replication from school to school and even within schools from year to year. These studies have investigated the areas of scholastic achievement, aptitude, personality, and interest.<sup>16</sup> Because a large percentage of drop-out is

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<sup>14</sup>Taylor, op. cit., p. 48.

<sup>15</sup>Ibid.

<sup>16</sup>Irene Healy and Walter R. Borg, "Personality and Vocational Interests of Successful and Unsuccessful Nursing School Freshmen," Journal of Educational and Psychological Measurement, 12:767-775, Winter, 1952; William B. Michael, Robert A. Jones, and Russell Haney, "Development and Validation of a Test Battery for Selection of Student Nurses,"

attributed to non-academic factors, it is imperative that further predictive measures in non-intellectual areas be investigated.<sup>17</sup> One such area that seems promising is that of role perception. Upon conclusion of her study "Drop-outs from Schools of Nursing; the Effect of Self and Role Perception," Kibrick recommended that her instrument for testing the applicant's perception of role attributes of the nursing student be refined and expanded, since the segment of the role concerned with attributes had the highest predictability for drop-outs.<sup>18</sup>

Kibrick's study investigated the degree of concensus on a selected number of variables between nursing educators and nursing students within each of the seven schools

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Journal of Educational and Psychological Measurement, 19: 641-643, Winter 1959; Russell Haney, William B. Michael, and Robert A. Jones, "Identification of Aptitudes and Achievement Factors in the Prediction of the Success in Nursing Trainees," Journal of Educational and Psychological Measurement, 19:645-647, Winter, 1959; Russell Haney and others, "Cognitive and Non-Cognitive Predictors of Achievement in Student Nursing," Journal of Educational and Psychological Measurement, 20:387-389, Summer, 1960.

<sup>17</sup> Taylor, op. cit., p. 56.

<sup>18</sup> Anne Karlon Kibrick, "Drop-outs from Schools of Nursing; the Effect of Self and Role Perception," (unpublished doctoral dissertation, Harvard University, Cambridge, 1958), p. 192.

studied and the effect of this concensus on the drop-outs from these schools of nursing. Subjects consisted of the entire classes entering seven different schools in the fall of 1956. Five hundred and thirty-eight students were tested within three days of entry. Analysis was based on data obtained from 460 students of whom 71 were withdrawals. Eight instruments were constructed. The four concerned with the role segments of knowledge, activities, attributes, and relationships were administered to 30 supervisors and instructors in the seven schools who served as role definers. The items on which they unanimously agreed were used as the standard for measurement of the students' role perception. The remaining four instruments were concerned with the self concept, motivation, anticipated adjustments, and socioeconomic background of the students.

Scores representing the degree of agreement in the students' conception of her task and her role as related to the standards of the role definers, and the agreement between her self concept and her conception of the ideal nursing student were developed for each subject. Point biserial correlations of each of the variables with a criterion indicator of perseveration in the nursing education

program were done. Of the 126 correlations 13 were significant and 90 were in the predicted direction. ". . . the attributes and relationships variables were the most highly correlated with students remaining in the program according to the point biserial correlations and the variables concerned with the role attributes were among those variables with the highest beta weights."<sup>19</sup>

Kibrick developed an excellent pool of items with a considerable amount of descriptive information about those items. The inclusion of an item in the pool was judged to be sufficient basis for its importance. All items carried equal weight with all other items. One of the means used to develop the scale for the present study was to cull that large pool of items for those which on the basis of Kibrick's study showed promise of providing the nursing educator with valuable information and to subject that pool of items to further investigation and culling. The remaining items which will have survived a number of severe criteria will be converted to a form of optimum utility by the devising of scoring schema and norm development.

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<sup>19</sup>Ibid., p. 143.

It is hoped that through a rating scale constructed by expansion of Kibrick's instrument, means will be provided to obtain information in role perception that will be useful in counseling nursing students who might otherwise be lost to nursing because of disillusionment.

It is not intended that the ultimate investigation of the utility of the developed scales in a long term investigation of prediction of retention or performance will fall within the limits of this study. This will be left for subsequent work by the investigator and others interested. Such a study would exceed the limits of time, expertness and opportunities provided by the Master Degree program.

### III. DEFINITION OF TERMS

The role theory of Gross provided the theoretical framework for the consideration of role perception in Kibrick's study and his definitions are used in this study.<sup>20</sup>

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<sup>20</sup> Neal Gross and others, Explorations in Role Analysis (New York: John Wiley and Sons, 1958).

<sup>21</sup> Ibid., p. 58.

<sup>22</sup> Ibid., p. 60.

<sup>23</sup> Ibid., p. 64.

Expectation is defined as ". . . an evaluative standard applied to an incumbent of a position."<sup>21</sup>

Position refers to social location.

Role is "a set of expectations, or . . . a set of evaluative standard applied to an incumbent of a position."<sup>22</sup>

"A role attribute is an actual quality of an incumbent of that position."<sup>23</sup>

Applicant refers to the high school senior girl interested in nursing.

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<sup>21</sup>Ibid., p. 58.

<sup>22</sup>Ibid., p. 60.

<sup>23</sup>Ibid., p. 64.

## CHAPTER II

### METHODOLOGY

#### I. DEVELOPMENT OF THE SCALE AND SCORING DEVICES

The purposes of this study were: (1) to construct a rating scale that will evaluate the applicant's perception of the role attributes of the nursing student and to develop one or more scoring devices for the developed scale; (2) to contrast the applicant's perception of role attributes of the nursing student with the role attributes as identified by knowledgeable and experienced professionals in the area of nursing education, by examining areas of agreement and disagreement between the nursing applicants and the experts; (3) to compute an index of difficulty and an index of discrimination for the scale items; (4) to examine areas of differences between applicants interested in the collegiate program and those interested in the diploma program; (5) to contrast the applicant's perception of the role attributes of the nursing student and the applicant's perception of self, and (6) to develop norms to be utilized as a basis for further research about applicants in the state of Colorado.

Beginning with development of the scale, Chapter II will present the methods used to accomplish the purposes of this study.

## I. DEVELOPMENT OF THE SCALE AND SCORING DEVICES

Development of the scale. The immediate problem consisted of developing a valid scale to identify role perception. The previous work of Kibrick on role perception of the nursing student provided direction in developing a Likert-Thurston type scale. Doctor Kibrick graciously granted permission for the use of her instruments in this study. (See Appendix A.) The 111 items statistically significant in her instruments evaluating attributes, relationships and self-concept served as the nucleus of the scale. Additional items which were considered descriptive of the nursing student were obtained from the literature,<sup>1</sup> and

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<sup>1</sup>Laura Krieger Eads, "Characteristics of a Nurse Able to Adjust Well to Nursing Situations," American Journal of Nursing, 36:705-715, July, 1936; Dorothy Evelyn Maxson, "A Study of the Motivations, and Feelings of Selected Groups of Student Nurses at the University of Colorado" (unpublished Master's thesis, the University of Colorado, Boulder, 1954), p. 93; Doris Mae Stromquist, "A Study of Reasons Given by Selected Students for Their Choice of Nursing as a Career," (unpublished Master's thesis, University of Colorado, Boulder), p. 25; Jane Holliday, "The Ideal Characteristics of a Professional Nurse," Nursing Research, 10:4:205-210, Fall, 1961; Robert

from professional nurses engaged in nursing practice at different levels--staff nurses, head nurses, supervisors and a director of nursing service. The number of items was increased to 210 since it was anticipated elimination of ambiguous and irrelevant items on scaling would decrease the scale from one-half to one-third. A total of approximately 100 items was desired for the final scale. Two professional nurses who had experience working with students were asked to read the list of items and to answer the questions: (1) are any of the items ambiguous? and (2) can more than one interpretation be given to a statement? No items were eliminated after this evaluation, but a number of terms were changed.

After the statements were edited they were set up for evaluation by the experts on an eleven point scale ranging from a positive five, representing the most desirable point on the continuum, to a minus five, representing the least desirable point on the continuum. (See Appendix B.) The raters were asked to give a high or positive rating to those statements considered typical of the ideal

Using the data from Group I as the criterion since this  
P. Bullock, "Position, Function, and Job Satisfaction of Nurses in the Social System of a Modern Hospital," Nursing Research, 2:1:4-14, June, 1953.

student, and low, or negative ratings to those statements considered typical of the poor student. Because evaluation by faculty of both diploma and collegiate school of nursing programs was desired, faculty members of selected diploma and collegiate schools of nursing in Denver were chosen as judges. The scales were administered to forty-two members of the faculty of four diploma schools of nursing and thirty-three members of the faculty of two collegiate schools of nursing. Due to failure of five of the eight responding faculty members in one collegiate school to follow directions, these responses were not included in the sample, leaving twenty-five faculty members from one collegiate school to serve as judges for the collegiate schools. Hereafter, items judged by faculty of the diploma programs will be referred to as Group I, and the items judged by faculty of the collegiate program, Group II.

Final selection of items. The mean and standard deviation of each item in the two groups were obtained. The 210 items in the two groups were cross-validated by using the data from Group I as the criterion since this group had the larger number of judges. If the mean score of the item in Group II was within a unit above or below

the mean score of the item in Group I, the item was retained. By means of this process 83 items were eliminated. The remaining 127 items were further refined by comparing the standard deviations in Group I and Group II. Because of their high standard deviations twelve more items were eliminated. However, these twelve items were left in the scale to serve as distractors. Thus the items in the scale were reduced to 127; 115 of which would be scored.

Scale for the applicants. Following the final selection of items, the eleven-point scale was transformed to a five-point scale. The applicant was instructed to give an A or B rating to the statement she believed to be typical of the good nursing student, a D or E rating to the statement she believed to be typical of the poor nursing student, and a C rating if she believed the statement did not distinguish between the good and the poor student. On this scale the term "ideal" was replaced by the term "good" because a number of the judges objected to the former term, and it was believed the applicants might object to it also.

The applicant was requested to judge the statements a second time and rate the same items according to whether or not she agreed or disagreed that the statements were typical of her own attitudes and characteristics. These

responses would supply the data necessary to study the self-concept of the applicant.

Subjects. The subjects for this study were high school senior girls in Colorado interested in nursing. Letters requesting participation in the study were sent to the principals of 227 high schools in Colorado. (See Appendix A.)

One hundred fifteen, or 51 per cent, of the principals indicated willingness to participate. An additional 24, or eleven per cent, reported they had no seniors interested in nursing. Five, or two per cent, regretted they would be unable to participate due to various reasons. A total of 141, or 64 per cent, responded.

Actual participation included 88, or 37 per cent, of the high schools with 369 senior girls responding.

The type of schools and number of girls from each were as follows:

	<u>Schools</u>	<u>Number of girls</u>
Rural:	37	100
Urban:	50	263
Military:	1	6
Total	<u>88</u>	<u>369</u>

Administration of the scales. After the principals of the high schools sent in the names of the individuals who would be responsible for administering the scales to the applicants in their respective schools, letters of instruction were sent to them with the scales and answer sheets. (See Appendix A.)

Scoring. Two scoring keys were developed for scoring the rating scales given to the high school seniors. On the first key the answer was considered correct if the response agreed with the criterion set up by the expert judges, that is, the mean score of each scale item. In the study these scores were referred to as agreement scores.

The number of items with their mean values were as follows: minus 1.0 - 1.99 : 12; plus 1.0 - 1.99 : 14; minus 2.0 - 2.99 : 19; plus 2.0 - 2.99 : 11; minus 3.0 - 3.99 : 9; plus 3.0 - 3.99 : 16; minus 4.0 - 4.99 : 1; plus 4.0 - 4.99 : 33.

The total number of items given a positive rating by the judges was 74, a negative rating 41.

The other key was devised to obtain a weighted score. The weight for each item was determined from the mean values placed on each item by the judges. The possible number of correct items with their mean values were as follows: plus 4 : 33; plus 3 : 16; plus 2 : 11; plus 1 :

14; minus 1 : 12; minus 2 : 19; minus 3 : 9; minus 4 : 1.

The weighted score for each applicant was obtained by algebraic summation of the difference between the total number of positive items answered correctly and the negative items answered correctly.

## II. DETERMINING AGREEMENT

The percentage of correct or agreement responses was computed from the total number of correct and incorrect responses given to each item of the scale. "C" responses,

which were neither correct nor incorrect, were given no weight and so were not considered in the total count of responses.

## III. DETERMINING THE INDEX OF DIFFICULTY AND COEFFICIENT OF DISCRIMINATION

Index of difficulty. The index of difficulty is simply the percent of incorrect responses to an item.<sup>2</sup>

Coefficient of discrimination. The coefficients of discrimination were estimated from an Abac chart developed

<sup>2</sup>The Board of Examiners, Michigan State College, Comprehensive Examinations in a Program of General Education (East Lansing: Michigan State College Press, 1949), p. 150.

at the University of Chicago.<sup>3</sup>

The coefficients on the chart range from 0 to .75 in graduated units of five. When numbers fell exactly on the line of the chart between levels of coefficients, the lower coefficient of discrimination was chosen. These coefficients were indicated by an asterisk. The coefficient of discrimination indicates the extent to which an item discriminates between two groups.<sup>4</sup>

#### IV. AREAS OF DIFFERENCE BETWEEN COLLEGIATE AND DIPLOMA RESPONSES

The coefficient of discrimination was used to determine whether or not responses to items distinguished significant differences between the responses of the collegiate and diploma groups.

#### V. COMPARISON OF ROLE PERCEPTION AND SELF-CONCEPT

The criterion used to determine significant differences between the applicant's perception of the role attributes of the nursing student and the applicant's self-concept was the coefficient of discrimination.

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<sup>3</sup>Ibid., p. 151.

<sup>4</sup>Ibid., p. 150.

## VI. DEVELOPMENT OF NORMS

The sixth purpose of this study was to develop norms to be utilized as a basis for further research about nursing school applicants in the state of Colorado.

Means, standard deviations, and centile ranks were computed for both unit and weighted scores for each group of applicants for the role attributes and self-concept instruments.

One hundred sixty-three applicants indicated interest in the diploma program, 93 in the collegiate program and 113 did not indicate the type of program in which they were interested.

Items of the scale were placed into 21 categories according to Murray's theory of needs.<sup>1</sup> Three items, because of their non-specificity, were not placed in any category. Items used from Kibrick's instrument were left in the categories in which she had placed them according to Murray's theory.

In this study all figures were rounded to the first decimal place.

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<sup>1</sup>H. Murray and others, Explorations in Personality (New York: Oxford University Press, 1938).

The procedure followed in Chapter III was to present an analysis related to each purpose of the study in a separate section.

### CHAPTER III

#### ANALYSIS AND INTERPRETATION OF DATA

##### I. AREAS OF AGREEMENT AND DISAGREEMENT

Data were obtained for the study through a Likert-Thurston type scale. The 369 respondents were asked to indicate whether their interest was in a collegiate or in a diploma nursing program. One hundred sixty-three applicants indicated interest in the diploma program, 93 in the collegiate program and 113 did not indicate the type of program in which they were interested.

Items of the scale were placed into 21 categories according to Murray's theory of needs.<sup>1</sup> Three items, because of their non-specificity, were not placed in any category. Items used from Kibrick's instrument were left in the categories in which she had placed them according to Murray's theory.

In this study all figures were rounded to the first decimal place.

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<sup>1</sup>H. Murray and others, Explorations in Personality (New York: Oxford University Press, 1938).

The procedure followed in Chapter III was to present an analysis related to each purpose of the study in a separate section.

### I. AREAS OF AGREEMENT AND DISAGREEMENT

Data presented in Section 1 of this Chapter related to the second purpose of this study: to contrast the applicant's perception of role attributes of the nursing student with the role attributes as identified by knowledgeable and experienced professionals in the area of nursing education by examining areas of agreement and disagreement between the nursing applicants and the experts.

The following procedure was utilized in presenting the data in Section 1. Characteristics typical of each role attribute were presented. This was followed by the items classified under the specific role attribute, and then the items with the percentage of applicant's who agreed with the experts and then the percentage of applicants who disagreed with the experts.

Attributes on which applicants agreed with the experts on all items in a category were presented first.

These attributes included: achievement, exposition, conjunctivity, deliberation, rejection, succorance,

emotionality, recognition, autonomy, inner direction, sameness, placidity, play, nurturance, abasement, cognizance, dominance, change and deference. The applicants also agreed with the experts on the three items that were not placed in a special category.

Next the attributes on which the applicants disagreed with the experts on some items were presented. These attributes included: affiliation and other direction.

#### A. CATEGORIES OF ITEMS ON WHICH APPLICANTS AND EXPERTS AGREED

Achievement. Characteristics of the attribute achievement include persevering in accomplishing something difficult; working with purpose to accomplish difficult goals, and determination in seeking difficult goals.<sup>2</sup>

Six items pertained to the role attribute achievement: 31, 20, 21, 66, 86, and 99. (See Table 1, p. 25.)

In responding to item 31, "tries to do her best in whatever she does," 99 per cent of the applicants agreed with the experts that this behavior was typical of the good nursing student.

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<sup>2</sup>Ibid., p. 164.

TABLE 1  
ROLE ATTRIBUTE ACHIEVEMENT

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
31. Tries to do her best in whatever she does.	Good	+4	99
20. Usually persists in the pursuit of a purpose.	Good	+4	98
21. Is accurate and thorough in her work.	Good	+4	100
66. Does equally good work with or without supervision.	Good	+4	99
86. Studies the easy part of a lesson and skims over the hard part.	Poor	-3	99
99. Complains about heavy class assignments.	Poor	-2	98

Response to item 20, "usually persists in the pursuit of a purpose," revealed that 98 per cent of the applicants agreed with the experts that this behavior was typical of the good nursing student.

In rating item 21, "is accurate and thorough in her work," 100 per cent of the applicants agreed that this characteristic was typical of the good nursing student.

In answering item 66, "does equally good work with or without supervision," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Responses to item 86, "studies the easy part of a lesson and skims over the hard part," showed that 99 per cent of the applicants agreed with the experts that this behavior was typical of the poor nursing student.

In rating item 99, "complains about heavy class assignments," 98 per cent of the applicants agreed this was typical of the poor nursing student.

Exposition. Characteristics of the attribute exposition include an expositive attitude in which one points out and demonstrates, relates facts, explains, and interprets.<sup>3</sup>

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<sup>3</sup>Ibid., p. 83.

Three items pertained to the role attribute exposition: 16, 42, and 77. (See Table 2, p. 28.)

In responding to item 16, "is able to express her ideas clearly in speaking," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Responses to item 42, "is quite persuasive in her speech," showed 92 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

In rating item 77, "has a striking personality," 95 per cent of the applicants agreed this was typical of the good nursing student.

Conjunctivity. Characteristics of the attribute conjunctivity include co-ordination of thoughts and actions; organization of purpose; and ability to make a coherent pattern of one's life.<sup>4</sup>

Seven items pertained to the role attribute conjunctivity: 1, 6, 27, 30, 49, 82, and 89. (See Table 3, p. 30.)

In responding to item 1, "is methodical in her daily

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<sup>4</sup>Ibid., p. 147.

TABLE 2  
ROLE ATTRIBUTE EXPOSITION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
16. Is able to express her ideas clearly in speaking.	Good	+4	99
42. Is quite persuasive in her speech.	Good	+2	92
77. Has a striking personality.	Good	+1	95

life," 95 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Answers to item 6, "is systematic in her behavior," revealed that 91 per cent of the applicants agreed this was typical of the good nursing student.

Rating of item 27, "sticks to a plan of action which she has decided upon," showed 91 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 30, "is conventional in her behavior," showed 87 per cent of the applicants agreed this was typical of the good nursing student.

In responding to item 49, "allows a given time for study and recreation," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Answers to item 82, "will make a better wife and mother because of her nursing education," showed 96 per cent of the applicants agreed this was typical of the good nursing student.

On item 89, "is always punctual in reporting on duty," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

TABLE 3  
ROLE ATTRIBUTE CONJUNCTIVITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
1. Is methodical in her daily life.	Good	+2	95
6. Is systematic in her behavior.	Good	+3	91
27. Sticks to a plan of action which she has decided upon.	Good	+1	91
30. Is conventional in her behavior.	Good	+1	87
49. Allows a given time for study and recreation.	Good	+4	99
82. Will make a better wife and mother because of her nursing education.	Good	+1	96
89. Is always punctual in reporting on duty.	Good	+3	99

Deliberation. Characteristics of the attribute deliberation include compulsive thinking, and inhibition and reflection before acting.<sup>5</sup>

Two items pertained to the role attribute deliberation: 15 and 40. (See Table 4, p. 32.)

In responding to item 15, "becomes confused when she has too many things on her mind at one time," 94 per cent of the applicants agreed with the experts that this was typical of the poor nursing student.

On item 40, "is disturbed by doing many things at one time," 93 per cent of the applicants agreed this was typical of the poor nursing student.

Rejection. Characteristics of the attribute rejection include: snubs, ignores, and excludes other individuals;<sup>6</sup> adapts disdainful and superior attitudes, and withholds love from others.<sup>7</sup>

Four items pertain to the attribute rejection: 76, 79, 107, and 118. (See Table 5, p. 33.)

In responding to item 76, "gradually acquires a sense of hardness," 79 per cent of the applicants agreed with the experts that this was typical of the poor nursing student.

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<sup>5</sup>Ibid., p. 148.    <sup>6</sup>Ibid., p. 83.    <sup>7</sup>Ibid., p. 177.

TABLE 4  
 ROLE ATTRIBUTE DELIBERATION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
15. Becomes confused when she has too many things on her mind at one time.	Poor	-2	94
40. Is disturbed by doing many things at one time.	Poor	-2	93

116. Gradually loses the first interest she has in her patients.

TABLE 5  
ROLE ATTRIBUTE REJECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
76. Gradually acquires a sense of hardness.	Poor	-3	79
79. Is a snob to others in fields not her own.	Poor	-3	100
107. Is inclined to be narrow in her field of interests.	Poor	-3	98
118. Gradually loses the first interest she has in her patients.	Poor	-2	97

Answers to item 79, "is a snob to others in fields not her own," 100 per cent of the applicants agreed this was typical of the poor nursing student.

In rating item 107, "is inclined to be narrow in her field of interests," 98 per cent of the applicants agreed this was typical of the poor nursing student.

Responses to item 118, "gradually loses the first interest she has in her patients," 97 per cent of the applicants agreed this was typical of the poor nursing student.

Succorance. Characteristics of the attribute succorance include seeking aid, protection and sympathy; dependency;<sup>8</sup> craving affection, and avoiding being alone.<sup>9</sup>

Five items pertained to the attribute succorance: 10, 26, 37, 94, and 97. (See Table 6, p. 35.)

In responding to item 10, "feels vaguely insecure when she has to act on her own responsibility," 92 per cent of the applicants agreed with the experts that this was typical of the poor nursing student.

Answers to item 26, "is rather easily discouraged when things go wrong," revealed 98 per cent of the

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<sup>8</sup>Ibid., p. 83.

<sup>9</sup>Ibid., p. 182.

TABLE 6

## ROLE ATTRIBUTE SUCCORRANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
10. Feels vaguely insecure when she has to act on her own responsibility.	Poor	-1	92
26. Is rather easily discouraged when things go wrong.	Poor	-1	98
37. Feels quite anxious when left by herself.	Poor	-2	85
94. Feels that other students are too occupied with their own interests.	Poor	-1	93
97. Is afraid of doing procedures and hurting the patient.	Poor	-1	95

TABLE 6

## ROLE ATTRIBUTE SUCCORRANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
10. Feels vaguely insecure when she has to act on her own responsibility.	Poor	-1	92
26. Is rather easily discouraged when things go wrong.	Poor	-1	98
37. Feels quite anxious when left by herself.	Poor	-2	85
94. Feels that other students are too occupied with their own interests.	Poor	-1	93
97. Is afraid of doing procedures and hurting the patient.	Poor	-1	95

applicants agreed this was typical of the poor nursing student.

In rating item 37, "feels quite anxious when left by herself," 85 per cent of the applicants agreed this was typical of the poor nursing student.

On item 94, "feels that other students are too occupied with their own interests," 93 per cent of the applicants agreed this was typical of the poor nursing student.

On item 97, "is afraid of doing procedures and hurting the patient," 95 per cent of the applicants agreed this was typical of the poor nursing student.

Emotionality. Characteristics of the attribute emotionality include becoming excited frequently; showing emotion on slightest provocation and exhibiting marked fluctuations of mood.<sup>10</sup>

Five items pertained to the role attribute emotionality: 12, 81, 85, 104 and 108. (See Table 7, p. 37.)

In responding to item 12, "gets so involved with her patients that she feels like crying when she sees them crying," 94 per cent of the applicants agreed with the experts this was typical of the poor nursing student.

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<sup>10</sup> Ibid., p. 206.

TABLE 7  
ROLE ATTRIBUTE EMOTIONALITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
12. Gets so involved with her patients that she feels like crying when she sees them crying.	Poor	-2	94
81. Lives a frustrated life.	Poor	-3	97
85. Works poorly under pressure	Poor	-3	98
104. Tends to be crude.	Poor	-4	99
108. Finds it difficult to relax when off duty.	Poor	-2	98

On item 81, "lives a frustrated life," 97 per cent of the applicants agreed this was typical of the poor nursing student.

Answers to item 85, "works poorly under pressure," revealed 98 per cent of the applicants agreed this was typical of the poor nursing student.

Responses to item 104, "tends to be crude," showed that 99 per cent of the applicants agreed this was typical of the poor nursing student.

On item 108, "finds it difficult to relax when off duty," 98 per cent of the applicants agreed this was typical of the poor student.

Recognition. Characteristics of the attribute recognition include exciting praise and commendation; demanding respect and seeking distinction.<sup>11</sup>

Eight items pertain to the role attribute recognition: 44, 45, 62, 63, 88, 103, 92 and 101. (See Table 8, p. 39.)

In responding to item 44, "is treated by the faculty as an individual personality, not just another student," 93 per cent of the applicants agreed with the experts that

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<sup>11</sup>Ibid., p. 81.

TABLE 8  
ROLE ATTRIBUTE RECOGNITION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
44. Is treated by the faculty as an individual personality, not just another student.	Good	+3	93
45. Is treated by the supervisors as an individual personality, not just another student.	Good	+3	92
62. Is regarded as a professional person by the patient.	Good	+4	92
63. Is respected for the work that she does.	Good	+4	100
88. Gives credit to others for their ability.	Good	+3	98
103. Is respected by her patients.	Good	+4	99
92. Is taken for granted by the patients.	Poor	-2	87
101. Is less modest than most women.	Poor	-3	76

this was typical of the good nursing student.

Responses to item 45, "is treated by the supervisors as an individual personality, not just another student," showed that 92 per cent of the applicants agreed this was typical of the good student.

In responding to item 62, "is regarded as a professional person by the patient," 92 per cent of the applicants agreed this was typical of the good nursing student.

In responding to item 63, "is respected for the work that she does," 100 per cent of the applicants agreed this was typical of the good nursing student.

Answers to item 88, "gives credit to others for their ability," revealed 98 per cent of the applicants agreed this was typical of the good nursing student.

On item 103, "is respected by her patients," 99 per cent of the applicants agreed this was typical of the good nursing student.

On item 92, "is taken for granted by the patients," 87 per cent of the applicants agreed this was typical of the poor nursing student.

On item 101, "is less modest than most women," 76 per cent of the applicants agreed this was typical of the poor nursing student.

Autonomy. Characteristics of the attribute autonomy include defiance of authority; striving for independence,<sup>12</sup> irresponsibility and defiance of convention.<sup>13</sup>

Eleven items pertained to the role attribute of autonomy: 3, 22, 32, 33, 52, 67, 70, 83, 41, 47 and 90.

(See Table 9, p. 42.)

In replying to item 3, "generally relies on her own decisions," 60 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Responses to item 22, "enjoys being responsible for many things at one time," showed 85 per cent of the applicants agreed this was typical of the good nursing student.

On item 32, "works hard at achieving independence," 82 per cent of the applicants agreed this was typical of the good nursing student.

On item 33, "enjoys being placed in a responsible position," 99 per cent of the applicants agreed this was typical of the good nursing student.

In responding to item 52, "has the right to select her friends without any regard to her classmates," 53 per cent of the applicants agreed this was typical of the good

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<sup>12</sup>Ibid., p. 82.

<sup>13</sup>Ibid., p. 156.

TABLE 9

## ROLE ATTRIBUTE AUTONOMY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
3. Generally relies on her own decisions.	Good	+2	60
22. Enjoys being responsible for many things at one time.	Good	+2	85
32. Works hard at achieving independence.	Good	+4	82
33. Enjoys being placed in a responsible position.	Good	+3	99
52. Has the right to select her friends without any regard to her classmates.	Good	+1	53
67. Accepts full responsibility for her mistakes.	Good	+4	100
70. Does not make excuses or apologize unnecessarily.	Good	+4	96

TABLE 9 (continued)

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
83. Uses her initiative while caring for patients.	Good	+4	92
41. Is apt to criticize people in authority.	Poor	-2	99
47. Gives the doctor information about the patient only if he asks for it.	Poor	-1	69
90. Finds working with older patients less interesting than working with younger patients.	Poor	-1	95

nursing student.

In responding to item 67, "accepts full responsibility for her mistakes," 100 per cent of the applicants agreed this was typical of the good nursing student.

Replies to item 70, "does not make excuses or apologize unnecessarily," showed 96 per cent of the applicants agreed this was typical of the good nursing student.

Replies to item 83, "uses her initiative while caring for patients," revealed 92 per cent of the applicants agreed this was typical of the good nursing student.

Answers to item 41, "is apt to criticize people in authority," revealed that 99 per cent of the applicants agreed this was typical of the poor nursing student.

On item 47, "gives the doctor information about the patient only if he asks for it," 69 per cent of the applicants agreed this was typical of the poor nursing student.

On item 90, "finds working with older patients less interesting than working with younger patients," 95 per cent of the applicants agreed this was typical of the poor nursing student.

Inner Direction. Characteristics of the attribute "inner direction" include the ability to regulate one's life according to principles, and the ability to avoid

being greatly influenced by others.

Ten items pertained to the role attribute "inner direction": 23, 34, 64, 65, 68, 75, 123, 124, 126 and 87.

(See Table 10, p. 46.)

Responses to item 23, "avoids irresponsible pleasure seekers," indicated 83 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

In replying to item 34, "works best independently and on her own," 52 per cent of the applicants agreed this was typical of the good nursing student.

On item 64, "remembers and fulfills promises made to co-workers," 99 per cent of the applicants agreed this was typical of the good nursing student.

On item 65, "remembers and fulfills promises made to patients," 99 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 68, "answers the patients' light promptly," showed 99 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 75, "does not allow likes or dislikes to interfere with her duties," revealed 99 per cent of the applicants agreed this was typical of the good

TABLE 10  
ROLE ATTRIBUTE INNER DIRECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
23. Avoids irresponsible pleasure seekers.	Good	+1	83
34. Works best independently and on her own.	Good	+1	52
64. Remembers and fulfills promises made to co-workers.	Good	+4	99
65. Remembers and fulfills promises made to patients.	Good	+4	99
68. Answers the patients' light promptly.	Good	+4	99
75. Does not allow likes or dislikes to interfere with her duties.	Good	+3	99
123. Keeps her room neat and clean.	Good	+2	99
124. Is always well-groomed when off duty.	Good	+2	98
126. Carries her concept of responsibility toward duty over into her daily living.	Good	+2	91
87. Entered nursing because she couldn't go to college.	Poor	-2	99

nursing student.

In rating item 123, "keeps her room neat and clean," 99 per cent of the applicants agreed this was typical of the good nursing student.

In rating item 124, "is always well-groomed when off duty," 98 per cent of the applicants agreed this was typical of the good nursing student.

Replies to item 126, "carries her concept of responsibility toward duty over into her daily living," indicated 91 per cent of the applicants agreed this was typical of the good nursing student.

On item 87, "entered nursing because she couldn't go to college," 99 per cent of the applicants agreed this was typical of the poor nursing student.

Sameness. Characteristics of the attribute change include consistency and dependability.<sup>14</sup>

Two items pertained to the role attribute sameness: 24 and 39. (See Table 11, p. 48.)

In response to items 24, "generally goes about her work in the same way," 78 per cent of the applicants agreed this was typical of the good nursing student.

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<sup>14</sup>Ibid., p. 203.

TABLE 11  
ROLE ATTRIBUTE SAMENESS

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
24. Generally goes about her work in the same way.	Good	+1	78
39. Is a creature of habit.	Poor	-1	80

In responding to item 39, "is a creature of habit," 80 per cent of the applicants agreed this was typical of a poor nursing student.

Placidity. Characteristics of the attribute placidity include calmness, placidity, and moderation in sentiments.<sup>15</sup>

Three items pertained to the role attribute placidity: 71, 78, and 105. (See Table 12, p. 50.)

On item 71, "handles an emergency without revealing her excitement," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

On item 78, "believes in regularity in habits of sleeping, working, eating, and recreating," 92 per cent of the applicants agreed this was typical of the good nursing student.

In regard to item 105, "leads a confining life," 89 per cent of the applicants agreed this was typical of the poor nursing student.

Play. Characteristics of the attribute play include seeking diversion and entertainment; laughing, joking,

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<sup>15</sup> Ibid., p. 207.

TABLE 12  
ROLE ATTRIBUTE PLACIDITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
71. Handles an emergency without revealing her excitement.	Good	+4	99
78. Believes in regularity in habits of sleeping, working, eating, and recreating.	Good	+3	92
105. Leads a confining life.	Poor	-2	89

avoiding serious tension,<sup>16</sup> and good natured humor.<sup>17</sup>

Six items pertained to the role attribute play: 116, 121, 7, 48, 109, and 125. (See Table 13, p. 52.)

In replying to item 116, "makes good use of her time when off duty," 97 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Responses to item 121, "has a sense of humor," showed 98 per cent of the applicants agreed this was typical of the good nursing student.

On item 7, "likes to play around with people who don't take life too seriously," 93 per cent of the applicants agreed this was typical of the poor nursing student.

On item 48, "laughs and 'goofs-off' with the doctors," 97 per cent of the applicants agreed this was typical of the poor nursing student.

In responding to item 109, "finds it difficult to be quiet in the dormitory," 99 per cent of the students agreed this was typical of the poor nursing student.

In response to item 125, "finds it difficult to adjust to less time for recreation than she had in high

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<sup>16</sup>Ibid., p. 83.

<sup>17</sup>Ibid., p. 173.

TABLE 13

## ROLE ATTRIBUTE PLAY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
121. Has a sense of humor.	Good	+4	98
116. Makes good use of her time when off duty.	Good	+3	97
48. Laughs and "goofs-off" with the doctors.	Poor	-3	97
109. Finds it difficult to be quiet in the dormitory.	Poor	-2	99
7. Likes to play around with people who don't take life too seriously.	Poor	-2	93
125. Finds it difficult to adjust to less time for recreation than she had in high school.	Poor	-1	93

school," 93 per cent of the applicants agreed this was typical of the poor nursing student.

Nurturance. Characteristics of the attribute nurturance includes nourishes, protects, expresses sympathy;<sup>18</sup> helps, supports, consoles, comforts, and nurses.<sup>19</sup>

Ten items pertained to the role attribute nurturance: 51, 54 through 60, 95 and 96. (See Table 14, p.54.)

In rating item 51, "is interested in her classmates' problems," 96 per cent of the applicants agreed with the experts that this was typical of a good nursing student.

In responding to item 54, "wins trust and confidence of her patient," 100 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 55, "is sensitive to the needs and feelings of the patient," showed 97 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 56, "respects the habits and customs of the patients," showed 99 per cent of the applicants agreed this was typical of the good nursing student.

In responding to item 57, "recognizes the equal rights of patients of all colors, race and religions," 100

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<sup>18</sup>Ibid., p. 83.

<sup>19</sup>Ibid., p. 184.

TABLE 14

## ROLE ATTRIBUTE NURTURANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
51. Is interested in her classmates problems.	Good	+2	96
54. Wins trust and confidence of her patient.	Good	+4	100
55. Is sensitive to the needs and feelings of the patient.	Good	+4	97
56. Respects the habits and customs of the patients.	Good	+4	99
57. Recognizes the equal rights of patients of all colors, race and religions.	Good	+4	100
58. Listens attentively to what the patient has to say.	Good	+4	100
59. Tries to reduce the patients suffering to a minimum.	Good	+4	99
60. Tries to make death less hard for the patient.	Good	+4	98
95. Takes time to talk with her patients.	Good	+4	99
96. Is a helper and friend of the patient.	Good	+4	98

per cent of the applicants agreed this was typical of the good nursing student.

On item 58, "listens attentively to what the patient has to say," 100 per cent of the applicants agreed this was typical of the good nursing student.

On item 59, "tries to reduce the patient's suffering to a minimum," 99 per cent of the applicants agreed this was typical of the good nursing student.

In replying to item 60, "tries to make death less hard for the patient," 98 per cent of the applicants agreed this was typical of the good nursing student.

In replying to item 95, "takes time to talk with her patients," 99 per cent of the applicants agreed this was typical of the good nursing student. (See Table 16, p. 58.)

On item 96, "is a helper and friend of the patient," 98 per cent of the applicants agreed this was typical of the good nursing student.

Abasement. Characteristics of the attribute abasement include compliance and acceptance of punishment; apologizing and self-depreciation;<sup>20</sup> admission of inferiority,<sup>21</sup> and blaming self.<sup>22</sup>

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<sup>20</sup>Ibid., p. 82.

<sup>21</sup>Ibid., p. 161.

<sup>22</sup>Ibid., p. 162.

Two items pertained to the role attribute abasement: 25 and 5. (See Table 15, p. 57.)

On item 25, "blames herself more than others when things go wrong," 66 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

On item 5, "frequently feels inferior to other people," 94 per cent of the applicants agreed this was typical of the poor nursing student.

Cognizance. Characteristics of the attribute cognizance include an inquiring attitude; reading and seeking of knowledge; and satisfying curiosity.<sup>23</sup>

Five items pertained to the role attribute cognizance: 17, 114, 119, 120, and 100. (See Table 16, p. 58.)

In responding to item 17, "keeps up to date on what is going on," 99 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

Responses to item 114, "finds entertainment in reading," 97 per cent of the applicants agreed this was typical of the good nursing student.

In rating item 119, "tends to have a broad scale of

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<sup>23</sup>Ibid., p. 83.

TABLE 15

## ROLE ATTRIBUTE ABASEMENT

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
25. Blames herself more than others when things go wrong.	Good	+1	66
5. Frequently feels inferior to other people.	Poor	-2	94
119. to have broad scale of interests.	Good	+3	97
120. Is one of a select group intellectually.	Good	+1	72
100. Feels that aides can do the same things that nurses do.	Poor	-2	98

TABLE 16  
ROLE ATTRIBUTE COGNIZANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
17. Keeps up to date on what is going on.	Good	+4	99
114. Finds entertainment in reading.	Good	+2	97
119. Tends to have broad scale of interests.	Good	+3	97
120. Is one of a select group intellectually.	Good	+1	72
100. Feels that aides can do the same things that nurses do.	Poor	-2	98

interests," 97 per cent of the applicants agreed this was typical of the good nursing student.

On item 120, "is one of a select group intellectually," 72 per cent of the applicants agreed this was typical of the good nursing student.

On item 100, "feels that aides can do the same things that nurses do," 98 per cent of the applicants agreed this was typical of the poor nursing student.

Dominance. Characteristics of the attribute dominance include the ability to influence and control others; and the ability to persuade, to lead and to direct others.<sup>24</sup>

Four items pertained to the role attribute dominance: 38, 61, 2, and 98. (See Table 17, p. 60.)

In responding to item 38, "enjoys being in charge of work done by others," 76 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

In responding to item 61, "is firm in her dealings with patients," 94 per cent of the applicants agreed this was typical of the good nursing student.

On item 2, "likes to sway others to her opinion," 92

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<sup>24</sup>Ibid., p. 82.

interests," 97 per cent of the applicants agreed this was typical of the good nursing student.

On item 120, "is one of a select group intellectually," 72 per cent of the applicants agreed this was typical of the good nursing student.

On item 100, "feels that aides can do the same things that nurses do," 98 per cent of the applicants agreed this was typical of the poor nursing student.

Dominance. Characteristics of the attribute dominance include the ability to influence and control others; and the ability to persuade, to lead and to direct others.<sup>24</sup>

Four items pertained to the role attribute dominance: 38, 61, 2, and 98. (See Table 17, p. 60.)

In responding to item 38, "enjoys being in charge of work done by others," 76 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

In responding to item 61, "is firm in her dealings with patients," 94 per cent of the applicants agreed this was typical of the good nursing student.

On item 2, "likes to sway others to her opinion," 92

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<sup>24</sup>Ibid., p. 82.

TABLE 17  
ROLE ATTRIBUTE DOMINANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
38. Enjoys being in charge of work done by others.	Good	+1	76
61. Is firm in her dealings with patients.	Good	+3	94
2. Likes to sway others to her opinion.	Poor	-1	92
98. Feels that giving baths and emptying bed pans are jobs for nurses aides.	Poor	-3	97

per cent of the applicants agreed this was typical of the poor nursing student.

On item 98, "feels that giving baths and emptying bed pans are jobs for the nurses aides," 97 per cent of the applicants agreed this was typical of the poor nursing student.

No Category. Because of their non-specificity, three items were not placed in any category: 117, 110, and 113. (See Table 18, p. 62.)

In responding to item 117, "is a girl who comes from an average family," 93 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

On item 110, "is a girl who had no immediate chance to marry after graduation from high school," 94 per cent of the applicants agreed this was typical of the poor nursing student.

On item 113, "is under constant supervision of the instructor while she is working with patients," 84 per cent of the applicants agreed this was typical of the poor nursing student.

Change. Characteristics of the attribute change include irregularity in working; inconsistency of

TABLE 18  
ROLE ATTRIBUTES WITH NO CATEGORY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
110. Is a girl who had no immediate chance to marry after graduation from high school.	Poor	-2	94
113. Is under constant supervision of the instructor while she is working with patients.	Poor	-1	84
117. Is a girl who comes from an average family.	Good	+2	93

purpose;<sup>25</sup> and instability.<sup>26</sup>

One item pertained to the role attribute change:

11. (See Table 19, p. 64.)

On item 11, "frequently starts new jobs without waiting to finish what she has been doing," 97 per cent of the applicants agreed with the experts that this was typical of the poor nursing student.

Deference. Characteristics of the attribute deference include serving gladly; co-operating with a leader; and admiring and willingly following a leader.<sup>27</sup>

Five items pertained to the role attribute deference: 46, 69, 84, 102, and 91. (See Table 20, p. 65.)

In responding to item 46, "discusses the patient's problems with the doctor," 73 per cent of the applicants agreed with the experts this was typical of the good nursing student.

Replies to item 69, "tells the doctor when she is not familiar with a procedure," indicated 98 per cent of the applicants agreed this was typical of the good nursing student.

Replies to item 84, "is free to go to her instructors

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<sup>25</sup>Ibid., p. 203.      <sup>26</sup>Ibid., p. 149.      <sup>27</sup>Ibid., p. 82.

TABLE 20

ROLE ATTRIBUTE REFERENCE

TABLE 19  
ROLE ATTRIBUTE CHANGE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
11. Frequently starts new jobs without waiting to finish what she has been doing.	Poor	-2	97
102. Finds that rules and regulations help her to adjust to the discipline of nursing.	Good	+1	97
91. Expects the patients to order her around.	Poor	-2	98

TABLE 20  
ROLE ATTRIBUTE DEFERENCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
46. Discusses the patient's problems with the doctor.	Good	+3	73
69. Tells the doctor when she is not familiar with a procedure.	Good	+4	98
84. Is free to go to her instructors with her personal problems.	Good	+3	84
102. Finds that rules and regulations help her to adjust to the discipline of nursing.	Good	+1	97
91. Expects the patients to order her around.	Poor	-2	98

with her personal problems," indicated 84 per cent of the applicants agreed this was typical of the good nursing student.

On item 102, "finds that rules and regulations help her to adjust to the discipline of nursing," 97 per cent of the applicants agreed this was typical of the good nursing student.

On item 91, "expects the patients to order her around," 98 per cent of the applicants agreed this was typical of the poor nursing student.

#### B. CATEGORIES OF ITEMS ON WHICH APPLICANTS AND EXPERTS HAVE SOME DISAGREEMENT

Affiliation. Characteristics of the attribute affiliation include forming of friendships and associations; living with others; and co-operation and conversing socially with others.<sup>28</sup>

Nine items pertained to the role attribute affiliation. Applicants and experts agreed on eight: 35, 50, 93, 106, 72, 73, 74, and 8; and disagreed on one: 4. (See Table 21, p. 67.)

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<sup>28</sup>Ibid., p. 83.

TABLE 21

## ROLE ATTRIBUTE AFFILIATION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement Disagreement
72. Is able to meet doctors, patients and visitors with ease and dignity.	Good	+4	99
73. Does not discuss the faults of other nurses with patients.	Good	+4	96
74. Is willing to give assistance to other students when they need help.	Good	+4	99
106. Is a sincere individual.	Good	+4	98
93. Enjoys talking with patients.	Good	+3	99
35. Works best in a friendly environment.	Good	+1	78
50. Goes out evenings and during free time with her classmates.	Good	+1	60
4. Becomes bound by strong loyalties to her friends.	Good	+1	59
8. Feels "out of sorts" if she has to be by herself for any length of time.	Poor	-2	97

In responding to item 35, "works best in a friendly environment," 78 per cent of the applicants agreed with the experts that this was typical of a good nursing student.

Replies to item 50, "goes out evenings and during free time with her classmates," indicated 60 per cent of the applicants agreed this was typical of the good nursing student.

In response to item 93, "enjoys talking with patients," 99 per cent of the applicants agreed this was typical of the good nursing student.

On item 106, "is a sincere individual," 98 per cent of the applicants agreed this was typical of the good nursing student.

On item 72, "is able to meet doctors, patients and visitors with ease and dignity," 99 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 73, "does not discuss the faults of other nurses with patients," indicated 96 per cent of the applicants agreed this was typical of the good nursing student.

Responses to item 74, "is willing to give assistance to other students when they need help," 99 per cent of the applicants agreed this was typical of the good nursing

student.

On item 8, "feels 'out of sorts' if she has to be by herself for any length of time," 97 per cent of the applicants agreed with the experts that this was typical of the poor student.

On item 4, "becomes bound by strong loyalties to her friends," 59 per cent of the applicants disagreed with the experts that this was typical of the good nursing student.

Other direction. The characteristics of the attribute "other direction" include being greatly influenced by others.

Four items pertained to the role attribute "other direction." Applicants and experts agreed on three items: 9, 36, and 29; and disagreed on one: 14. (See Table 22, p. 70.)

In responding to item 9, "is able to evaluate herself in terms of others' reactions to her," 96 per cent of the applicants agreed with the experts that this was typical of the good nursing student.

On item 36, "gets along well with most people regardless of how she feels about them," 99 per cent of the applicants agreed this was typical of the good nursing student.

TABLE 22  
 ROLE ATTRIBUTE OTHER DIRECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
9. Is able to evaluate herself in terms of others' reactions to her.	Good	+3	96	
36. Gets along well with most people regardless of how she feels about them.	Good	+3	99	
29. Accepts the standards of the group as her own.	Poor	-1	63	
14. Generally feels anxious about getting along with others.	Poor	-1		79

In responding to item 29, "accepts the standards of the group as her own," 63 per cent of the applicants agreed this was typical of the poor nursing student.

On item 14, "generally feels anxious about getting along with others," 79 per cent of the applicants disagreed with the experts that this was typical of the poor nursing student.

## II. INDEX OF DIFFICULTY AND INDEX OF DISCRIMINATION

The third purpose of this study was to compute an index of difficulty and an index of discrimination for the scale items. The index of difficulty is the per cent of items answered incorrectly. An answer was considered incorrect if it disagreed with the criterion set by the experts. The investigator arbitrarily decided that a per cent of 50 or above would constitute agreement, or disagreement, as the case might be.

Index of Difficulty. According to the above criterion the applicants disagreed with the experts on only two items: 4 and 14. (See Table 23, p. 72.)

On item 4, "becomes bound by strong loyalties to her friends," 59 per cent of the applicants answered incorrectly according to the criterion set by the experts.

TABLE 23  
DIFFICULTY INDICES ABOVE 50 PER CENT

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement Between Applicants and Experts
4. Becomes bound by strong loyalties to her friends.	Good	+1	59
14. Generally feels anxious about getting along with others.	Poor	-1	79

On item 14, "generally feels anxious about getting along with others," 79 per cent of the applicants answered incorrectly.

Index of Discrimination. Significant coefficients of discrimination between responses of the collegiate and diploma applicants on the items in the role attributes scale were reported in Section V of Chapter III.

Significant coefficients of discrimination between the responses of the total group of applicants on role attributes and self-concept, and between the responses of the collegiate and diploma applicants on role attributes and self-concept were reported in Section V of Chapter III.

For the complete indices of discrimination see Appendix D.

### III. SIGNIFICANT DIFFERENCES BETWEEN DIPLOMA AND COLLEGIATE RESPONSES ON ROLE ATTRIBUTES

The fourth purpose of this study was to examine areas of differences between applicants interested in the collegiate program and applicants interested in the diploma program.

This purpose was accomplished by determining the coefficient of discrimination between responses made by the collegiate applicants and responses made by the diploma

applicants on the role attributes instrument.

Percentages of correct answers for both groups were presented to show which group had the higher percentage of correct answers.

A total of 19 items had significant coefficients of discrimination. There were 12 items at the .20 level of discrimination; 6 items at the .25 level, and 1 item at the .50 level.

Items at the .20 level of discrimination. (See Table 24, p. 75.)

On item 1, "is methodical in her daily life," 96 per cent of the diploma applicants, and 91 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 6, "is systematic in her behavior," 86 per cent of the diploma applicants, and 94 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 11, "frequently starts new jobs without waiting to finish what she has been doing," 96 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the poor nursing student.

TABLE 24

RESPONSES BETWEEN COLLEGIATE AND DIPLOMA APPLICANTS ON ROLE ATTRIBUTES SIGNIFICANT AT .20 LEVEL OF DISCRIMINATION

Item	Coefficient of Discrimination	Per Cent Correct Diploma Collegiate
1. Is methodical in her daily life.	.20	96
6. Is systematic in her behavior.	.20	86
11. Frequently starts new jobs without waiting to finish what she has been doing.	.20	96
22. Enjoys being responsible for many things at one time.	.20	83
62. Is regarded as a professional person by the patient.	.20	89
90. Finds working with older patients less interesting than working with younger patients.	.20*	92
91. Expects the patients to order her around.	.20*	97

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 24 (continued)

Item	Coefficient of Discrimination	Per Cent Correct Diploma Collegiate
107. Is inclined to be narrow in her field of interests.	.20	97 100
108. Finds it difficult to relax when off duty.	.20	97 100
119. Tends to have a broad scale of interests.	.20	98 94
121. Has a sense of humor.	.20	97 100
124. Is always well-groomed when off duty.	.20	96 100

On item 22, "enjoys being responsible for many things at one time," 83 per cent of the diploma applicants, and 93 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 62, "is regarded as a professional person by the patient," 89 per cent of the diploma applicants, and 95 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 90, "finds working with older patients less interesting than working with younger patients," 92 per cent of the diploma applicants, and 98 per cent of the collegiate applicants agreed this was typical of the poor nursing student.

On item 91, "expects the patients to order her around," 97 per cent of the diploma applicants, and 99 per cent of the collegiate applicants agreed this was typical of the poor nursing student.

On item 107, "is inclined to be narrow in her field of interests," 97 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the poor nursing student.

On item 108, "finds it difficult to relax when off duty," 97 per cent of the diploma applicants, and 100 per

cent of the collegiate applicants agreed this was typical of the poor nursing student.

On item 119, "tends to have a broad scale of interests," 98 per cent of the diploma applicants, and 94 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 121, "has a sense of humor," 97 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 124, "is always well-groomed when off duty," 96 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the good nursing student.

Items at the .25 and .50 level of discrimination.

(See Table 25, p. 79.)

On item 32, "works hard at achieving independence," 85 per cent of the diploma applicants, and 68 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 48, "laughs and 'goofs-off' with the doctors," 95 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was

TABLE 25

RESPONSES BETWEEN COLLEGIATE AND DIPLOMA APPLICANTS ON ROLE ATTRIBUTES  
SIGNIFICANT AT .25 AND .50 LEVELS OF DISCRIMINATION

Item	Coefficient of Discrimination	Per Cent Correct Diploma Collegiate
32. Works hard at achieving independence.	.25	85
48. Laughs and "goofs-off" with the doctors.	.25	95
55. Is sensitive to the needs and feelings of the patient.	.25	92
56. Respects the habits and customs of the patient.	.25	99
60. Tries to make death less hard for the patient.	.25	95
94. Feels that other students are too occupied with their own interests.	.25*	95
117. Is a girl who comes from an average family.	.50	81

\*Falls on line between two levels of discrimination. This represents the lower level.

typical of the poor nursing student.

On item 55, "is sensitive to the needs and feelings of the patient," 92 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 56, "respects the habits and customs of the patient," 99 per cent of the diploma applicants, and 93 per cent of the collegiate applicants agreed this was typical of the good nursing student.

On item 60, "tries to make death less hard for the patient," 95 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the good nursing student.

Item 117 had a coefficient of discrimination of .50. On item 117, "is a girl who comes from an average family," 81 per cent of the diploma applicants, and 100 per cent of the collegiate applicants agreed this was typical of the good nursing student.

#### IV. ROLE PERCEPTION AND SELF-CONCEPT

The fifth purpose of this study was to contrast the applicant's perception of the role attributes of the nursing student and the applicant's perception of self.

The 303 subjects who judged the items of the scale in terms of what they agreed were typical of their own attitudes and characteristics were collegiate applicants, 80; diploma applicants, 140, and unspecified applicants, 83.

The data in Section IV were presented by analyzing each item separately according to attributes. Each item was presented with the percentage of applicants who agreed or disagreed that the attitude or characteristic mentioned in the item was typical of their own attitudes or characteristics.

The attributes were presented in the following order: category of items on which all applicants agreed; category of items on which all applicants disagreed, and category of items on which there was both agreement and disagreement. Under the third category items of agreement were listed first. Significant coefficients of discrimination between responses made by the total group of applicants on role attributes and on self-concept were presented according to the level of discrimination of the responses.

Significant coefficients of discrimination between responses made by the collegiate and diploma applicants

were presented according to the level of discrimination of the responses.

#### A. ITEMS OF AGREEMENT ON SELF-CONCEPT

Nurturance. Characteristics of the attribute nurturance include nourishes, protects, expresses sympathy;<sup>29</sup> helps, supports, consoles, comforts and nurses.<sup>30</sup>

Ten items pertained to the role attribute nurturance: 51, 54 through 60, 95 and 96. (See Table 26, p. 83.)

On item 51, "is interested in her classmates' problems," 94 per cent of the applicants agreed this was typical of themselves.

On item 55, "is sensitive to the needs and feelings of the patient," 95 per cent of the applicants agreed this was typical of themselves.

On the following three items 97 per cent of the applicants agreed the characteristics were typical of themselves: item 54, "wins the trust and confidence of her patients;" item 95, "takes time to talk with her patients;" and item 96, "is a helper and friend of the patient."

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<sup>29</sup> Ibid., p. 83.

<sup>30</sup> Ibid., p. 184.

TABLE 26  
SELF CONCEPT OF NURTURANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement
51. Is interested in her classmates' problems.	Good	+2	94
54. Wins the trust and confidence of her patients.	Good	+4	97
55. Is sensitive to the needs and feelings of the patient.	Good	+4	95
56. Respects the habits and customs of the patient.	Good	+4	99
57. Recognizes the equal rights of patients of all colors, race, and religions.	Good	+4	100
58. Listens attentively to what the patient has to say.	Good	+4	99
59. Tries to reduce the patient's suffering to a minimum.	Good	+4	98
60. Tries to make death less hard for the patient.	Good	+4	98
95. Takes time to talk with her patients.	Good	+4	97
96. Is a helper and friend of the patient.	Good	+4	97

On item 59, "tries to reduce the patient's suffering to a minimum," and on item 60, "tries to make death less hard for the patient," 98 per cent of the applicants agreed these characteristics were typical of themselves.

On item 56, "respects the habits and customs of the patient," and on item 58, "listens attentively to what the patient has to say," 99 per cent of the applicants agreed these were typical of themselves.

On item 57, "recognizes the equal rights of patients of all colors, race, and religions," 100 per cent of the students agreed this was typical of themselves.

Exposition. Characteristics of the attribute exposition include an expositive attitude in which one points out and demonstrates, relates facts, explains and interprets.<sup>31</sup>

Three items pertained to the role attribute exposition: 16, 42, and 77. (See Table 27, p. 85.)

On item 16, "is able to express her ideas clearly in speaking," 98 per cent of the applicants agreed this was typical of themselves.

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<sup>31</sup>Ibid., p. 83.

TABLE 27  
 SELF-CONCEPT OF EXPOSITION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement
16. Is able to express her ideas clearly in speaking.	Good	+4	98
42. Is quite persuasive in her speech.	Good	+2	74
77. Has a striking personality.	Good	+1	77

On item 42, "is quite persuasive in her speech," 74 per cent of the applicants agreed this was typical of themselves.

On item 77, "has a striking personality," 77 per cent of the applicants agreed this was typical of themselves.

Conjunctivity. Characteristics of the attribute conjunctivity include co-ordination of thought and actions; organization of purpose; and ability to make a coherent pattern of one's life.<sup>32</sup>

Seven items pertained to the role attribute conjunctivity: 1, 6, 27, 30, 49, 82, and 89. (See Table 28, p. 87.)

On item 1, "is methodical in her daily life," 83 per cent of the applicants agreed this was typical of themselves.

On item 6, "is systematic in her behavior," 77 per cent of the applicants agreed this was typical of themselves.

On item 27, "sticks to a plan of action which she has decided upon," 90 per cent of the applicants agreed

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<sup>32</sup>Ibid., p. 147.

TABLE 28

## SELF-CONCEPT OF CONJUNCTIVITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Agreement
1. Is methodical in her daily life.	Good	+2	83
6. Is systematic in her behavior.	Good	+3	77
27. Sticks to a plan of action which she has decided upon.	Good	+1	90
30. Is conventional in her behavior.	Good	+1	78
49. Allows a given time for study and a given time for recreation.	Good	+4	86
82. Will make a better wife and mother because of her nursing education.	Good	+2	95
89. Is always punctual in reporting on duty.	Good	+3	93

this was typical of themselves.

On item 30, "is conventional in her behavior," 78 per cent of the applicants agreed this was typical of themselves.

On item 49, "allows a given time for study and a given time for recreation," 86 per cent of the applicants agreed this was typical of themselves.

On item 82, "will make a better wife and mother because of her nursing education," 95 per cent of the applicants agreed this was typical of themselves.

On item 89, "is always punctual in reporting on duty," 93 per cent of the applicants agreed this was typical of themselves.

#### B. ITEMS OF DISAGREEMENT ON SELF-CONCEPT

Emotionality. Characteristics of the attribute emotionality include becoming excited frequently; showing emotion on slightest provocation and exhibiting marked fluctuations of mood.<sup>33</sup>

Five items pertained to the role attribute emotionality: 12, 81, 85, 104, and 108. (See Table 29, p. 89.)

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<sup>33</sup>Ibid., p. 206.

TABLE 29

## SELF-CONCEPT OF EMOTIONALITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Disagreement
12. Gets so involved with her patients that she feels like crying when she sees them crying.	Poor	-2	80
81. Lives a frustrated life.	Poor	-3	93
85. Works poorly under pressure.	Poor	-3	91
104. Tends to be crude.	Poor	-4	96
108. Finds it difficult to relax when off duty.	Poor	-2	94

On item 12, "gets so involved with her patients that she feels like crying when she sees them crying," 80 per cent of the applicants disagreed this was typical of themselves.

On item 81, "lives a frustrated life," 93 per cent of the applicants disagreed this was typical of themselves.

On item 85, "works poorly under pressure," 91 per cent of the applicants disagreed this was typical of themselves.

On item 104, "tends to be crude," 96 per cent of the applicants disagreed this was typical of themselves.

On item 108, "finds it difficult to relax when off duty," 94 per cent of the applicants disagreed this was typical of themselves.

Deliberation. Characteristics of the attribute deliberation include compulsive thinking, and inhibition and reflection before acting.<sup>34</sup>

Two items pertained to the role attribute deliberation: 15 and 40. (See Table 30, p. 91.)

On item 15, "becomes confused when she has too many things on her mind at one time," 75 per cent of the

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<sup>34</sup>Ibid., p. 148.

TABLE 30  
 SELF-CONCEPT OF DELIBERATION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Disagreement
15. Becomes confused when she has too many things on her mind at one time.	Poor	-2	75
40. Is disturbed by doing many things at one time.	Poor	-2	80

applicants disagreed this was typical of themselves.

On item 40, "is disturbed by doing many things at one time," 80 per cent of the applicants disagreed this was typical of themselves.

Rejection. Characteristics of the attribute rejection include snubs, ignores, and excludes other individuals;<sup>35</sup> adopts disdainful and superior attitudes and withholds love from others.<sup>36</sup>

Four items pertained to the role attribute rejection: 76, 79, 107, and 118. (See Table 31, p. 93.)

On item 76, "gradually acquires a sense of hardness," 78 per cent of the applicants disagreed this was typical of themselves.

On item 79, "is a snob to others in fields not her own," 94 per cent of the applicants disagreed this was typical of themselves.

On item 107, "is inclined to be narrow in her field of interests," 93 per cent of the applicants disagreed this was typical of themselves.

On item 118, "gradually loses the first interest she has in her patients," 91 per cent of the applicants

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<sup>35</sup> Ibid., p. 83.

<sup>36</sup> Ibid., p. 177.

TABLE 31

## SELF-CONCEPT OF REJECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Disagreement
76. Gradually acquires a sense of hardness.	Poor	-3	78
79. Is a snob to others in fields not her own.	Poor	-3	94
107. Is inclined to be narrow in fields not her own.	Poor	-3	93
118. Gradually loses the first interest she has in her patients.	Poor	-2	91

disagreed this was typical of themselves.

Succorance. Characteristics of the attribute succorance include seeking aid, protection and sympathy; dependency;<sup>37</sup> craving affection, and avoiding being alone.<sup>38</sup>

Five items pertained to the role attribute succorance: 10, 26, 37, 94, and 97. (See Table 32, p. 95.)

On item 10, "feels vaguely insecure when she has to act on her own responsibility," 78 per cent of the applicants disagreed this was typical of themselves.

On item 26, "is rather easily discouraged when things go wrong," 78 per cent of the applicants disagreed this was typical of themselves.

On item 37, "feels quite anxious when left by herself," 85 per cent of the students disagreed this was typical of themselves.

On item 94, "feels that other students are too occupied with their own interests," 85 per cent of the applicants disagreed this was typical of themselves.

On item 97, "is afraid of doing procedures and hurting the patient," 86 per cent of the applicants disagreed this was typical of themselves.

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<sup>37</sup> Ibid., p. 83.

<sup>38</sup> Ibid., p. 182.

TABLE 32

## SELF-CONCEPT OF SUCCORANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent of Disagreement
10. Feels vaguely insecure when she has to act on her own responsibility.	Poor	-1	78
26. Is rather easily discouraged when things go wrong.	Poor	-1	78
37. Feels quite anxious when left by herself.	Poor	-2	85
94. Feels that other students are too occupied with their own interests.	Poor	-1	85
97. Is afraid of doing procedures and hurting the patient.	Poor	-1	86

Change. Characteristics of the attribute change include irregularity in working; inconsistency of purpose,<sup>39</sup> and instability.<sup>40</sup>

One item pertained to the role attribute change: 11. On item 11, "frequently starts new jobs without waiting to finish what she has been doing," 87 per cent of the applicants disagreed this was typical of themselves.

#### C. ITEMS OF AGREEMENT AND DISAGREEMENT ON SELF-CONCEPT

Cognizance. Characteristics of the attribute cognizance include an inquiring attitude; reading and seeking of knowledge; and satisfying curiosity.<sup>41</sup>

Five items pertained to the role attribute 'cognizance': 17, 114, 119, 100, and 120. (See Table 33, p. 97.)

On item 17, "keeps up to date on what is going on," 96 per cent of the applicants agreed this was typical of themselves.

On item 114, "finds entertainment in reading," 91 per cent of the applicants agreed this was typical of themselves.

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<sup>39</sup>Ibid., p. 203.    <sup>40</sup>Ibid., p. 149.    <sup>41</sup>Ibid., p. 83.

TABLE 33

## SELF-CONCEPT OF COGNIZANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
17. Keeps up to date on what is going on.	Good	+4	96	
114. Finds entertainment in reading.	Good	+2	91	
119. Tends to have a broad scale of interests.	Good	+3	92	
100. Feels that aides can do the same things that nurses do.	Poor	-2		94
120. Is one of a select group intellectually.	Good	+1		63

On item 119, "tends to have a broad scale of interests," 92 per cent of the applicants agreed this was typical of themselves.

On item 100, "feels that aides can do the same things that nurses do," 94 per cent of the applicants disagreed this was typical of themselves.

On item 120, "is one of a select group intellectually," 63 per cent of the applicants disagreed this was typical of themselves.

Deference. Characteristics of the attribute deference include serving gladly; co-operating with a leader; and admiring and following a leader.<sup>42</sup>

Five items pertained to the role attribute deference: 46, 69, 84, 102, and 91. (See Table 34, p. 99.)

On item 46, "discusses the patient's problems with the doctor," 69 per cent of the applicants agreed this was typical of themselves.

On item 69, "tells the doctor when she is not familiar with a procedure," 98 per cent of the applicants agreed this was typical of themselves.

On item 84, "is free to go to her instructors with

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<sup>42</sup>Ibid., p. 82.

TABLE 34  
SELF-CONCEPT OF DEFERENCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
46. Discusses the patient's problems with the doctor.	Good	+3	69	
69. Tells the doctor when she is not familiar with a procedure.	Good	+4	98	
84. Is free to go to her instructors with her personal problems.	Good	+3	74	
102. Finds that rules and regulations help her to adjust to the discipline of nursing.	Good	+1	95	
91. Expects the patients to order her around.	Poor	-2		93

her personal problems," 71 per cent of the applicants agreed this was typical of themselves.

On item 102, "finds that rules and regulations help her to adjust to the discipline of nursing," 95 per cent of the applicants agreed this was typical of themselves.

On item 91, "expects the patients to order her around," 93 per cent of the applicants disagreed this was typical of themselves.

Other Direction. The characteristics of the attribute "other direction" include being greatly influenced by others.

Four items pertained to the role attribute other direction: 9, 14, 36, and 29. (See Table 35, p. 101.)

On item 9, "is able to evaluate herself in terms of others' reactions to her," 93 per cent of the applicants agreed this was typical of themselves.

On item 14, "generally feels anxious about getting along with others" 80 per cent of the applicants agreed this was typical of themselves.

On item 36, "gets along well with most people regardless of how she feels about them," 96 per cent of the applicants agreed this was typical of themselves.

On item 29, "accepts the standards of the group as

TABLE 35

## SELF-CONCEPT OF OTHER DIRECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
9. Is able to evaluate herself in terms of others' reactions to her.	Good	+3	93	
14. Generally feels anxious about getting along with others.	Poor	-1	80	
36. Gets along well with most people regardless of how she feels about them.	Good	+3	96	
29. Accepts the standards of the group as her own.	Poor	-1		69

her own," 69 per cent of the applicants disagreed this was typical of themselves.

Recognition. Characteristics of the attribute recognition include exciting praise and commendation; demanding respect and seeking distinction.<sup>43</sup>

Eight items pertained to the role attribute recognition: 44, 45, 62, 63, 88, 103, 92, and 101. (See Table 36, p. 103.)

On item 44, "is treated by the faculty as an individual personality, not just another student," 89 per cent of the applicants agreed this was typical of themselves.

On item 45, "is treated by the supervisors as an individual personality, not just another student," 92 per cent of the applicants agreed this was typical of themselves.

On item 62, "is regarded as a professional person by the patient," 90 per cent of the applicants agreed this was typical of themselves.

On item 63, "is respected for the work that she does," 99 per cent of the applicants agreed this was typical of themselves.

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<sup>43</sup>Ibid., p. 81.

TABLE 36  
SELF-CONCEPT OF RECOGNITION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
44. Is treated by the faculty as an individual personality, not just another student.	Good	+3	89	
45. Is treated by the supervisors as an individual personality, not just another student.	Good	+3	92	
62. Is regarded as a professional person by the patient.	Good	+4	90	
63. Is respected for the work she does.	Good	+4	99	
88. Gives credit to others for their ability.	Good	+3	97	
103. Is respected by her patients.	Good	+4	97	
92. Is taken for granted by the patients.	Poor	-2		86
101. Is less modest than most women.	Poor	-3		81

On item 88, "gives credit to others for their ability," 97 per cent of the applicants agreed this was typical of themselves.

On item 103, "is respected by her patients," 97 per cent of the applicants agreed this was typical of themselves.

On item 92, "is taken for granted by the patients," 86 per cent of the applicants disagreed this was typical of themselves.

On item 101, "is less modest than most women," 81 per cent of the applicants disagreed this was typical of themselves.

Abasement. Characteristics of the attribute abasement include compliance and acceptance of punishment; apologizing and self-depreciation;<sup>44</sup> admission of inferiority,<sup>45</sup> and blaming self.<sup>46</sup>

Two items pertained to the role attribute abasement: 25 and 5. (See Table 37, p. 105.)

On item 25, "blames herself more than others when things go wrong," 70 per cent of the applicants agreed this was typical of themselves.

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<sup>44</sup>Ibid., p. 82.

<sup>45</sup>Ibid., p. 161.

<sup>46</sup>Ibid., p. 162.

TABLE 37  
 SELF-CONCEPT OF ABASEMENT

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
25. Blames herself more than others when things go wrong.	Good	+1	70	
5. Frequently feels inferior to other people.	Poor	-2		77

On item 5, "frequently feels inferior to other people," 77 per cent of the applicants disagreed this was typical of themselves.

Dominance. Characteristics of the attribute dominance include the ability to influence and control others; and the ability to persuade, to lead and to direct others.<sup>47</sup>

Four items pertained to the role attribute dominance: 38, 61, 2 and 98. (See Table 38, p. 107.)

On item 38, "enjoys being in charge of work done by others," 65 per cent of the applicants agreed this was typical of themselves.

On item 61, "is firm in her dealings with patients," 90 per cent of the applicants agreed this was typical of themselves.

On item 2, "likes to sway others to her opinion," 66 per cent of the applicants disagreed this was typical of themselves.

On item 98, "feels that giving baths and emptying bed pans are jobs for the nurses' aides," 92 per cent of the applicants disagreed this was typical of themselves.

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<sup>47</sup> Ibid., p. 162.

TABLE 38

## SELF-CONCEPT OF DOMINANCE

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
38. Enjoys being in charge of work done by others.	Good	+1	65	
61. Is firm in her dealings with others.	Good	+3	90	
2. Likes to sway others to her opinion.	Poor	-1		66
98. Feels that giving baths and emptying bed pans are jobs for the nurses' aides.	Poor	-3		92

Achievement. Characteristics of the attribute achievement include persevering in accomplishing something difficult; working with purpose to accomplish difficult goals, and determination in seeking difficult goals.<sup>48</sup>

Six items pertained to the role attribute achievement: 20, 21, 31, 66, 86, and 99. (See Table 39, p. 109.)

On item 20, "usually persists in the pursuit of a purpose," 98 per cent of the applicants agreed this was typical of themselves.

On item 21, "is accurate and thorough in her work," 96 per cent of the applicants agreed this was typical of themselves.

On item 31, "tries to do her best in whatever she does," 99 per cent of the applicants agreed this was typical of themselves.

On item 66, "does equally good work with or without supervision," 98 per cent of the applicants agreed this was typical of themselves.

On item 86, "studies the easy part of a lesson and skims over the hard part," 90 per cent of the applicants disagreed this was typical of themselves.

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<sup>48</sup>Ibid., p. 164.

TABLE 39  
SELF-CONCEPT OF ACHIEVEMENT

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Disagreement
20. Usually persists in the pursuit of a purpose.	Good	+4	98	
21. Is accurate and thorough in her work.	Good	+4	96	
31. Tries to do her best in whatever she does.	Good	+4	99	
66. Does equally good work with or without supervision.	Good	+4	98	
86. Studies the easy part of a lesson and skims over the hard part.	Poor	-3		90
99. Complains about heavy class assignments.	Poor	-2		84

On item 99, "complains about heavy class assignments," 84 per cent of the applicants disagreed this was typical of themselves.

Sameness. Characteristics of the attribute sameness include consistency and dependability.<sup>49</sup>

Two items pertained to the role attribute sameness: 24 and 39. (See Table 40, p. 111.)

On item 24, "generally goes about her work in the same way," 79 per cent of the applicants agreed this was typical of themselves.

On item 39, "is a creature of habit," 71 per cent of the applicants disagreed this was typical of themselves.

Placidity. Characteristics of the attribute placidity include calmness and moderation in sentiments.<sup>50</sup>

Three items pertained to the role attribute placidity: 71, 78, and 105. (See Table 41, p. 112.)

On item 71, "handles an emergency without revealing her excitement," 95 per cent of the applicants agreed this was typical of themselves.

On item 78, "believes in regularity in habits of sleeping, working, eating, and recreating," 78 per cent of

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<sup>49</sup>Ibid., p. 203.

<sup>50</sup>Ibid., p. 207.

TABLE 40  
 SELF-CONCEPT OF SAMENESS

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement Disagreement
24. Generally goes about her work in the same way.	Good	+1	79
39. Is a creature of habit.	Poor	-1	71

TABLE 41  
SELF-CONCEPT OF PLACIDITY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
71. Handles an emergency without revealing her excitement.	Good	+4	95	
78. Believes in regularity in habits of sleeping, working, eating and recreating.	Good	+3	78	
105. Leads a confining life.	Poor	-2		90

the applicants agreed this was typical of themselves.

On item 105, "leads a confining life," 90 per cent of the applicants disagreed this was typical of themselves.

Play. Characteristics of the attribute play include seeking diversion and entertainment; laughing, joking; avoiding serious tension,<sup>51</sup> and good natured humor.<sup>52</sup>

Six items pertained to the role attribute play: 121, 116, 7, 48, 109, and 125. (See Table 42, p. 114.)

On item 121, "has a sense of humor," 97 per cent of the applicants agreed this was typical of themselves.

On item 116, "makes good use of her time when off duty," 93 per cent of the applicants agreed this was typical of themselves.

On item 7, "likes to play around with people who don't take life too seriously," 75 per cent of the applicants disagreed this was typical of themselves.

On item 48, "laughs and 'goofs-off' with the doctors," 88 per cent of the applicants disagreed this was typical of themselves.

On item 109, "finds it difficult to be quiet in the dormitory," 93 per cent of the applicants disagreed this

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<sup>51</sup>Ibid., p. 83.

<sup>52</sup>Ibid., p. 173.

TABLE 42  
SELF-CONCEPT OF PLAY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
116. Makes good use of her time when off duty.	Good	+3	93	
121. Has a sense of humor.	Good	+4	97	
7. Likes to play around with people who don't take life too seriously.	Poor	-2		75
48. Laughs and "goofs-off" with the doctors.	Poor	-3		88
109. Finds it difficult to be quiet in the dormitory.	Poor	-2		93
125. Finds it difficult to adjust to less time for recreation than she had in high school.	Poor	-1		93

was typical of themselves.

On item 125, "finds it difficult to adjust to less time for recreation than she had in high school," 93 per cent of the applicants disagreed this was typical of themselves.

Inner Direction. Characteristics of the attribute "inner direction" include the ability to regulate one's life according to principles and the ability to avoid being greatly influenced by others.

Ten items pertained to the role attribute "inner direction": 23, 34, 64, 65, 68, 75, 123, 124, 126, and 87. (See Table 43, p. 116.)

On item 23, "avoids irresponsible pleasure seekers," 68 per cent of the applicants agreed this was typical of themselves.

On item 34, "works best independently and on her own," 72 per cent of the applicants disagreed this was typical of themselves.

On item 64, "remembers and fulfills promises made to co-workers," 99 per cent of the applicants agreed this was typical of themselves.

On item 65, "remembers and fulfills promises made to patients," 99 per cent of the applicants agreed this was

TABLE 43  
SELF-CONCEPT OF INNER DIRECTION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement Disagreement
23. Avoids irresponsible pleasure seekers.	Good	+1	68
34. Works best independently and on her own.	Good	+1	72
64. Remembers and fulfills promises made to co-workers.	Good	+4	99
65. Remembers and fulfills promises made to patients.	Good	+4	99
68. Answers the patients' lights promptly.	Good	+4	98
75. Does not allow likes or dislikes to interfere with her duties.	Good	+3	95
123. Keeps her room neat and clean.	Good	+2	91

TABLE 43 (continued)

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement Disagreement
124. Is always well-groomed when off duty.	Good	+2	91
126. Carries her concept of responsibility toward duty over into her daily living.	Good	+2	91
87. Entered nursing because she couldn't go to college.	Poor	-2	93

typical of themselves.

On item 68, "answers the patients' lights promptly," 98 per cent of the applicants agreed this was typical of themselves.

On item 75, "does not allow likes or dislikes to interfere with her duties," 95 per cent of the applicants agreed this was typical of themselves.

On item 123, "keeps her room neat and clean," 91 per cent of the applicants agreed this was typical of themselves.

On item 124, "is always well-groomed when off duty," 91 per cent of the applicants agreed this was typical of themselves.

On item 126, "carries her concept of responsibility toward duty over into her daily living," 91 per cent of the applicants agreed this was typical of themselves.

On item 87, "entered nursing because she couldn't go to college," 93 per cent of the applicants disagreed this was typical of themselves.

Affiliation. Characteristics of the attribute affiliation include forming of friendships and associations; living with others; and co-operating and conversing

sociably with others.<sup>53</sup>

Nine items pertained to the role attribute affiliation: 4, 35, 50, 72, 73, 74, 93, 106, and 8. (See Table 44, p. 120.)

On item 72, "is able to meet doctors, patients and visitors with ease and dignity," 92 per cent of the applicants agreed this was typical of themselves.

On item 4, "becomes bound by strong loyalties to her friends," 69 per cent of the applicants agreed this was typical of themselves.

On item 35, "works best in a friendly environment," 93 per cent of the applicants agreed this was typical of themselves.

On item 50, "goes out evenings and during free time with her classmates," 74 per cent of the applicants agreed this was typical of themselves.

On item 73, "does not discuss the faults of other nurses with patients," 93 per cent of the applicants agreed this was typical of themselves.

On item 74, "is willing to give assistance to other students when they need help," 98 per cent of the applicants agreed this was typical of themselves.

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<sup>53</sup>Ibid., p. 83.

TABLE 44

## SELF-CONCEPT OF AFFILIATION

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
4. Becomes bound by strong loyalties to her friends.	Good	+1	69	
35. Works best in a friendly environment.	Good	+1	93	
50. Goes out evenings and during free time with her classmates.	Good	+1	74	
72. Is able to meet doctors, patients and visitors with ease and dignity.	Good	+4	92	
73. Does not discuss the faults of other nurses with patients.	Good	+4	93	
74. Is willing to give assistance to other students when they need help.	Good	+4	98	
93. Enjoys talking with patients.	Good	+3	99	
106. Is a sincere individual.	Good	+4	94	
8. Feels "out of sorts" if she has to be by herself for any length of time.	Poor	-2		90

On item 93, "enjoys talking with patients," 99 per cent of the applicants agreed this was typical of themselves.

On item 106, "is a sincere individual," 94 per cent of the applicants agreed this was typical of themselves.

On item 8, "feels 'out of sorts' if she has to be by herself for any length of time," 90 per cent of the applicants disagreed this was typical of themselves.

Autonomy. Characteristics of the attribute autonomy include defiance of authority; striving for independence;<sup>54</sup> irresponsibility and defiance of convention.<sup>55</sup>

Eleven items pertained to the role attribute autonomy: 3, 22, 32, 33, 52, 67, 70, 83, 41, 47, and 90. (See Table 45, p. 122.)

On item 3, "generally relies on her own decisions," 77 per cent of the applicants agreed this was typical of themselves.

On item 22, "enjoys being responsible for many things at one time," 73 per cent of the applicants agreed this was typical of themselves.

On item 32, "works hard at achieving independence,"

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<sup>54</sup> Ibid., p. 82.

<sup>55</sup> Ibid., p. 156.

TABLE 45

## SELF-CONCEPT OF AUTONOMY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
3. Generally relies on her own decisions.	Good	+2	77	
22. Enjoys being responsible for many things at one time.	Good	+2	73	
32. Works hard at achieving independence.	Good	+4	89	
33. Enjoys being placed in a responsible position.	Good	+3	94	
52. Has the right to select her friends without any regard to her classmates.	Good	+1	63	
67. Accepts full responsibility for her mistakes.	Good	+4	98	
70. Does not make excuses or apologize unnecessarily.	Good	+4	91	

TABLE 45 (continued)

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
83. Uses her initiative while caring for patients.	Good	+4	95	
41. Is apt to criticize people in authority.	Poor	-2		86
47. Gives the doctor information about the patient only if he asks for it.	Poor	-1		62
90. Finds working with older patients less interesting than working with younger patients.	Poor	-1		76

89 per cent of the applicants agreed this was typical of themselves.

On item 33, "enjoys being placed in a responsible position," 94 per cent of the applicants agreed this was typical of themselves.

On item 52, "has the right to select her friends without any regard to her classmates," 63 per cent of the applicants agreed this was typical of themselves.

On item 67, "accepts full responsibility for her mistakes," 98 per cent of the applicants agreed this was typical of themselves.

On item 70, "does not make excuses or apologize unnecessarily," 91 per cent of the applicants agreed this was typical of themselves.

On item 83, "uses her initiative while caring for patients," 95 per cent of the applicants agreed this was typical of themselves.

#### D. SIGNIFICANT DIFFERENCES BETWEEN RESPONSES

On item 41, "is apt to criticize people in authority," 86 per cent of the applicants disagreed this was typical of themselves.

On item 47, "gives the doctor information about the patient only if he asks for it," 62 per cent of the applicants disagreed this was typical of themselves.

On item 90, "finds working with older patients less interesting than working with younger patients," 76 per cent of the applicants disagreed this was typical of themselves.

No Category. Because of their non-specificity three items were not placed in any category: 110, 113, and 117. (See Table 46, p. 126.)

On item 117, "is a girl who comes from an average family," 86 per cent of the applicants agreed this was typical of themselves.

On item 110, "is a girl who had no immediate chance to marry after graduation from high school," 84 per cent of the applicants disagreed this was typical of themselves.

On item 113, "is under constant supervision of the instructor while she is working with patients," 79 per cent of the applicants disagreed this was typical of themselves.

#### D. SIGNIFICANT DIFFERENCES BETWEEN RESPONSES ON ROLE ATTRIBUTES AND SELF-CONCEPT

A total of 55 items had significant coefficients of discrimination on comparison of the responses of the total group of applicants on the role attributes instrument and the self-concept instrument.

TABLE 46  
 SELF-CONCEPT OF NO CATEGORY

Item	Type of Nurse	Weight Assigned by Faculty to Item	Per Cent Agreement	Per Cent Disagreement
117. Is a girl who comes from an average family.	Good	+2	86	
110. Is a girl who had no immediate chance to marry after graduation from high school.	Poor	-2		84
113. Is under constant supervision of the instructor while she is working with patients.	Poor	-2		79

There were 21 items at the .20 level of discrimination; 15 items at the .25 level; 9 items at the .30 level; 7 items at the .35 level; 1 item at the .40 level; 1 item at the .45 level and 1 item at the .70 level.

Items at the .20 level of discrimination. (See Table 47, p. 128.) On item 3, "generally relies on her own decisions," 60 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 77 per cent on the self-concept instrument agreed this was typical of themselves.

On item 8, "feels 'out of sorts' if she has to be by herself for any length of time," 97 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 90 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 21, "is accurate and thorough in her work," 100 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 96 per cent on the self-concept instrument agreed this was typical of themselves.

On item 22, "enjoys being responsible for many things at one time," 85 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 73

TABLE 47

RESPONSES BETWEEN TOTAL GROUPS ON ROLE ATTRIBUTES AND SELF-CONCEPT  
SIGNIFICANT AT THE .20 LEVEL OF DISCRIMINATION

Item	Coefficients of Discrimination	Per Cent Correct Role Attributes	Self-Concept
3. Generally relies on her own decisions.	.20	60	77
8. Feels "out of sorts" if she has to be by herself for any length of time.	.20*	97	90
21. Is accurate and thorough in her work.	.20*	100	96
22. Enjoys being responsible for many things at one time.	.20	85	73
23. Avoids irresponsible pleasure seekers.	.20	83	68
33. Enjoys being placed in a responsible position.	.20*	99	94
71. Handles an emergency without revealing her excitement.	.20*	99	95
75. Does not allow likes or dislikes to interfere with her duties.	.20*	99	95

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 47 (continued)

Item	Coefficients of Discrimination	Role Attributes	Per Cent Correct	Self-Concept
91. Expects the patients to order her around.	.20	98	93	
94. Feels that other students are too occupied with their own interests.	.20	93	85	
98. Feels that giving baths and emptying bed pans are jobs for the nurses' aides.	.20	97	92	
100. Feels that aides can do the same things that nurses do.	.20	98	94	
104. Tends to be crude.	.20	99	96	
106. Is a sincere individual.	.20	98	94	
107. Is inclined to be narrow in her field of interests.	.20	98	93	
108. Finds it difficult to relax when off duty.	.20	98	94	
114. Finds entertainment in reading.	.20*	97	91	

\* Falls on line between two levels of discrimination. This represents the lower level.

TABLE 47 (continued)

Item	Coefficients of Discrimination	Per Cent Correct	Role Attributes	Self-Concept
116. Makes good use of her time when off duty.	.20	97		93
117. Is a girl who comes from an average family.	.20	93		86
118. Gradually loses the first interest she has in her patients.	.20*	97		91
119. Tends to have a broad scale of interests.	.20	97		92

\* Falls on line between two levels of discrimination. This represents the lower level.

per cent on the self-concept instrument agreed this was typical of themselves.

On item 23, "avoids irresponsible pleasure seekers," 83 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 68 per cent on the self-concept instrument agreed this was typical of themselves.

On item 33, "enjoys being placed in a responsible position," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 94 per cent on the self-concept instrument agreed this was typical of themselves.

On item 71, "handles an emergency without revealing her excitement," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 95 per cent on the self-concept instrument agreed this was typical of themselves.

On item 75, "does not allow likes or dislikes to interfere with her duties," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 95 per cent on the self-concept instrument agreed this was typical of themselves.

On item 91, "expects the patient to order her

around," 98 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 93 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 94, "feels that other students are too occupied with their own interests," 93 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 85 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 98, "feels that giving baths and emptying bed pans are jobs for the nurses' aides," 97 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 92 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 100, "feels that aides can do the same things that nurses do," 98 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 94 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 104, "tends to be crude," 99 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 96 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 106, "is a sincere individual," 98 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 94 per cent on the self-concept instrument agreed this was typical of themselves.

On item 107, "is inclined to be narrow in her field of interests," 98 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 93 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 108, "finds it difficult to relax when off duty," 98 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 94 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 114, "finds entertainment in reading," 97 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 91 per cent on the self-concept instrument agreed this was typical of themselves.

On item 116, "makes good use of her time when off duty," 97 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 93 per cent on the self-concept instrument agreed this was typical

of themselves.

On item 117, "is a girl who comes from an average family," 93 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 86 per cent on the self-concept instrument agreed this was typical of themselves.

On item 118, "gradually loses the first interest she has in her patients," 97 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 91 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 119, "tends to have a broad scale of interests," 97 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 92 per cent on the self-concept instrument agreed this was typical of themselves.

Items at the .25 level of discrimination. (See Table 48, p. 135.)

On item 6, "is systematic in her behavior," 91 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 77 per cent on the self-concept instrument agreed it was typical of themselves.

On item 10, "feels vaguely insecure when she has to

TABLE 48

RESPONSES BETWEEN TOTAL GROUP ON ROLE ATTRIBUTES AND SELF-CONCEPT SIGNIFICANT AT THE .25 LEVEL OF DISCRIMINATION

Item	Coefficients of Discrimination	Per Cent Correct	Role Attributes	Self-Concept
6. Is systematic in her behavior.	.25	91		77
10. Feels vaguely insecure when she has to act on her own responsibility.	.25	92		78
40. Is disturbed by doing many things at one time.	.25	93		80
42. Is quite persuasive in her speech.	.25	92		74
48. Laughs and "goofs-off" with the doctors.	.25	97		88
72. Is able to meet doctors, patients, and visitors with ease and dignity.	.25	99		92
78. Believes in regularity in habits of sleeping, working, eating and re-creating.	.25	92		78
79. Is a snob to others in fields not her own.	.25	100		94
85. Works poorly under pressure.	.25	98		91

TABLE 48 (continued)

Item	Coefficients of Discrimination	Per Cent Correct	Role Attributes	Self-Concept
87. Entered nursing because she couldn't go to college.	.25	99	93	93
89. Is always punctual in reporting on duty.	.25	99	93	93
109. Finds it difficult to be quiet in the dormitory.	.25	99	93	93
110. Is a girl who had no immediate chance to marry after graduation from high school.	.25	94	84	91
123. Keeps her room neat and clean	.25*	99	91	91
124. Is always well-groomed when off duty.	.25	98	91	91

\* Falls on line between two levels of discrimination. This represents the lower level.

act on her own responsibility," 92 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 78 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 40, "is disturbed by doing many things at one time," 93 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 80 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 42, "is quite persuasive in her speech," 92 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 74 per cent on the self-concept instrument agreed this was typical of themselves.

On item 48, "laughs and 'goofs-off' with the doctors," 97 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 88 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 72, "is able to meet doctors, patients, and visitors with ease and dignity," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 92 per cent on the self-concept

instrument agreed this was typical of themselves.

On item 78, "believes in regularity in habits of eating, sleeping, working and recreating," 92 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 78 per cent on the self-concept instrument agreed this was typical of themselves.

On item 79, "is a snob to others in fields not her own," 100 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 94 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 85, "works poorly under pressure," 98 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 91 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 87, "entered nursing because she couldn't go to college," 99 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 93 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 89, "is always punctual in reporting on duty," 99 per cent on the role attributes instrument agreed

this was typical of the good nursing student, and 93 per cent on the self-concept instrument agreed this was typical of themselves.

On item 109, "finds it difficult to be quiet in the dormitory," 99 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 93 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 110, "is a girl who had no immediate chance to marry after graduation from high school," 94 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 84 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 123, "keeps her room neat and clean," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 91 per cent on the self-concept instrument agreed this was typical of themselves.

On item 124, "is always well-groomed when off duty," 98 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 91 per cent on the self-concept instrument agreed this was typical of themselves.

Items at the .30 level of discrimination. (See Table 49, p. 141.)

On item 1, "is methodical in her daily life," 95 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 83 per cent on the self-concept instrument agreed this was typical of themselves.

On item 4, "becomes bound by strong loyalties to her friends," 41 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 69 per cent on the self-concept instrument agreed this was typical of themselves.

On item 5, "frequently feels inferior to other people," 94 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 77 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 7, "likes to play around with people who don't take life too seriously," 93 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 75 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 11, "frequently starts new jobs without

TABLE 49

RESPONSES BETWEEN TOTAL GROUPS ON ROLE ATTRIBUTES AND SELF-CONCEPT SIGNIFICANT AT THE .30 LEVEL OF DISCRIMINATION

Item	Coefficients of Discrimination	Per Cent Correct Role Attributes	Self-Concept
1. Is methodical in her daily life.	.30	95	83
4. Becomes bound by strong loyalties to her friends.	.30	41	69
5. Frequently feels inferior to other people.	.30	94	77
7. Likes to play around with people who don't take life too seriously.	.30*	93	75
11. Frequently starts new jobs without waiting to finish what she has been doing.	.30	97	87
12. Gets so involved with her patients that she feels like crying when she sees them crying.	.30	94	80

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 49 (continued)

Item	Coefficients of Discrimination	Per Cent Correct	Role Attributes	Self-Concept
35. Works best in a friendly environment.	.30	78	93	
86. Studies the easy part of a lesson and skims over the hard part.	.30	99	90	
125. Finds it difficult to adjust to less time for recreation than she had in high school.	.30	93	79	

waiting to finish what she has been doing," 97 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 87 per cent on the self-concept instrument disagreed it was typical of themselves.

On item 12, "gets so involved with her patients that she feels like crying when she sees them crying," 94 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 80 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 35, "works best in a friendly environment," 78 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 93 per cent on the self-concept instrument agreed it was typical of themselves.

On item 86, "studies the easy part of a lesson and skims over the hard part," 99 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 90 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 125, "finds it difficult to adjust to less time for recreation than she had in high school," 93 per cent on the role attributes instrument agreed this was

typical of the poor nursing student, and 79 per cent on the self-concept instrument disagreed this was typical of themselves.

Items at the .35 level of discrimination. (See Table 50, p. 145.)

On item 15, "becomes confused when she has too many things on her mind at one time," 94 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 75 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 41, "is apt to criticize people in authority," 99 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 86 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 49, "allows a given time for study and a given time for recreation," 99 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 86 per cent on the self-concept instrument agreed this was typical of themselves.

On item 77, "has a striking personality," 95 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 77 per cent on the

TABLE 50

RESPONSES BETWEEN TOTAL GROUPS ON ROLE ATTRIBUTES AND SELF-CONCEPT SIGNIFICANT AT THE .35 LEVEL OF DISCRIMINATION

Item	Coefficients of Discrimination	Per Cent Correct	Role Attributes	Self-Concept
15. Becomes confused when she has too many things on her mind at one time.	.35	94		75
41. Is apt to criticize people in authority.	.35	99		86
49. Allows a given time for study and a given time for recreation.	.35	99		86
77. Has a striking personality.	.35	95		77
90. Finds working with older patients less interesting than working with younger patients.	.35*	95		76
99. Complains about heavy class assignments.	.35	98		84
120. Is one of a select group intellectually.	.35	72		37

\*Falls on line between two levels of discrimination. This represents the lower level.

self-concept instrument agreed it was typical of themselves.

On item 90, "finds working with older patients less interesting than working with younger patients," 95 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 76 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 99, "complains about heavy class assignments," 98 per cent on the role attributes instruments agreed this was typical of the poor nursing student, and 84 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 120, "is one of a select group intellectually," 72 per cent on the role attributes instrument agreed this was typical of the good nursing student, and 37 per cent on the self-concept instrument agreed this was typical of themselves.

Items at the .40, .45, and .70 levels of discrimination. (See Table 51, p. 147.)

On item 2, "likes to sway others to her opinion," 92 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 66 per cent on the self-concept instrument disagreed this was typical of

TABLE 51  
 RESPONSES BETWEEN TOTAL GROUPS ON ROLE ATTRIBUTES AND SELF-CONCEPT  
 SIGNIFICANT AT THE .40, .45, and .70 LEVELS OF DISCRIMINATION

Item	Coefficients of		Per Cent Correct	
	Discrimination	Role Attributes	Role Attributes	Self-Concept
2. Likes to sway others to her opinion.	.40		92	66
26. Is rather easily discouraged when things go wrong.	.45		98	78
92. Is taken for granted by the patients.	.70		87	14

themselves.

On item 26, "is rather easily discouraged when things go wrong," 98 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 78 per cent on the self-concept instrument disagreed this was typical of themselves.

On item 92, "is taken for granted by the patients," 87 per cent on the role attributes instrument agreed this was typical of the poor nursing student, and 14 per cent on the self-concept instrument disagreed this was typical of themselves.

#### E. SIGNIFICANT DIFFERENCES BETWEEN COLLEGIATE AND DIPLOMA RESPONSES ON SELF-CONCEPT

In comparing the responses of the collegiate and diploma applicants on the self-concept instrument, a total of 13 items were identified as being significant. Ten items were significant at the .25 level of discrimination; 1 item at the .25 level, and 1 item at the .30 level.

Percentages of correct answers for both groups were presented to indicate which of the two groups had the higher percentage of correct answers.

Items at the .20 level of discrimination. (See Table 52, p. 150.)

On item 32, "works hard at achieving independence," 89 per cent of the diploma applicants, and 96 per cent of the collegiate applicants agreed this was typical of themselves.

On item 36, "gets along well with most people regardless of how she feels about them," 95 per cent of the diploma applicants, and 99 per cent of the collegiate applicants agreed this was typical of themselves.

On item 41, "is apt to criticize people in authority," 93 per cent of the diploma applicants, and 85 per cent of the collegiate applicants disagreed this was typical of themselves.

On item 62, "is regarded as a professional person by the patient," 84 per cent of the diploma applicants, and 93 per cent of the collegiate applicants agreed this was typical of themselves.

On item 66, "does equally good work with or without supervision," 96 per cent of the diploma applicants, and 99 per cent of the collegiate applicants agreed this was typical of themselves.

On item 69, "tells the doctor when she is not

TABLE 52

RESPONSES BETWEEN DIPLOMA AND COLLEGIATE APPLICANTS ON SELF-CONCEPT SIGNIFICANT AT THE .20 LEVEL OF DISCRIMINATION

Item	Coefficient of Discrimination	Diploma	Per Cent Correct	Collegiate
32. Works hard at achieving independence.	.20*	89	96	
36. Gets along well with most people regardless of how she feels about them.	.20	95	99	
41. Is apt to criticize people in authority.	.20	93	85	
62. Is regarded as a professional person by the patient.	.20	84	93	
66. Does equally good work with or without supervision.	.20	96	99	
69. Tells the doctor when she is not familiar with a procedure.	.20*	94	99	
86. Studies the easy part of a lesson and skims over the hard part.	.20	88	95	
116. Makes good use of her time when off duty.	.20	94	98	
119. Tends to have a broad scale of interests.	.20	94	87	
121. Has a sense of humor.	.20*	95	99	

\* Falls on line between two levels of discrimination. This represents the lower level.

familiar with a procedure," 94 per cent of the diploma applicants, and 99 per cent of the collegiate applicants agreed this was typical of themselves.

On item 86, "studies the easy part of a lesson and skims over the hard part," 88 per cent of the diploma applicants, and 95 per cent of the collegiate applicants disagreed this was typical of themselves.

On item 116, "makes good use of her time when off duty," 94 per cent of the diploma applicants, and 98 per cent of the collegiate applicants agreed this was typical of themselves.

On item 119, "tends to have a broad scale of interests," 94 per cent of the diploma applicants, and 87 per cent of the collegiate applicants agreed this was typical of themselves.

On item 121, "has a sense of humor," 95 per cent of the diploma applicants, and 99 per cent of the collegiate applicants agreed this was typical of themselves.

Items at the .25 level of discrimination. (See Table 53, p. 152.)

On item 74, "is willing to give assistance to other students when they need help," 95 per cent of the diploma applicants, and 100 per cent of the collegiate applicants

TABLE 53

RESPONSES BETWEEN DIPLOMA AND COLLEGIATE APPLICANTS ON SELF-CONCEPT  
SIGNIFICANT AT THE .25 AND .30 LEVELS OF DISCRIMINATION

Item	Coefficient of Discrimination	Per Cent Correct Diploma	Per Cent Correct Collegiate
74. Is willing to give assistance to other students when they need help.	.25	95	100
120. Is one of a select group intellectually.	.25*	26	51
1. Is methodical in her daily life.	.30	84	60

\*Falls on line between two levels of discrimination. This represents the lower level.

agreed this was typical of themselves.

On item 120, "is one of a select group intellectually," 26 per cent of the diploma applicants, and 51 per cent of the collegiate applicants disagreed this was typical of themselves. (The experts judged this to be typical of the good nursing student.)

Item at the .30 level of discrimination. (See Table 53, p. 152.)

On item 1, "is methodical in her daily life," 84 per cent of the diploma applicants, and 60 per cent of the collegiate applicants agreed this was typical of themselves.

#### F. NORMS

The sixth purpose of this study was to develop norms that could be utilized as a basis for further research about nursing school applicants in the state of Colorado.

Centile ranks, means and standard deviations were computed for both unit and weighted scores for each group of applicants on the role attributes and self-concept instruments. However, interpretation of the above was beyond the scope of this study. (See Appendix F and Appendix G.)

## CHAPTER IV

## SUMMARY AND CONCLUSIONS

Summary of the study. The purposes of this study were: (1) to construct a rating scale that would evaluate the applicant's perception of the role attributes of the nursing student and to develop one or more scoring devices for the developed scale; (2) to contrast the applicant's perception of the role attributes of the nursing student with the role attributes as identified by knowledgeable and experienced professionals in the area of nursing education by examining areas of agreement and disagreement between the nursing applicants and the experts; (3) to compute an index of difficulty and an index of discrimination for the scale items; (4) to examine areas of differences between applicants interested in the collegiate program and those interested in nursing were subjects for the study. They represented 88, or 37 per cent, of the high schools in Colorado.

On role attributes the total group of applicants and the experts agreed on items that pertained to achievement, exposition, conjunctivity, deliberation, rejection,

Data for the evaluation of the applicant's perception of the role attributes of the nursing student and for the applicant's perception of self were obtained through a Likert-Thurstone type scale constructed with items from Kibrick's instruments on role perception serving as its nucleus. Forty-two members of the faculties of four diploma schools of nursing and twenty-five members of the faculty of one collegiate school of nursing served as expert judges in rating the items of the scale.

Unit, or agreement scores, were based on the criterion of correct or incorrect as decided by the expert judges. Weighted scores were based on the mean values placed on each item by the expert judges. Items of the scale were placed into twenty-one categories according to Murray's theory of needs. Three items, because of their non-specificity, were not placed in any category.

Three hundred sixty nine high school senior girls interested in nursing were subjects for the study. They represented 88, or 37 per cent, of the high schools in Colorado.

On role attributes the total group of applicants and the experts agreed on items that pertained to achievement, exposition, conjunctivity, deliberation, rejection,

succorance, emotionality, recognition, autonomy, inner direction, sameness, placidity, nurturance, abasement, cognizance, dominance, change, deference and the three items that were not placed in a special category.

Agreement was above 90 per cent on all items pertaining to achievement, exposition, play, nurturance, deliberation, emotionality, and change. There were eighteen items on which the agreement between applicants and experts was below 90 per cent. These included the areas of conjunctivity, rejection, succorance, recognition, autonomy, inner direction, sameness, placidity, abasement, cognizance, dominance, affiliation, deference and other direction.

On role attributes the total group of applicants and the experts disagreed on only two items. These pertained to affiliation and other direction. The two items below 90 per cent pertained to affiliation and other direction.

In comparing responses of the collegiate and diploma applicants on role attributes, it was found that thirteen areas contained nineteen items with a significant coefficient of discrimination. These areas included conjunctivity, change, autonomy, recognition, deference, rejection, emotionality, cognizance, play, inner direction,

nurturance, succorance and no special category.

In responding to the self-concept instrument, the applicants agreed that the characteristics and attitudes described in all items under nurturance, exposition and conjunctivity were typical of themselves. Agreement was above 90 per cent on all items pertaining to nurturance. There were twenty-three items on which the applicants responded that the characteristics and attitudes were typical of themselves that the agreement score was below 90 per cent. These included the areas of exposition, conjunctivity, deference, other direction, recognition, abasement, dominance, sameness, placidity, inner direction, affiliation, autonomy and no category. The item under other direction was the only item judged by the experts to be typical of the poor nursing student that the applicants agreed was typical of themselves.

On self-concept the applicants disagreed with all items under emotionality, deliberation, rejection and succorance. There were twenty-four items on which the applicants responded that the characteristics and attitudes were not typical of themselves, that the disagreement score was below 90 per cent. These included the areas of emotionality, deliberation, rejection succorance, cognizance,

other direction, recognition, abasement dominance, achievement, play, autonomy and no category. The item under cognizance was the only item judged by the experts to be typical of the good nursing student that the applicants disagreed were typical of themselves.

In comparing responses of the total group of applicants on role attributes and self-concept, it was found that nineteen areas contained 55 items with a significant coefficient of discrimination. These areas included autonomy, affiliation, achievement, inner direction, placidity, deference, succorance, dominance, cognizance, emotionality, rejection play, conjunctivity, deliberation, exposition, abasement, change, recognition and no special category.

In comparing responses of the collegiate and diploma applicants on self-concept, it was found that nine areas contained thirteen items with a significant coefficient of discrimination. These areas included autonomy, other direction, recognition, achievement, deference, play, cognizance, affiliation and conjunctivity.

Centile ranks were computed for both unit and weighted scores for each group of applicants on role attributes and self-concept. Interpretation of the mean and

standard deviation scores was beyond the scope of this study.

Conclusions. The following conclusions are based on the findings of this study:

1. The applicants generally agreed with the experts on the role attributes of the nursing student.
2. The differences between the responses of the collegiate and diploma applicants on perception of the role attributes of the nursing student were minimal.
3. The applicant's expectations of the nursing student were generally higher than her expectations of self.
4. The differences between responses of the collegiate and diploma applicants on self-concept were minimal.
5. Since there were minimal differences between the collegiate and diploma applicants on both perception of role attributes of the nursing student and on the applicant's self-concept, the significant differences between the responses of the total group on the role attributes and self-concept instruments must result from the responses of the third group, the group that did not indicate in which program they were interested.

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APPENDIX A

June 14, 1963

Anne K. Kibrick, Ed.D.  
Professor of Nursing and  
Director, Graduate Division  
School of Nursing  
Boston University  
Cambridge, Massachusetts

Dear Doctor Kibrick:

I have studied your dissertation on "Drop-Outs from Schools of Nursing: The Effect of Self and Role Perception." and would like to compliment you on an excellent study. I personally believe that you have made a contribution to the field of nursing.

At present I am on leave from my position as director of the school of nursing to receive a master's degree from the University of Colorado.

APPENDIX A

I would like permission to use your questionnaire on "Role Attributes" in devising a questionnaire for use with our own students. A self-addressed, stamped envelope is enclosed for any suggestions you may wish to offer, and the permission for the use of the test if you care to grant it.

Thank you very much for your consideration.

Sincerely,

Sister Mary del Rey, R.S.M.

ENDR/rms  
Enclosure

June 14, 1963

Boston University  
Boston, Massachusetts

Anne K. Kibrick, Ed.D.  
Professor of Nursing and  
Director, Graduate Division  
School of Nursing  
Boston University  
Cambridge, Massachusetts

June 21, 1963

Dear Doctor Kibrick:

I have studied your dissertation on "Drop-Outs from Schools of Nursing; The Effect of Self and Role Perception," and would like to compliment you on an excellent study. I personally believe that you have made a contribution to the field of nursing.

At present I am on leave from my position as director of the school of nursing to obtain my master's degree from the University of Colorado.

I would like permission to use your questionnaire on "Role Attributes" in devising a questionnaire for use with our own students. A self-addressed, stamped envelope is enclosed for any suggestions you may wish to offer, and the permission for the use of the test if you care to grant it.

Thank you very much for your consideration.

Sincerely,

Sister Mary del Rey, R.S.M.

SMdR/rms

Enclosure

UNIVERSITY OF COLORADO  
 Boston University  
 Boston, Massachusetts

School of Nursing

SCHOOL OF NURSING

January 2, 1964

Dear

June 21, 1963

Sister Mary del Rey, R. S. M.  
 788 - 19th Street  
 Boulder, Colorado

Dear Sister Mary del Rey:

Thank you for your kind comments about my dissertation. They are appreciated. I would be very happy to have you use my questionnaires and would like to hear from you about your study.

Sincerely,

Anne K. Kibrick  
 Director  
 Graduate Division

AKK:shg

I would deeply appreciate your cooperation in this study, which would involve the administration of the rating scale to seniors interested in nursing. Even though students may not have decided definitely at this time to enter a nursing program, if they have any interest at all in nursing, I would like them to fill out the questionnaire. The time needed would be approximately one hour.

I do hope that you will assist me in this study. If you are willing to participate, would you please furnish

UNIVERSITY OF COLORADO  
Boulder, Colorado

School of Nursing

January 2, 1964

Dear

Sincerely yours,

According to the Report of the Surgeon General's Consultant Group on Nursing, the United States will need approximately 850,000 professional nurses by 1970 to provide effective and efficient nursing service for the nation. To meet the feasible goal of 680,000 nurses, schools of nursing must graduate 53,000 nurses a year by 1969 - a 75 per cent increase over 1961.

Selection devices which include school grades, aptitude and achievement tests fail to screen approximately one-third of the applicant's who later withdraw from schools of nursing. Nursing educators feel that other methods or instruments are needed to screen those students who withdraw for non-academic reasons. It is believed that one facet to be explored is in the area of the applicant's role perception of the student nurse.

In fulfillment of requirements for my thesis as a graduate student in Nursing Education Administration at the University of Colorado, I am constructing a rating scale that will test the ideas and attitudes the high school senior has about the student nurse.

I would deeply appreciate your cooperation in this study, which would involve the administration of the rating scale to seniors interested in nursing. Even though students may not have decided definitely at this time to enter a nursing program, if they have any interest at all in nursing, I would like them to fill out the questionnaire. The time needed would be approximately one hour.

I do hope that you will assist me in this study. If you are willing to participate, would you please furnish

UNIVERSITY OF COLORADO  
Boulder, Colorado

the information requested on the attached sheet and return the completed form in the self-addressed stamped envelope by January 15, 1964?

I feel this study holds significance for nursing in that it would help reduce attrition rates, and hopefully the results will provide useful information for high school counselors engaged in vocational counseling.

Number of students in \_\_\_\_\_ Sincerely yours, \_\_\_\_\_

Number of students interested in nursing \_\_\_\_\_

Name of person who will \_\_\_\_\_ Sister Mary del Rey, R.S.M.

SMdR/rms

I would be interested in a summary of the results of the study. Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

UNIVERSITY OF COLORADO  
Boulder, Colorado

School of Nursing

School of Nursing

March 6, 1954

Dear

Number of students in senior class \_\_\_\_\_

Number of students interested in nursing \_\_\_\_\_

Name of person who will administer questionnaire  
\_\_\_\_\_

I would be interested in a summary of the results  
of the study. Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Sincerely,

Sister Mary Del Rey, R.S.N.

UNIVERSITY OF COLORADO  
Boulder, Colorado

School of Nursing

March 6, 1964

Dear

The questionnaires that you have consented to give to your high school seniors interested in nursing are enclosed.

Since this is not a test, the students would not have to be supervised while they are responding to the statements. At your discretion, the students might even answer them at home. However, would you please check to make certain that the students understand the directions for the two sections of the questionnaire, since there might be an element of confusion in changing from a scale of agree to disagree.

If the students would rather not answer the second part of the questionnaire, or if they feel they can not answer it honestly, have them leave it out.

Also, if the students would rather not give their names and addresses, this is all right. It is imperative for the study that they do indicate the type of nursing program in which they are interested.

Would you please return the questionnaires at your earliest convenience?

I do thank you for your cooperation which makes this study possible. I trust the results will be of some benefit to counselors.

Sincerely,

Sister Mary del Rey, R.S.M.

### Instructions to Raters

Following is a list of statements which might be typical of a student nurse.

Your task is to judge these statements in terms of (1) what you feel the attitudes and characteristics of the "ideal" student would be, and (2) what you feel the attitudes and characteristics of the "poor" student would be.

Those statements that would be most likely to be typical of the ideal student should be given high (positive) ratings, and those statements most likely to be typical of poor students should be given low (negative) ratings. Ratings are to be made along the attached scale, ranging from -5 to +5. Circle the desired number.

#### The ideal student nurse

- |  |            |                         |
|--|------------|-------------------------|
| 1. likes to sway others to her opinion                                     | APPENDIX B | -5-4-3-2-1 0 +1+2+3+4+5 |
| 2. generally agrees with her superiors                                     |            | -5-4-3-2-1 0 +1+2+3+4+5 |
| 3. generally relies on her own decisions                                   |            | -5-4-3-2-1 0 +1+2+3+4+5 |
| 4. is frank and outspoken in her relationships with others                 |            | -5-4-3-2-1 0 +1+2+3+4+5 |
| 5. frequently feels inferior to other people                               |            | -5-4-3-2-1 0 +1+2+3+4+5 |
| 6. likes to play around with people who don't take life too seriously      |            | -5-4-3-2-1 0 +1+2+3+4+5 |
| 7. feels "out of sorts" if she has to be by herself for any length of time |            | -5-4-3-2-1 0 +3+4+3+2+1 |
| 8. becomes bound by strong loyalties to her friends                        |            | -5-4-3-2-1 0 +5+4+3+2+1 |

## Instructions to Raters

Following is a list of statements which might be typical of a student nurse.

Your task is to judge these statements in terms of (1) what you feel the attitudes and characteristics of the "ideal" student would be, and (2) what you feel the attitudes and characteristics of the "poor" student would be.

Those statements that would be most likely to be typical of the ideal student should be given high (positive) ratings, and those statements most likely to be typical of poor students should be given low (negative) ratings. Ratings are to be made along the attached scale, ranging from -5 to +5. Circle the desired number.

### The ideal student nurse

1. likes to sway others to her opinion -5-4-3-2-1 0 +1+2+3+4+5
2. generally agrees with her superiors -5-4-3-2-1 0 +1+2+3+4+5
3. generally relies on her own decisions -5-4-3-2-1 0 +1+2+3+4+5
4. is frank and outspoken in her relationships with others -5-4-3-2-1 0 +1+2+3+4+5
5. frequently feels inferior to other people -5-4-3-2-1 0 +1+2+3+4+5
6. likes to play around with people who don't take life too seriously -5-4-3-2-1 0 +1+2+3+4+5
7. feels "out of sorts" if she has to be by herself for any length of time -5-4-3-2-1 0 +5+4+3+2+1
8. becomes bound by strong loyalties to her friends -5-4-3-2-1 0 +5+4+3+2+1

9. likes to work by herself -5-4-3-2-1 0 +5+4+3+2+1
10. feels vaguely insecure when she has to act on her own responsibility -5-4-3-2-1 0 +5+4+3+2+1
11. is easily moved by the misfortunes of other people -5-4-3-2-1 0 +1+2+3+4+5
12. is able to evaluate herself in terms of others' reactions to her -5-4-3-2-1 0 +1+2+3+4+5
13. is methodical in her daily life -5-4-3-2-1 0 +1+2+3+4+5
14. is systematic in her behavior -5-4-3-2-1 0 +1+2+3+4+5
15. frequently starts new jobs without waiting to finish what she has been doing -5-4-3-2-1 0 +1+2+3+4+5
16. gets so involved with her patients that she feels like crying when she sees them crying -5-4-3-2-1 0 +1+2+3+4+5
17. feels for her patients and as a result finds that tears come to her eyes rather easily -5-4-3-2-1 0 +1+2+3+4+5
18. rarely gets angry with people -5-4-3-2-1 0 +1+2+3+4+5
19. does things only when she fully understands why they are being done -5-4-3-2-1 0 +1+2+3+4+5
20. generally feels anxious about getting along with others -5-4-3-2-1 0 +1+2+3+4+5
21. finds it easier to do well when she follows orders -5-4-3-2-1 0 +1+2+3+4+5

21. becomes confused when she has too many things on her mind at one time -5-4-3-2-1 0 +1+2+3+4+5
22. is able to express her ideas clearly in speaking -5-4-3-2-1 0 +1+2+3+4+5
23. keeps up to date on what is going on -5-4-3-2-1 0 +1+2+3+4+5
24. goes her own way regardless of the opinions of others -5-4-3-2-1 0 +1+2+3+4+5
25. takes orders from others without rebelling -5-4-3-2-1 0 +1+2+3+4+5
26. is never satisfied with a job poorly done -5-4-3-2-1 0 +1+2+3+4+5
27. carries a strict conscience about with her wherever she goes -5-4-3-2-1 0 +1+2+3+4+5
28. usually persists in the pursuit of a purpose -5-4-3-2-1 0 +1+2+3+4+5
29. is accurate and thorough in her work -5-4-3-2-1 0 +1+2+3+4+5
30. is never satisfied unless she does things perfectly -5-4-3-2-1 0 +1+2+3+4+5
31. enjoys being responsible for many things at one time -5-4-3-2-1 0 +1+2+3+4+5
32. avoids irresponsible pleasure seekers -5-4-3-2-1 0 +1+2+3+4+5
33. generally goes about her work in the same way -5-4-3-2-1 0 +1+2+3+4+5
34. finds it difficult to hide her feelings -5-4-3-2-1 0 +1+2+3+4+5
35. finds it easier to do well when she follows orders -5-4-3-2-1 0 +1+2+3+4+5

36. blames herself more than others when things go wrong -5-4-3-2-1 0 +1+2+3+4+5
37. would rather express her irritation than be quiet about it -5-4-3-2-1 0 +1+2+3+4+5
38. is rather easily discouraged when things go wrong -5-4-3-2-1 0 +1+2+3+4+5
39. sticks to a plan of action which she has decided upon -5-4-3-2-1 0 +1+2+3+4+5
40. feels other peoples' failures as if they were her own -5-4-3-2-1 0 +1+2+3+4+5
41. would rather work where she can think through her problems -5-4-3-2-1 0 +1+2+3+4+5
42. accepts the standards of the group as her own -5-4-3-2-1 0 +1+2+3+4+5
43. is conventional in her behavior -5-4-3-2-1 0 +1+2+3+4+5
44. has feelings of guilt when she does not know what is expected of her -5-4-3-2-1 0 +1+2+3+4+5
45. tries to do her best in whatever she does -5-4-3-2-1 0 +1+2+3+4+5
46. works hard at achieving independence -5-4-3-2-1 0 +1+2+3+4+5
47. enjoys being placed in a responsible position -5-4-3-2-1 0 +1+2+3+4+5
48. works best independently and on her own -5-4-3-2-1 0 +1+2+3+4+5
49. works best in a friendly environment -5-4-3-2-1 0 +1+2+3+4+5

50. likes to share the responsibility if there is any danger of anything going wrong -5-4-3-2-1 0 +1+2+3+4+5
51. likes having people dependent on her -5-4-3-2-1 0 +1+2+3+4+5
52. gets along well with most people regardless of how she feels about them -5-4-3-2-1 0 +1+2+3+4+5
53. feels guilty about things which she has done or has not done -5-4-3-2-1 0 +1+2+3+4+5
54. feels very guilty when she makes a mistake -5-4-3-2-1 0 +1+2+3+4+5
55. feels quite anxious when left by herself -5-4-3-2-1 0 +1+2+3+4+5
56. enjoys being in charge of work done by others -5-4-3-2-1 0 +1+2+3+4+5
57. thinks her opinions are subordinate to those in authority -5-4-3-2-1 0 +1+2+3+4+5
58. generally tells others what she thinks of them when they annoy her -5-4-3-2-1 0 +1+2+3+4+5
59. is a creature of habit -5-4-3-2-1 0 +1+2+3+4+5
60. is disturbed by doing many things at one time -5-4-3-2-1 0 +1+2+3+4+5
61. can stand very long periods of exhaustion -5-4-3-2-1 0 +1+2+3+4+5
62. is apt to criticize people in authority -5-4-3-2-1 0 +1+2+3+4+5
63. is quite persuasive in her speech -5-4-3-2-1 0 +1+2+3+4+5

64. follows the instructions of the faculty -5-4-3-2-1 0 +1+2+3+4+5
65. conforms to rules and regulations the faculty has set up -5-4-3-2-1 0 +1+2+3+4+5
66. follows the instructions of supervisors -5-4-3-2-1 0 +1+2+3+4+5
67. conforms to rules and regulations supervisors have set up -5-4-3-2-1 0 +1+2+3+4+5
68. is responsible to the supervisors for her wardwork -5-4-3-2-1 0 +1+2+3+4+5
69. is responsible to the faculty for her classwork -5-4-3-2-1 0 +1+2+3+4+5
70. stands when the instructor comes into the classroom -5-4-3-2-1 0 +1+2+3+4+5
71. regards the behavior of the faculty as the ideal to be followed -5-4-3-2-1 0 +1+2+3+4+5
72. regards the behavior of the supervisors as the ideal to be followed -5-4-3-2-1 0 +1+2+3+4+5
73. leaves the faculty alone unless they invite the comments or presence of the student -5-4-3-2-1 0 +1+2+3+4+5
74. leaves the supervisors alone unless they invite the comments or presence of the student -5-4-3-2-1 0 +1+2+3+4+5
75. is treated by the faculty as an individual personality, not just as another student -5-4-3-2-1 0 +1+2+3+4+5

76. is treated by the supervisors as an individual personality, not just another student -5-4-3-2-1 0 +1+2+3+4+5
77. is called by her first name by the faculty -5-4-3-2-1 0 +1+2+3+4+5
78. is called by her first name by the supervisors -5-4-3-2-1 0 +1+2+3+4+5
79. maintains a reserved, dignified attitude toward the faculty -5-4-3-2-1 0 +1+2+3+4+5
80. maintains a reserved, dignified attitude toward the supervisors -5-4-3-2-1 0 +1+2+3+4+5
81. discusses the patient's problems with the doctor -5-4-3-2-1 0 +1+2+3+4+5
82. gives the doctor information about the patient only if he asks for it -5-4-3-2-1 0 +1+2+3+4+5
83. goes out socially with aides and orderlies -5-4-3-2-1 0 +1+2+3+4+5
84. and her problems are understood by the doctors -5-4-3-2-1 0 +1+2+3+4+5
85. laughs and "goofs-off" with the doctors -5-4-3-2-1 0 +1+2+3+4+5
86. maintains a reserved attitude toward aides and orderlies -5-4-3-2-1 0 +1+2+3+4+5
87. is released from minor tasks by aides and orderlies so that she has more time for nursing -5-4-3-2-1 0 +1+2+3+4+5
88. supervises aides and orderlies who take over nurses' duties -5-4-3-2-1 0 +1+2+3+4+5

89. allows a given time for study and a given time for recreation -5-4-3-2-1 0 +1+2+3+4+5
90. goes out evenings and during free time with her classmates -5-4-3-2-1 0 +1+2+3+4+5
91. competes with her classmates for achievement in nursing -5-4-3-2-1 0 +1+2+3+4+5
92. gets along well with her roommate regardless of personal feelings -5-4-3-2-1 0 +1+2+3+4+5
93. is interested in her classmates' problems -5-4-3-2-1 0 +1+2+3+4+5
94. has the right to select her friends without any regard for her classmates -5-4-3-2-1 0 +1+2+3+4+5
95. has all the privacy she wants -5-4-3-2-1 0 +1+2+3+4+5
96. has the right not to tell where she is going when she leaves the nurses' residence -5-4-3-2-1 0 +1+2+3+4+5
97. wins the trust and confidence of her patient -5-4-3-2-1 0 +1+2+3+4+5
98. is sensitive to the needs and feelings of the patient -5-4-3-2-1 0 +1+2+3+4+5
99. respects the habits and customs of the patient -5-4-3-2-1 0 +1+2+3+4+5
100. prevents any feelings toward the patient from interfering with the care she gives him -5-4-3-2-1 0 +1+2+3+4+5
101. recognizes the equal rights of patients of all colors, race and religions -5-4-3-2-1 0 +1+2+3+4+5

102. listens attentively to what the patient has to say -5-4-3-2-1 0 +1+2+3+4+5
103. tries to reduce the patient's suffering to a minimum -5-4-3-2-1 0 +1+2+3+4+5
104. tries to make death less hard for the patient -5-4-3-2-1 0 +1+2+3+4+5
105. is firm in her dealings with patients -5-4-3-2-1 0 +1+2+3+4+5
106. puts the welfare of the patient above her personal interests -5-4-3-2-1 0 +1+2+3+4+5
107. worries about her patient when she goes off duty -5-4-3-2-1 0 +1+2+3+4+5
108. gives care to patients even though they offend her by their bad manners -5-4-3-2-1 0 +1+2+3+4+5
109. hides her personal feelings from the patient -5-4-3-2-1 0 +1+2+3+4+5
110. is regarded as a professional person by the patient -5-4-3-2-1 0 +1+2+3+4+5
111. is respected for the work that she does -5-4-3-2-1 0 +1+2+3+4+5
112. remembers and fulfills promises made to co-workers -5-4-3-2-1 0 +1+2+3+4+5
113. remembers and fulfills promises made to patients -5-4-3-2-1 0 +1+2+3+4+5
114. does equally good work with or without supervision -5-4-3-2-1 0 +1+2+3+4+5
115. accepts full responsibility for her mistakes -5-4-3-2-1 0 +1+2+3+4+5
116. answers the patients' light promptly -5-4-3-2-1 0 +1+2+3+4+5

117. tells the doctor when she is not familiar with a procedure -5-4-3-2-1 0 +1+2+3+4+5
118. does not make excuses or apologize unnecessarily -5-4-3-2-1 0 +1+2+3+4+5
119. does not answer sharply when a patient is irritating -5-4-3-2-1 0 +1+2+3+4+5
120. handles an emergency without revealing her excitement -5-4-3-2-1 0 +1+2+3+4+5
121. does not lose her temper with an unreasonable doctor -5-4-3-2-1 0 +1+2+3+4+5
122. accepts criticism without anger -5-4-3-2-1 0 +1+2+3+4+5
123. is able to meet doctors, patients and visitors with ease and dignity -5-4-3-2-1 0 +1+2+3+4+5
124. does not discuss the faults of other nurses with patients -5-4-3-2-1 0 +1+2+3+4+5
125. willingly remains on duty overtime to meet an unexpected situation -5-4-3-2-1 0 +1+2+3+4+5
126. is willing to give assistance to other students when they need help -5-4-3-2-1 0 +1+2+3+4+5
127. does not allow likes or dislikes to interfere with her duties -5-4-3-2-1 0 +1+2+3+4+5
128. refrains from giving advice or information which the doctor should give -5-4-3-2-1 0 +1+2+3+4+5
129. gradually acquires a sense of "hardness" -5-4-3-2-1 0 +1+2+3+4+5

130. does not wait until the "last minute" to do an assignment -5-4-3-2-1 0 +1+2+3+4+5
131. is a snob to others in fields not her own -5-4-3-2-1 0 +1+2+3+4+5
132. lives a frustrated life -5-4-3-2-1 0 +1+2+3+4+5
133. prays for the welfare of her patients -5-4-3-2-1 0 +1+2+3+4+5
134. is inclined to be narrow in her field of interest -5-4-3-2-1 0 +1+2+3+4+5
135. is freer in speech than other women -5-4-3-2-1 0 +1+2+3+4+5
136. has a striking personality -5-4-3-2-1 0 +1+2+3+4+5
137. must love her work since she has many unpleasant duties to perform -5-4-3-2-1 0 +1+2+3+4+5
138. believes in regularity in habits of sleeping, working, eating, and recreating -5-4-3-2-1 0 +1+2+3+4+5
139. believes that nursing is just another way to make money -5-4-3-2-1 0 +1+2+3+4+5
140. knows that technical skills and knowledge will make her a good nurse -5-4-3-2-1 0 +1+2+3+4+5
141. chose nursing because it is the best opportunity to serve her fellow man -5-4-3-2-1 0 +1+2+3+4+5
142. must have a "calling" to nursing in order to achieve personal satisfaction in her work -5-4-3-2-1 0 +1+2+3+4+5
143. will make a better wife and mother because of her nursing education -5-4-3-2-1 0 +1+2+3+4+5

144. would rather take care of patients than attend classes -5-4-3-2-1 0 +1+2+3+4+5
145. uses her initiative while caring for patients -5-4-3-2-1 0 +1+2+3+4+5
146. is free to go to her instructors with her personal problems -5-4-3-2-1 0 +1+2+3+4+5
147. works poorly under pressure -5-4-3-2-1 0 +1+2+3+4+5
148. feels that the instructors' grades are influenced by whether or not they like the student -5-4-3-2-1 0 +1+2+3+4+5
149. finds that lack of interest makes attention difficult -5-4-3-2-1 0 +1+2+3+4+5
150. studies the easy part of a lesson and skims over the hard part -5-4-3-2-1 0 +1+2+3+4+5
151. argues her point of view against others -5-4-3-2-1 0 +1+2+3+4+5
152. accepts the ideas of her instructors without question -5-4-3-2-1 0 +1+2+3+4+5
153. entered nursing because she couldn't go to college -5-4-3-2-1 0 +1+2+3+4+5
154. has less opportunities for social activities than college students -5-4-3-2-1 0 +1+2+3+4+5
155. gives credit to others for their ability -5-4-3-2-1 0 +1+2+3+4+5
156. is always punctual in reporting on duty -5-4-3-2-1 0 +1+2+3+4+5
157. completes assignments on time -5-4-3-2-1 0 +1+2+3+4+5

158. is required to do many routine tasks that an aide could do -5-4-3-2-1 0 +1+2+3+4+5
159. frequently discusses the care of a patient with the doctor -5-4-3-2-1 0 +1+2+3+4+5
160. finds working with older patients less interesting than working with younger patients -5-4-3-2-1 0 +1+2+3+4+5
161. expects the patients to order her around -5-4-3-2-1 0 +1+2+3+4+5
162. is taken for granted by the patients -5-4-3-2-1 0 +1+2+3+4+5
163. finds that patients are generally happy -5-4-3-2-1 0 +1+2+3+4+5
164. enjoys talking with patients -5-4-3-2-1 0 +1+2+3+4+5
165. feels that other students are too occupied with their own interests -5-4-3-2-1 0 +1+2+3+4+5
166. takes time to talk with her patients -5-4-3-2-1 0 +1+2+3+4+5
167. is frightened by patients who do not want to get well -5-4-3-2-1 0 +1+2+3+4+5
168. is a helper and friend of the patients -5-4-3-2-1 0 +1+2+3+4+5
169. is frustrated by lack of time in which to complete class assignments -5-4-3-2-1 0 +1+2+3+4+5
170. is afraid of doing procedures and hurting the patient -5-4-3-2-1 0 +1+2+3+4+5
171. feels that giving baths and emptying bed pans are jobs for the nurses' aides -5-4-3-2-1 0 +1+2+3+4+5

158. is required to do many routine tasks that an aide could do -5-4-3-2-1 0 +1+2+3+4+5
159. frequently discusses the care of a patient with the doctor -5-4-3-2-1 0 +1+2+3+4+5
160. finds working with older patients less interesting than working with younger patients -5-4-3-2-1 0 +1+2+3+4+5
161. expects the patients to order her around -5-4-3-2-1 0 +1+2+3+4+5
162. is taken for granted by the patients -5-4-3-2-1 0 +1+2+3+4+5
163. finds that patients are generally happy -5-4-3-2-1 0 +1+2+3+4+5
164. enjoys talking with patients -5-4-3-2-1 0 +1+2+3+4+5
165. feels that other students are too occupied with their own interests -5-4-3-2-1 0 +1+2+3+4+5
166. takes time to talk with her patients -5-4-3-2-1 0 +1+2+3+4+5
167. is frightened by patients who do not want to get well -5-4-3-2-1 0 +1+2+3+4+5
168. is a helper and friend of the patients -5-4-3-2-1 0 +1+2+3+4+5
169. is frustrated by lack of time in which to complete class assignments -5-4-3-2-1 0 +1+2+3+4+5
170. is afraid of doing procedures and hurting the patient -5-4-3-2-1 0 +1+2+3+4+5
171. feels that giving baths and emptying bed pans are jobs for the nurses' aides -5-4-3-2-1 0 +1+2+3+4+5

172. does things on the wards as taught in the classroom -5-4-3-2-1 0 +1+2+3+4+5
173. complains about heavy class assignments -5-4-3-2-1 0 +1+2+3+4+5
174. finds the atmosphere of the hospital calm and quiet -5-4-3-2-1 0 +1+2+3+4+5
175. feels that aides can do the same things that nurses do -5-4-3-2-1 0 +1+2+3+4+5
176. makes sacrifices for her education -5-4-3-2-1 0 +1+2+3+4+5
177. is depressed by griping of other students -5-4-3-2-1 0 +1+2+3+4+5
178. finds that her relationship with faculty members is impersonal -5-4-3-2-1 0 +1+2+3+4+5
179. finds that rules and regulations help her to adjust to the discipline of nursing -5-4-3-2-1 0 +1+2+3+4+5
180. is respected by her patients -5-4-3-2-1 0 +1+2+3+4+5
181. is under constant supervision of the instructor while she is working with patients -5-4-3-2-1 0 +1+2+3+4+5
182. leads a confining life -5-4-3-2-1 0 +1+2+3+4+5
183. is less modest than most women -5-4-3-2-1 0 +1+2+3+4+5
184. finds it difficult to be quiet in the dormitory -5-4-3-2-1 0 +1+2+3+4+5
185. lacks the usual feminine sympathy -5-4-3-2-1 0 +1+2+3+4+5
186. is respected for her devotion to duty -5-4-3-2-1 0 +1+2+3+4+5

187. is a sincere individual -5-4-3-2-1 0 +1+2+3+4+5
188. is dominated by duty -5-4-3-2-1 0 +1+2+3+4+5
189. is inclined to be narrow in her field of interests -5-4-3-2-1 0 +1+2+3+4+5
190. finds it difficult to relax when off duty -5-4-3-2-1 0 +1+2+3+4+5
191. tends to be crude -5-4-3-2-1 0 +1+2+3+4+5
192. does not have the opportunity to use her ability -5-4-3-2-1 0 +1+2+3+4+5
193. is a girl with a background similar to a dime store clerk -5-4-3-2-1 0 +1+2+3+4+5
194. ignores the griping of other students -5-4-3-2-1 0 +1+2+3+4+5
195. is a girl who had no immediate chance to marry after graduation from high school -5-4-3-2-1 0 +1+2+3+4+5
196. finds entertainment in reading -5-4-3-2-1 0 +1+2+3+4+5
197. has more difficulty getting a husband than other women -5-4-3-2-1 0 +1+2+3+4+5
198. makes good use of her time when off duty -5-4-3-2-1 0 +1+2+3+4+5
199. is a girl who comes from an average family -5-4-3-2-1 0 +1+2+3+4+5
200. is self-sacrificing -5-4-3-2-1 0 +1+2+3+4+5
201. gradually loses the first interest she has in her patients -5-4-3-2-1 0 +1+2+3+4+5
202. tends to have a broad scale of interests -5-4-3-2-1 0 +1+2+3+4+5

203. is one of a select group intellectually -5-4-3-2-1 0 +1+2+3+4+5
204. has a sense of humor -5-4-3-2-1 0 +1+2+3+4+5
205. relieves her frustrations by being rowdy off-duty -5-4-3-2-1 0 +1+2+3+4+5
206. keeps her room neat and clean -5-4-3-2-1 0 +1+2+3+4+5
207. is always well-groomed when off duty -5-4-3-2-1 0 +1+2+3+4+5
208. finds it difficult to adjust to less time for recreation than she had in high school -5-4-3-2-1 0 +1+2+3+4+5
209. carries her concept of responsibility toward duty over into her daily living -5-4-3-2-1 0 +1+2+3+4+5
210. is quiet when her roommate wants to study -5-4-3-2-1 0 +1+2+3+4+5

C = Neutral -----this does not distinguish between the good and the poor student nurse.

D = Agree -----this is typical of the POOR student nurse.

E = Strongly Agree ---this is typical of the POOR student nurse.

After you finish Part I, turn back to page one of the questionnaires. Turn the answer sheet. Judge the statements in terms of what you feel is typical of your own attitudes and characteristics.

For Part II use the following scale:

A = Strongly Agree ---this is typical of my attitude.

B = Agree -----this is typical of my attitude.

C = Neutral -----I neither agree nor disagree that this is typical of my attitude.

D = DISAGREE -----this is typical of my attitude.

E = Strongly DISAGREE-this is typical of my attitude.

Dear Students,

Please fill in the heading of the answer sheet with your name, age, school, and city. In the space under school, I would appreciate having your home address for reference for further research. Following "Name of Test" please write in which type of nursing program you are thinking about entering, collegiate or diploma.

Thank you so much for your cooperation.

Following is a list of statements, which might be typical of a student nurse. Your task is to judge these statements in terms of (Part I): what you feel is typical of the attitudes and characteristics of the good student nurse and the poor student nurse, and (Part II): what you feel is typical of your own attitudes and characteristics.

There are no right or wrong answers. Please read each statement carefully, and then mark your first response to the statement.

For Part I use the following scale:

A = Strongly Agree ---this is typical of the GOOD student nurse.

B = Agree -----this is typical of the GOOD student nurse.

C = Neutral -----this does not distinguish between the good and the poor student nurse.

D = Agree -----this is typical of the POOR student nurse.

E = Strongly Agree ---this is typical of the POOR student nurse.

After you finish Part I, turn back to page one of the questionnaire. Turn the answer sheet, judge the statements in terms of what you feel is typical of your own attitudes and characteristics.

For Part II use the following scale:

A = Strongly Agree ---this is typical of my attitude.

B = Agree -----this is typical of my attitude.

C = Neutral -----I neither agree nor disagree that this is typical of my attitude.

D = DISAGREE -----this is typical of my attitude.

E = Strongly DISAGREE---this is typical of my attitude.

The ideal student nurse: with a job poorly done.

1. is methodical in her daily life.
2. likes to sway others to her opinion.
3. generally relies on her own decisions.
4. becomes bound by strong loyalties to her friends.
5. frequently feels inferior to other people.
6. is systematic in her behavior.
7. likes to play around with people who don't take life too seriously.
8. feels "out of sorts" if she has to be by herself for any length of time.
9. is able to evaluate herself in terms of others' reactions to her.
10. feels vaguely insecure when she has to act on her own responsibility.
11. frequently starts new jobs without waiting to finish what she has been doing.
12. gets so involved with her patients that she feels like crying when she sees them crying.
13. does things only when she fully understands why they are being done.
14. generally feels anxious about getting along with others.
15. becomes confused when she has too many things on her mind at one time.
16. is able to express her ideas clearly in speaking.
17. keeps up to date on what is going on.
18. goes her own way regardless of the opinions of others.

19. is never satisfied with a job poorly done.
20. usually persists in the pursuit of a purpose.
21. is accurate and thorough in her work.
22. enjoys being responsible for many things at one time.
23. avoids irresponsible pleasure seekers.
24. generally goes about her work in the same way.
25. blames herself more than others when things go wrong.
26. is rather easily discouraged when things go wrong.
27. sticks to a plan of action which she has decided upon.
28. would rather work where she can think through her problems.
29. accepts the standards of the group as her own.
30. is conventional in her behavior.
31. tries to do her best in whatever she does.
32. works hard at achieving independence.
33. enjoys being placed in a responsible position.
34. works best independently and on her own.
35. works best in a friendly environment.
36. gets along well with most people regardless of how she feels about them.
37. feels quite anxious when left by herself.
38. enjoys being in charge of work done by others.
39. is a creature of habit.
40. is disturbed by doing many things at one time.

41. is apt to criticize people in authority.
42. is quite persuasive in her speech.
43. is responsible to the supervisors for her ward work.
44. is treated by the faculty as an individual personality, not just another student.
45. is treated by the supervisors as an individual personality, not just another student.
46. discusses the patient's problems with the doctor.
47. gives the doctor information about the patient only if he asks for it.
48. laughs and "goofs-off" with the doctors.
49. allows a given time for study and a given time for recreation.
50. goes out evenings and during free time with her classmates.
51. is interested in her classmates' problems.
52. has the right to select her friends without any regard to her classmates.
53. has the right not to tell where she is going when she leaves the nurses' residence.
54. wins the trust and confidence of her patient.
55. is sensitive to the needs and feelings of the patient.
56. respects the habits and customs of the patient.
57. recognizes the equal rights of patients of all colors, races, and religions.
58. listens attentively to what the patient has to say.
59. tries to reduce the patient's suffering to a minimum.

60. tries to make death less hard for the patient.
61. is firm in her dealings with patients.
62. is regarded as a professional person by the patient.
63. is respected for the work that she does.
64. remembers and fulfills promises made to co-workers.
65. remembers and fulfills promises made to patients.
66. does equally good work with or without supervision.
67. accepts full responsibility for her mistakes.
68. answers the patients' light promptly.
69. tells the doctor when she is not familiar with a procedure.
70. does not make excuses or apologize unnecessarily.
71. handles an emergency without revealing her excitement.
72. is able to meet doctors, patients, and visitors with ease and dignity.
73. does not discuss the faults of other nurses with patients.
74. is willing to give assistance to other students when they need help.
75. does not allow likes or dislikes to interfere with her duties.
76. gradually acquires a sense of "hardness."
77. has a striking personality.
78. believes in regularity in habits of sleeping, working, eating, and recreating.

79. is a snob to others in fields not her own.
80. knows that technical skills and knowledge will make her a good nurse.
81. lives a frustrated life.
82. will make a better wife and mother because of her nursing education.
83. uses her initiative while caring for patients.
84. is free to go to her instructors with her personal problems.
85. works poorly under pressure.
86. studies the easy part of a lesson and skims over the hard part.
87. entered nursing because she couldn't go to college.
88. gives credit to others for their ability.
89. is always punctual in reporting on duty.
90. finds working with older patients less interesting than working with younger patients.
91. expects the patients to order her around.
92. is taken for granted by the patients.
93. enjoys talking with patients.
94. feels that other students are too occupied with their own interests.
95. takes time to talk with her patients.
96. is a helper and friend of the patient.
97. is afraid of doing procedures and hurting the patient.
98. feels that giving baths and emptying bed pans are jobs for the nurses' aides.

99. complains about heavy class assignments.
100. feels that aides can do the same things that nurses do.
101. is less modest than most women.
102. finds that rules and regulations help her to adjust to the discipline of nursing.
103. is respected by her patients.
104. tends to be crude.
105. leads a confining life.
106. is a sincere individual.
107. is inclined to be narrow in her field of interests.
108. finds it difficult to relax when off duty.
109. finds it difficult to be quiet in the dormitory.
110. is a girl who had no immediate chance to marry after graduation from high school.
111. does not have the opportunity to use her ability.
112. is a girl with a background similar to a dime store clerk.
113. is under constant supervision of the instructor while she is working with patients.
114. finds entertainment in reading.
115. has more difficulty getting a husband than other women.
116. makes good use of her time when off duty.
117. is a girl who comes from an average family.
118. gradually loses the first interest she has in her patients.

119. tends to have a broad scale of interests.
120. is one of a select group intellectually.
121. has a sense of humor.
122. relieves her frustrations by being rowdy off-duty.
123. keeps her room neat and clean.
124. is always well-groomed when off duty.
125. finds it difficult to adjust to less time for recreation than she had in high school.
126. carries her concept of responsibility toward duty over into her daily living.
127. is quiet when her roommate wants to study.

## APPENDIX C

TABLE 34

PERCENTAGE OF APPLICANTS THAT DISAGREED WITH STATEMENTS  
ON ROLE ATTRIBUTES OF THE NURSING STUDENT

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	5	9	4	5
2	8	6	11	9
3	40	41	40	39
4	59	64	58	61
5	6	33	6	6
6	9	6	14	11
7	7	10	15	12
8	3	1	5	2
9	4	4	6	4
10	8	9	8	9
11	3	0	4	4
12	6		5	8
13	Omit			
14	79	79	79	78
15	6	5	7	6
16	1	1	2	1
17	1	1	1	3
18	Omit			
19	Omit			
20	2	5	2	2
21	0	0	1	0
22	15	7	17	19
23	17	19	15	22
24	22	29	23	11
25	34	35	32	36
26	2	1	1	6
27	9	13	10	8
28	Omit			
29	37	36	43	34
30	13	19	16	13
31	1	1	1	0
32	13	12	18	13
33	1	0	2	2
34	49	54	50	43
35	22	24	23	19

## APPENDIX C

TABLE 54

PERCENTAGE OF APPLICANTS THAT DISAGREED WITH EXPERTS  
ON ROLE ATTRIBUTES OF THE NURSING STUDENT

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	5	9	4	5
2	8	6	11	9
3	40	41	40	39
4	59	64	58	61
5	6	33	6	9
6	9	6	14	11
7	7	10	14	12
8	3	1	5	2
9	4	4	6	4
10	8	9	8	9
11	3	0	4	4
12	6	4	5	8
13	Omit			
14	79	79	79	78
15	6	5	7	6
16	1	1	2	1
17	1	1	1	3
18	Omit			
19	Omit			
20	2	5	2	2
21	0	0	1	0
22	15	7	17	19
23	17	19	15	22
24	22	29	25	11
25	34	35	32	36
26	2	1	1	6
27	9	13	10	8
28	Omit			
29	37	36	42	34
30	13	19	16	13
31	1	1	1	0
32	18	32	15	13
33	1	0	2	2
34	48	54	50	43
35	22	24	23	19

TABLE 54 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
36	1	0	1	0
37	15	18	16	14
38	24	28	20	28
39	20	18	18	25
40	7	5	9	6
41	1	1	1	1
42	8	7	10	9
43	Omit			
44	7	8	9	4
45	8	11	8	10
46	27	26	28	29
47	31	32	30	33
48	3	0	5	3
49	1	0	1	1
50	40	50	38	33
51	4	3	5	4
52	47	54	48	41
53	Omit			
54	0	1	1	0
55	3	0	8	7
56	1	7	1	3
57	0	0	1	0
58	0	0	1	0
59	1	0	2	0
60	2	0	5	1
61	6	6	6	6
62	8	5	11	5
63	0	0	1	0
64	1	1	1	1
65	1	0	1	0
66	1	0	1	0
67	0	0	0	1
68	1	0	0	1
69	2	2	3	1
70	4	4	4	3
71	1	0	1	1
72	1	0	1	0
73	4	2	4	5
74	1	1	1	0

TABLE 54 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
75	1	1	1	2
76	21	21	23	19
77	5	4	7	5
78	8	13	5	7
79	0	0	0	1
80	Omit			
81	3	1	2	4
82	4	3	4	4
83	8	7	12	6
84	16	19	13	18
85	2	1	3	3
86	1	0	2	2
87	1	0	2	1
88	2	4	1	2
89	1	0	1	2
90	5	2	8	5
91	2	1	3	1
92	13	12	12	15
93	1	1	1	1
94	7	15	5	4
95	1	0	2	3
96	2	1	2	2
97	5	3	5	7
98	3	3	5	2
99	2	3	2	1
100	2	2	1	2
101	24	20	25	27
102	3	3	7	7
103	1	2	2	1
104	1	1	1	1
105	11	10	12	10
106	2	1	3	2
107	2	0	3	2
108	2	0	3	2
109	1	1	1	0
110	6	7	6	4
111	Omit			
112	Omit			

TABLE 54 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
113	16	14	19	15
114	3	2	1	5
115	Omit			
116	3	0	2	5
117	7	0	19	12
118	3	3	5	2
119	3	6	2	2
120	28	22	35	24
121	2	0	3	6
122	Omit			
123	1	0	1	1
124	2	0	4	4
125	7	3	7	15
126	9	6	9	14
127	Omit			
13	Omit			
14	80	85	78	81
15	75	72	71	78
16	2	20	18	9
17	4	3	3	1
18	Omit			
19	Omit			
20	2	2	3	5
21	4	3	7	1
22	27	24	28	29
23	32	29	36	28
24	21	25	22	12
25	30	31	31	28
26	78	76	79	84
27	10	12	11	20
28	Omit			
29	69	75	62	71
30	22	29	21	21
31	1	0	2	1
32	11	4	11	10
33	6	5	7	7
34	28	19	25	24
35	7	8	10	9

TABLE 54 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
113	16	14	19	15
114	3	2	1	5
115	Omit			
116	3	0	2	5
117	7	0	19	12
118	3	3	5	2
119	3	6	2	2
120	28	22	35	24
121	2	0	3	6
122	Omit			
123	1	0	1	1
124	2	0	4	4
125	7	3	7	15
126	9	6	9	14
127	Omit			
13	Omit			
14	80	85	78	81
15	75	72	71	78
16	2	20	18	9
17	4	3	5	1
18	Omit			
19	Omit			
20	2	2	3	5
21	4	3	2	1
22	27	24	28	27
23	32	29	36	28
24	21	25	22	12
25	30	31	31	28
26	78	76	73	84
27	10	12	11	10
28	Omit			
29	69	75	62	72
30	22	29	21	22
31	1	0	2	1
32	11	4	11	10
33	6	5	7	7
34	28	23	25	24
35	7	8	10	9

TABLE 55

PERCENTAGE OF APPLICANTS THAT DISAGREED THAT ATTITUDES  
AND CHARACTERISTICS WERE TYPICAL OF THEMSELVES

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	17	40	16	12
2	66	62	60	84
3	23	23	21	28
4	31	28	33	51
5	Omit 77	77	76	78
6	23	19	27	20
7	75	78	73	78
8	90	93	93	82
9	7	7	7	5
10	78	82	74	79
11	87	87	81	93
12	80	83	76	83
13	Omit			
14	80	85	78	81
15	75	72	71	78
16	2	20	18	9
17	4	3	5	1
18	Omit			
19	Omit			
20	2	2	3	5
21	4	3	7	1
22	27	24	28	29
23	32	29	36	28
24	21	25	22	13
25	30	31	31	28
26	78	78	73	84
27	10	12	11	10
28	Omit			
29	69	75	62	72
30	22	29	21	23
31	1	0	2	3
32	11	4	11	10
33	6	5	7	7
34	28	29	25	34
35	7	8	10	9

TABLE 55 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
36	4	1	5	7
37	85	85	82	90
38	35	35	32	37
39	71	77	73	63
40	80	86	76	79
41	86	85	93	75
42	26	23	23	35
43	Omit			
44	11	16	13	6
45	8	11	12	4
46	31	32	30	29
47	62	67	57	65
48	88	91	85	87
49	14	15	10	17
50	26	35	24	22
51	6	3	4	12
52	37	35	42	31
53	Omit			
54	3	4	2	7
55	5	5	9	8
56	1	3	2	0
57	0	0	1	0
58	1	3	1	0
59	2	1	3	1
60	2	1	2	3
61	10	7	13	10
62	10	7	16	8
63	1	3	1	3
64	1	0	2	3
65	1	0	1	1
66	2	1	4	0
67	2	0	2	3
68	2	1	3	1
69	2	1	6	5
70	9	10	10	6
71	5	7	4	6
72	8	10	9	7
73	7	10	5	9
74	2	0	5	1

TABLE 55 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
75	5	4	7	4
76	78	80	79	77
77	23	25	24	23
78	22	22	24	19
79	94	96	93	93
80	Omit			
81	93	93	93	90
82	5	6	7	2
83	5	5	6	7
84	26	20	27	30
85	91	87	91	93
86	90	95	88	89
87	93	95	92	92
88	3	4	4	1
89	7	6	5	19
90	76	72	75	85
91	93	93	90	99
92	86	92	85	80
93	1	0	2	0
94	85	83	84	91
95	3	4	4	3
96	3	3	3	5
97	86	84	84	90
98	92	93	90	93
99	84	82	81	89
100	94	95	94	93
101	81	84	83	73
102	5	4	3	4
103	3	4	4	4
104	96	97	96	95
105	90	86	91	95
106	6	5	8	4
107	93	92	94	91
108	94	92	95	94
109	93	93	95	89
110	84	80	83	98
111	Omit			
112	Omit			

TABLE 55 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
113	79	77	79	81
114	9	8	9	8
115	Omit			
116	7	2	6	10
117	14	10	13	20
118	91	91	93	85
119	8	13	6	6
120	63	49	74	55
121	3	1	5	4
122	Omit			
123	9	11	8	9
124	9	14	8	13
125	79	73	79	74
126	9	15	9	21
127	Omit			

APPENDIX V

TABLE 56

PERCENTAGE OF APPLICANTS THAT AGREED WITH THE EXPERTS ON ROLE ATTRIBUTES OF THE NURSING STUDENT

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	95	91	96	95
2	92	94	89	91
3	60	59	60	61
4	41	36	42	39
5	94	97	94	91
6	91	94	86	89
7	93	90	86	88
8	97	99	95	98
9	96	96	94	96
10	92	91	92	91
11	97	100	96	96
12	94		95	92
13	Omit			
14	21	21	21	21
15	94	95	93	94
16	99	99	98	99
17	99	99	99	97
18	Omit			
19	Omit			
20	96	95	96	96
21	100	100	99	100
22	85	93	83	81
23	83	81	85	78
24	78	71	75	89
25	86	85	68	64
26	98	99	99	94
27	91	87	90	92
28	Omit			
29	63	64	53	66
30	87	81	84	87
31	99	99	99	100
32	82	88	65	87
33	99	100	98	96
34	52	46	50	57
35	78	76	77	81

APPENDIX D

TABLE 56

PERCENTAGE OF APPLICANTS THAT AGREED WITH THE EXPERTS  
ON ROLE ATTRIBUTES OF THE NURSING STUDENT

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	95	91	96	95
2	92	94	89	91
3	60	59	60	61
4	41	36	42	39
5	94	97	94	91
6	91	94	86	89
7	93	90	86	88
8	97	99	95	98
9	96	96	94	96
10	92	91	92	91
11	97	100	96	96
12	94	96	95	92
13	Omit			
14	21	21	21	21
15	94	95	93	94
16	99	99	98	99
17	99	99	99	97
18	Omit			
19	Omit			
20	98	95	98	98
21	100	100	99	100
22	85	93	83	81
23	83	81	85	78
24	78	71	75	89
25	66	65	68	64
26	98	99	99	94
27	91	87	90	92
28	Omit			
29	63	64	58	66
30	87	81	84	87
31	99	99	99	100
32	82	68	85	87
33	99	100	98	98
34	52	46	50	57
35	78	76	77	81

TABLE 56 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
36	99	100	99	100
37	85	82	84	86
38	76	72	80	72
39	80	82	82	75
40	93	95	91	94
41	Omit 99	99	99	99
42	92	93	90	91
43	Omit	97	96	97
44	93	92	91	96
45	92	89	92	90
46	73	74	72	71
47	69	68	70	67
48	97	100	95	97
49	99	100	99	99
50	60	50	62	67
51	96	97	95	96
52	53	46	52	59
53	Omit	88	88	85
54	100	99	99	100
55	97	100	92	93
56	99	93	99	97
57	100	100	99	100
58	100	100	99	100
59	99	100	98	100
60	98	100	95	99
61	94	94	94	94
62	92	95	89	95
63	100	100	99	100
64	99	99	99	99
65	99	100	99	100
66	99	100	99	100
67	100	100	100	99
68	99	100	100	99
69	98	98	97	99
70	96	96	96	97
71	99	100	99	99
72	Omit 99	100	99	100
73	Omit 96	98	96	95
74	99	99	99	100

TABLE 56 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
75	99	99	99	98
76	79	79	77	81
77	95	96	93	95
78	92	87	95	93
79	100	100	100	99
80	Omit			
81	97	99	98	96
82	96	97	96	96
83	92	93	88	94
84	84	81	87	82
85	98	99	97	97
86	99	100	98	98
87	99	100	98	99
88	98	96	99	98
89	99	100	99	98
90	95	98	92	95
91	98	99	97	99
92	87	88	88	85
93	99	99	99	99
94	93	85	95	96
95	99	100	98	97
96	98	99	98	98
97	95	97	95	93
98	97	97	95	98
99	98	97	98	99
100	98	98	99	98
101	76	80	75	73
102	97	97	93	93
103	99	98	98	99
104	99	99	99	99
105	89	90	88	90
106	98	99	97	98
107	98	100	97	98
108	98	100	97	98
109	99	99	99	100
110	94	93	94	96
111	Omit			
112	Omit			

TABLE 56 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
113	84	86	81	85
114	97	98	99	95
115	Omit			
116	97	100	98	95
117	93	100	81	88
118	97	97	95	98
119	97	94	98	98
120	72	78	65	76
121	98	100	97	94
122	Omit			
123	99	100	99	99
124	98	100	96	96
125	93	97	93	85
126	91	94	91	86
127	Omit			
13	Omit			
14	83	85	82	89
15	75	78	75	77
16	98	80	82	91
17	96	97	85	98
18	Omit			
19	Omit			
20	98	98	97	93
21	96	97	93	89
22	73	76	72	71
23	88	71	64	72
24	79	73	72	87
25	70	69	68	72
26	23	22	27	16
27	90	88	89	90
28	Omit			
29	31	25	38	28
30	78	71	79	77
31	99	100	98	97
32	89	98	89	90
33	94	88	93	93
34	72	71	76	66
35	93	92	90	91

TABLE 57

PERCENTAGE OF APPLICANTS THAT AGREED THAT ATTITUDES  
AND CHARACTERISTICS WERE TYPICAL OF THEMSELVES

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
1	83	60	84	88
2	34	38	40	16
3	77	77	79	72
4	69	72	67	49
5	Omit 23	23	28	22
6	77	81	73	80
7	25	22	27	22
8	10	7	7	18
9	93	93	93	95
10	22	18	26	21
11	13	13	19	7
12	20	17	24	17
13	Omit			
14	20	15	22	19
15	Omit 25	28	29	22
16	98	80	82	91
17	96	97	95	99
18	Omit			
19	Omit			
20	98	98	97	95
21	96	97	93	99
22	73	76	72	71
23	68	71	64	72
24	79	75	78	87
25	70	69	69	72
26	22	22	27	16
27	90	88	89	90
28	Omit			
29	31	25	38	28
30	78	71	79	77
31	99	100	98	97
32	89	96	89	90
33	94	95	93	93
34	72	71	75	66
35	93	92	90	91

TABLE 57 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
36	96	99	95	93
37	15	15	18	10
38	65	65	68	63
39	29	23	27	37
40	20	14	24	21
41	14	15	7	25
42	74	77	77	65
43	Omit			
44	89	84	87	94
45	92	89	88	96
46	69	68	70	71
47	38	33	43	35
48	12	9	15	13
49	86	85	90	83
50	74	65	76	78
51	94	97	96	88
52	63	65	58	69
53	Omit			
54	97	96	98	93
55	95	95	91	92
56	99	97	98	100
57	100	100	99	100
58	99	97	99	100
59	98	99	97	99
60	98	99	98	97
61	90	93	87	90
62	90	93	84	92
63	99	97	99	97
64	99	100	98	97
65	99	100	99	99
66	98	99	96	100
67	98	100	98	97
68	98	99	97	99
69	98	99	94	95
70	91	90	90	94
71	95	93	96	94
72	92	90	91	93
73	93	90	95	91
74	98	100	95	99

TABLE 57 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
75	95	96	93	96
76	22	20	21	23
77	Omit 77	75	76	77
78	78	78	76	81
79	6	4	7	7
80	Omit			
81	7	7	7	10
82	95	94	93	98
83	95	95	94	93
84	Omit 74	80	73	70
85	9	13	9	7
86	10	5	22	11
87	7	5	8	8
88	97	96	96	99
89	Omit 93	94	95	91
90	24	28	25	15
91	7	7	10	1
92	14	8	15	20
93	99	100	98	100
94	15	17	16	9
95	97	96	96	97
96	97	97	97	95
97	14	16	16	10
98	8	7	10	7
99	16	18	19	11
100	6	5	6	7
101	19	16	17	27
102	95	96	97	96
103	97	96	96	99
104	4	3	4	5
105	10	14	9	5
106	94	95	92	96
107	7	8	6	9
108	6	8	5	6
109	7	7	5	11
110	16	20	17	2
111	Omit			
112	Omit			

TABLE 57 (continued)

Item	Total Group	Collegiate Group	Diploma Group	Unspecified Group
113	21	23	21	19
114	91	92	91	92
115	Omit			
116	93	98	94	90
117	86	90	87	80
118	9	9	7	15
119	92	87	94	94
120	37	51	26	45
121	97	99	95	96
122	Omit			
123	91	89	92	91
124	91	86	92	87
125	21	27	21	26
126	91	85	91	79
127	Omit			

TABLE 58

COEFFICIENTS OF DISCRIMINATION BETWEEN THE DIPLOMA  
AND APPLICANTS' PERCEPTION OF THE ROLE ATTRIBUTES  
OF THE NURSING STUDENT

Item	Coefficient of Discrimination	Item	Coefficient of Discrimination
1	.20	32	.25
2	.15	33	.15
3	.05	34	0
4	.10	35	.05
5	.15	36	0
6	.20	37	.05
7	.10	38	.10*
8	.10	39	0
9	.10	40	.15
10	.05	41	0
11	.20	42	.10
12	.05*	43	Omit
13	Omit	44	Omit
14	0*	45	.05
15	.10	46	.10
16	.10*	47	.05
17	0	48	.05
18	Omit	49	.25
19	Omit	50	0
20	.15	51	.15
21	0	52	.10
22	.20	53	Omit
23	.10	54	0
24	.05*	55	.25
25	.05	56	.25
26	0	57	0
27	.10	58	0
28	Omit	59	.10
29	.10	60	.25
30	.05	61	0
31	0	62	.20

## APPENDIX E

\*falls on line between two levels of discrimination.  
This represents the lower level.

TABLE 58

COEFFICIENTS OF DISCRIMINATION BETWEEN THE DIPLOMA  
AND APPLICANTS' PERCEPTION OF THE ROLE ATTRIBUTES  
OF THE NURSING STUDENT

Item	Coefficient of Discrimination	Item	Coefficient of Discrimination
1	.20	32	.25
2	.15	33	.15
3	.05	34	0
4	.10	35	.05
5	.15	36	0
6	.20	37	.05
7	.10	38	.10*
8	.10	39	0
9	.10	40	.15
10	.05	41	0
11	.20	42	.10
12	.05*	43	Omit
13	Omit	44	Omit
14	0*	45	.05
15	.10	46	.10
16	.10*	47	.05
17	0	48	.05
18	Omit	49	.25
19	Omit	50	0
20	.15	51	.15
21	0	52	.10
22	.20	53	.10
23	.10	54	Omit
24	.05*	55	0
25	.05	56	.25
26	0	57	.25
27	.10	58	0
28	Omit	59	0
29	.10	60	.10
30	.05	61	.25
31	0	62	0
			.20

\*Falls on line between two levels of discrimination.  
This represents the lower level.

TABLE 58 (continued)

Item	Coefficient of Discrimination	Item	Coefficient of Discrimination
63	0	96	.10
64	0	97	.10
65	0	98	.15*
66	0	99	.10
67	0	100	.10
68	0	101	.10
69	.10	102	.15
70	0	103	.05
71	0	104	.05
72	0	105	.05*
73	.15	106	.15
74	0	107	.20
75	0	108	.20
76	.05	109	.05
77	.15	110	.05
78	.10	111	Omit
79	0	112	Omit
80	Omit	113	.10
81	.10	114	.10
82	.05	115	Omit
83	.15	116	.15
84	.10	117	.50
85	.15	118	.10
86	.15	119	.20
87	.15	120	.15*
88	.15*	121	.20
89	0	122	Omit
90	.20*	123	.10
91	.20*	124	.20
92	0	125	.15*
93	0	126	.10
94	.25*	127	Omit
95	.15		

\*Falls on line between two levels of discrimination. This represents the lower level.

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 59

COEFFICIENTS OF DISCRIMINATION BETWEEN THE APPLICANTS' PERCEPTION OF THE ROLE ATTRIBUTES OF THE NURSING STUDENT AND THE APPLICANTS' SELF-CONCEPT

Item	Total Group	Collegiate and Diploma Group	Item	Total Group	Collegiate and Diploma Group
1	.30	.30	32	.15	.20*
2	.40	.05	33	.20*	.10
3	.20	.05	34	.10	.05
4	.30	.05	35	.30	.05
5	.30	.05	36	.15	.20
6	.25	.10	37	0	.05
7	.30*	.10	38	.15	.05
8	.20*	0	39	.15	.05
9	.10*	0	40	.25	.15
10	.25	.10	41	.35	.20
11	.30	.10	42	.25	0
12	.30	.10	43	Omit	
13	Omit		44	.10	.10
14	.05	.15	45	0	.05
15	.35	.05	46	.05	.05
16	.15	.05	47	.10	.15
17	.15	.15	48	.25	.15*
18	Omit		49	.35	.15*
19	Omit		50	.15	.15
20	0	.15	51	.10	.05
21	.20*	.15	52	.10	.10
22	.20	.05	53	Omit	
23	.20	.10	54	.15	.15
24	.05	.05	55	.10	.15
25	.05	0	56	0	.10
26	.45	.10	57	0	.10
27	.05	.05	58	.15	.15
28	Omit		59	.10	.15
29	.10	.15	60	0	.10
30	.15	.10*	61	.15	.15
31	0	.15*	62	.05	.20

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 59 (continued)

Item	Total Group	Collegiate and Diploma Group	Item	Total Group	Collegiate and Diploma Group
63	.15	.15	96	.05	0
64	0	.15*	97	.05	0
65	0	.10	98	.20	.10
66	.10	.20	99	.35	.05
67	.15	.15*	100	.20	.10
68	.10	.15	101	.10	.05
69	0	.20*	102	.10	.10
70	.15	0	103	.15	0
71	.20*	.10	104	.20	.10
72	.25	.05	105	.05	.15
73	.15	.15*	106	.20	.10*
74	.15	.25	107	.20	.10
75	.20*	.15	108	.20	.10*
76	.05	.05	109	.25	.10
77	.35	.05	110	.25	.05
78	.25	.05	111	Omit	
79	.25	.15	112	Omit	
80	Omit		113	.10	.05
81	.15	0	114	.20*	.05
82	.05	.05	115	Omit	
83	.10	.10	116	.20	.20
84	.15	.10	117	.20	.10
85	.25	.10	118	.20*	.05
86	.30	.20	119	.20	.20
87	.25	.10	120	.35	.25*
88	.10	0	121	.10	.20*
89	.25	.05	122	Omit	
90	.35*	.05	123	.25*	.10
91	.20	.10	124	.25	.15
92	.70	.15*	125	.30	.10
93	0	.15*	126	0	.15
94	.20	.05	127	Omit	
95	.15	0			

\*Falls on line between two levels of discrimination. This represents the lower level.

TABLE 60

CENTILE RANKS FOR UNIT SCORES ON ROLE ATTRIBUTES FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
105-114	1	100	106
95-104	31	99	104
		95	102
		90	100
85-94	61	75	93
		60	89
		50	87
75-84	43	40	84
		30	80
		25	78
65-74	15	10	69
		5	62
55-64	7	3	57
		2	55
		1.5	49
45-54	1	1.5	49
35-44	0		
25-34	1	1	31
15-24	0		
5-14			

APPENDIX F

F=frequency  
Number of cases=163  
Mean=85  
Standard Deviation=12

TABLE 60

CENTILE RANKS FOR UNIT SCORES ON ROLE ATTRIBUTES  
FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
105-114	1	100	106
95-104	31	99	104
		95	102
		90	100
85-94	63	75	93
		60	89
		50	87
75-84	43	40	84
		30	80
		25	78
65-74	15	10	69
55-64	7	5	62
		3	57
		2	55
45-54	1	1.5	49
35-44	0		
25-34	1	1	31
15-24	0		
5-14			

F=frequency  
 Number of cases=163  
 Mean=85  
 Standard Deviation=12

TABLE 61  
CENTILE RANKS FOR UNIT SCORES ON ROLE ATTRIBUTES  
FOR COLLEGIATE APPLICANTS

Raw Score	F	Centile Rank	Centile Point
100-109	3	99	106
90-99	29	95	99
		90	97
		75	93
80-89	37	60	88
		50	86
		40	84
		30	81
70-79	13	25	79
60-69	9	10	68
		5	62
		3	60
50-59	2	2	59
		1	54

F=frequency

Number of cases=93

Mean=85

Standard Deviation=10

TABLE 62

CENTILE RANKS FOR UNIT SCORES ON ROLE ATTRIBUTES  
FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
150-159			155
140-149	15	99	147
130-139	21	95	139
120-129	34	90	130
110-119	40	75	121
100-109	40	60	112
90-99	7	50	103
80-89	7	40	94
70-79	21	30	85
60-69	9	25	76
50-59	3	10	67
40-49	1	5	58
30-39	1	3	49
20-29	0	2	40
10-19	0	1	31

F=frequency

Number of cases=113

Mean=84

Standard Deviation=11

Standard Deviation=21

TABLE 63

CENTILE RANKS FOR WEIGHTED SCORES ON ROLE ATTRIBUTES  
FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
150-159	4	99	155
140-149	15	95	147
		90	141
130-139	44	75	135
120-129	41	60	129
		50	125
		40	121
110-119	28	30	116
		25	113
100-109	14	15	105
90-99	6	10	98
80-89	7	5	85
		3	81
70-79	1	2	72
60-69	0		
50-59	1	1.5	54
40-49	1	1	46
30-39	0		
20-29	0		
10-19	1		

F=frequency

Number of cases=163

Mean=122

Standard Deviation=21

TABLE 64

CENTILE RANKS FOR WEIGHTED SCORES ON ROLE ATTRIBUTES  
FOR COLLEGIATE APPLICANTS

Raw Score	F	Centile Rank	Centile Point
150-159	1	99	150
140-149	10	95	146
140-149	6	90	141
130-139	21	75	134
120-129	29	60	128
120-129	31	50	125
120-129	31	40	121
110-119	16	30	117
110-119	22	25	114
100-109	10	10	103
90-99	0	15	104
80-89	4	5	86
80-89	4	3	82
70-79	1	2	78
60-69	1	1	69

F=frequency

Number of cases=93

Mean=122

Standard Deviation=16

Mean=122

Standard Deviation=16

TABLE 65

CENTILE RANKS FOR WEIGHTED SCORES ON ROLE ATTRIBUTES  
FOR UNSPECIFIED APPLICANTS

Raw Score	F	Centile Rank	Centile Point
150-159	3	99	156
140-149	6	95	145
130-139	29	90 75	139 133
120-129	31	60 50 40	127 124 120
110-119	22	30 25	115 112
100-109	9	15	104
90-99	10	10	98
80-89	3	5 3	92 90
70-79	2	2 1	86 80
60-69	1		

F=frequency

Number of cases=113

Mean=122

Standard Deviation=16

TABLE 66  
CENTILE RANKS FOR UNIT SCORES ON SELF-CONCEPT  
FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
100-119	3	99	105
90-99	42	95	99
		90	97
		75	92
80-89	44	60	87
		50	84
		40	81
70-79	10	30	77
		25	74
60-69	10	10	63
50-59	6	5	53
40-49	3	3	47
40-49	1	2	42
30-39	1	1	34
20-29	0		
10-19	1		

F=frequency

Number of cases=140

Mean=82

Standard Deviation=9

TABLE 67  
 CENTILE RANKS FOR UNIT SCORES ON SELF-CONCEPT  
 FOR COLLEGIATE APPLICANTS

Raw Score	F	Centile Rank	Centile Point
100-109	3	99	107
90-99	22	95	99
		90	97
		75	92
80-89	25	60	87
		50	84
		40	80
70-79	18	30	76
		25	74
60-69	7	10	64
50-59	3	5	56
		3	51
40-49	1	2	46
30-39	1	1	38

F=frequency

Number of cases=80

Mean=82

Standard Deviation=13

TABLE 68  
CENTILE RANKS FOR WEIGHTED SCORES ON SELF-CONCEPT  
FOR DIPLOMA APPLICANTS

TABLE 68

CENTILE RANKS FOR UNIT SCORES ON SELF-CONCEPT  
FOR UNSPECIFIED APPLICANTS

Raw Score	F	Centile Rank	Centile Point
100-109	1	99	102
		95	98
90-99	18	90	95
80-89	23	75	89
		60	83
70-79	24	50	76
		40	76
		30	73
		25	71
60-69	10	10	61
50-59	4	5	52
40-49	1	3	45
30-39	2	2	38
		1	34

F=frequency

Number of cases=83

Mean=78

Standard Deviation=14

TABLE 69

CENTILE RANKS FOR WEIGHTED SCORES ON SELF-CONCEPT  
FOR DIPLOMA APPLICANTS

Raw Score	F	Centile Rank	Centile Point
170-179	1	100	179
160-169	1	99	166
150-159	3	97	152
140-149	15	95	148
		90	144
130-139	30	75	135
120-129	31	60	128
		50	123
110-119	25	40	118
		30	113
100-109	13	15	100
90-99	7	10	90
80-89	7	5	80
70-79	1	4.5	73
60-69	2	4	68
50-59	1	3	51
40-49	1	2	48
30-39	1	1	34
20-29	0		
10-19	1		

F=frequency

Number of cases=140

Mean=119

Standard Deviation=23

TABLE 70  
CENTILE RANKS FOR WEIGHTED SCORES ON SELF-CONCEPT  
FOR COLLEGIATE APPLICANTS

Raw Score	F	Centile Rank	Centile Point
220-229	1	99	222
150-159	3	95	150
140-149	2	93	142
130-139	18	90	138
		75	132
120-129	17	60	125
		50	120
110-119	14	40	115
100-109	9	30	108
		25	104
90-99	8	10	90
80-89	3	8	84
70-79	0		80
60-69	3	5	66
		3	61
50-59	1	2	56
40-49	0	1	
30-39	1	1	38

F=frequency

Number of cases=80

Mean=115

Standard Deviation=30

TABLE 71  
CENTILE RANKS FOR WEIGHTED SCORES ON SELF-CONCEPT  
FOR UNSPECIFIED APPLICANTS

Raw Score	F	Centile Rank	Centile Point
150-159	1	99	152
140-149	9	95 90	146 141
130-139	14	75	132
120-129	16	60	124
110-119	12	50 40	118 111
100-109	16	30 25	106 103
90-99	5	15	94
80-89	6	10 5	87 80
70-79	1	4	73
60-69	2	3 2	67 64
50-59	0		
40-49	1	1	48

F=frequency

Number of cases=83

Mean=117

Standard Deviation=30

TABLE 72

SUMMARY OF MEAN AND STANDARD DEVIATION SCORES  
FOR UNIT AND WEIGHTED SCORES ON ROLE ATTRIBUTES  
AND SELF-CONCEPT

	Mean	Standard Deviation
UNIT SCORES ROLE ATTRIBUTES		
Collegiate Applicants	85	10
Diploma Applicants	85	12
Not Specified	84	11
UNIT SCORES SELF-CONCEPT		
Collegiate Applicants	82	13
Diploma Applicants	82	9
Not Specified	78	13
WEIGHTED SCORES ROLE ATTRIBUTES		
Collegiate Applicants	122	16
Diploma Applicants	122	21
Not Specified	122	15
WEIGHTED SCORES SELF-CONCEPT		
Collegiate Applicants	119	30
Diploma Applicants	119	23
Not Specified	117	30

APPENDIX G

TABLE 72

SUMMARY OF MEAN AND STANDARD DEVIATION SCORES  
FOR UNIT AND WEIGHTED SCORES ON ROLE ATTRIBUTES  
AND SELF-CONCEPT

	Mean	Standard Deviation
UNIT SCORES ROLE ATTRIBUTES		
Collegiate Applicants	85	10
Diploma Applicants	85	12
Not Specified	84	11
UNIT SCORES SELF-CONCEPT		
Collegiate Applicants	82	13
Diploma Applicants	82	9
Not Specified	78	13
WEIGHTED SCORES ROLE ATTRIBUTES		
Collegiate Applicants	122	16
Diploma Applicants	122	21
Not Specified	122	15
WEIGHTED SCORES SELF-CONCEPT		
Collegiate Applicants	115	30
Diploma Applicants	119	23
Not Specified	117	30