

SELF-CONCEPT AND CAREER ASPIRATIONS
OF FEMALE SENIOR NURSING STUDENTS

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BY
SUSAN H. HANCOCK, B.S.N.

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CHAPTER 1

INTRODUCTION

The professional nurse shortage in today's health care system is becoming one of the major concerns to those responsible for providing adequate health care coverage to consumers. With the growing complexity of today's health care it is estimated that an increase from 48% to 104% more registered nurses will be needed by 1982 (Western Interstate Commission for Higher Education, 1978). Even today there is not adequate registered nurse coverage for hospitals and community health facilities. According to an American Nurses' Association survey (cited in Cunningham, 1979), there are approximately 1,400,000 registered nurses in the United States of which only 70% or 948,000 are working while 452,000 choose to be unemployed.

The problem of recruitment and retention of professional nurses has evolved into a million dollar yearly hospital expenditure while little has been accomplished to increase the number of registered nurses employed in hospitals. In a recent attitude survey of a hospital's

registered nurse staff, the lack of the following were seen as possible reasons for leaving hospital nursing:

- The chance to make full use of their abilities.
- Autonomy, help, and recognition from supervisors.
- The opportunity learn new things.
- The opportunity to make independent decisions.
- Fringe benefits.
- Help and cooperation from co-workers.
- Pay. (Seybolt & Walker, 1980, p. 80)

Nurses for the most part have not been encouraged to expand their potential for self-growth because historically women have not been encouraged to do so and nursing has been a predominantly feminine occupation. The female's self-concept has been socialized to believe that as a female the nurse is to be submissive and dependent. As the American Nurses' Association (cited in Cunningham, 1979) indicates, nurses today are expecting more opportunities to expand their self-awareness and are viewing themselves as first human beings and then nurses.

Perhaps, more than any other theorist, Super (1957) has been responsible for viewing the career as man's implementation of his self-concept "in choosing an occupation one is, in effect choosing a means of implementing a self-concept" (p. 86). If nurses today have changed in their traditional view of self-concept, then there is

a great possibility that their career aspirations have also changed, thus demanding more opportunities for the expression of themselves in their vocation.

If a hospital is to retain its already employed registered nurses, it would seem then that the institution would need to give more attention to the career needs of nurses and provide those opportunities for the expression of their self-concept. If hospitals are to recruit more nurses in the future then career programs may be needed to provide an avenue for the expression of self-concept. More data are needed to verify the importance of self-concept in a selected career such as nursing.

Problem of Study

Is there a relationship between self-concept and career aspirations of female senior baccalaureate degree nursing students?

Justification of Problem

A review of current nursing literature reveals considerable attention to the subject of self-concept of patients/clients. Similar attention to the self-concept of nurses is not manifested. Self-concept data

would seem pertinent in identifying the career needs of a professional nurse in a time of increasing concern over the quality of care due to the nationwide shortage of nurses. An understanding of the relationship of self-concept to career aspirations could give some indication to hospital administrators why they are losing qualified registered nurses. Perhaps, hospitals are not providing enough career opportunities for the expression of today's nurses' self-concept within their chosen occupation.

According to White (1957) a girl selects a role that is consistent with her self-concept which has developed from her capacities and social experiences. A woman in choosing a career is influenced by the special nature of a woman's occupation and by culturally defined feminine roles. Muhlenkamp and Parson (1972) have demonstrated in their review of literature from 1960 to 1970 that nurses as a group have continued to share characteristics of submissiveness and dependency which are generally consistent with the female stereotype. Studies seem to indicate, however, some changes are taking place in the nursing profession. According to a study by Reich and Geller (1976), female nursing

graduates in the study describe themselves as being more aggressive, more assertive, and more self-confident than the norm of nurses and seem to reject the image of themselves as being timid and submissive. In addition, there is some evidence that suggests that the type of education a nursing student is receiving may be a factor in changing opinions of nurses about themselves. Jones (1976) found that baccalaureate nursing students tended to be more autonomous and independent in their decision making than the student prepared in other types of nursing programs.

If the self-concept of nurses has changed from the traditional female stereotype view of submissiveness and dependency, then so could the career aspirations of these nurses. Research about nurses on this subject is extremely limited. However, in a series of studies not involving nurses, Lipman-Blumen (1972) found a strong relationship between a woman's concept of the female role and her educational and career aspirations. Women with a more contemporary sex-role ideology had higher aspirations than did women with traditional views.

Today the nurse shortage with its inherent recruitment and retention problems, is a major problem facing

hospital administrators. The benefit of research into the present self-concept of student nurses and their career aspirations could provide some initial data that may be useful in understanding the professional nurse as a person with career needs.

Theoretical Framework

Super's (1953) self-concept theory of vocational development evolved out of a need for a theory inherent in and emergent from the research and philosophy of psychologists and counselors up to and including the 1950s. Previous theories of vocational choice were based on reviews of research literature rather than extensive research. A theory of vocational development was needed that was comprehensive enough to integrate existing knowledge and at the same time stimulate further research. The following are the major premises of Super's (1957) theory:

1. A person strives to implement his self-concept by choosing to enter the career he sees as most likely to permit him self expression.
2. That the particular behaviors a person engages into to implement his self-concept vocationally are a function of the individual stage of life development. (p. 10)

The process of vocational development is a process of compromise between the individual and social factors,

that is, between self-concept and reality. Vocational development is the development through life stages which is guided by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and the development of self-concept. Super (1953) suggested that the extent of the career pattern is determined by the individual's socioeconomic level, mental ability and personality characteristics, and by the opportunities to which a person is exposed through role playing. Preferences and competencies for a vocation change with time even though self-concepts are fairly stable, making vocational adjustment and choices a continuous process for an individual. Super (1957) included the following as propositions of the self-concept theory of vocational development:

1. People differ in their abilities, interests, and personalities.
2. They are qualified by virtue of these characteristics, each for a number of occupations.
3. Each occupation requires a characteristic pattern of abilities, interests, and personal traits with tolerances wide enough, however to allow both some variety of occupations for each individual and some variety of individuals in each occupation.
4. Vocational adjustment and choice may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline.
5. Development through the life stages can be guided, partly by facilitating the process of

maturation of interests and partly by aiding in reality testing and in the development of the self-concept.

6. The process of vocational development is essentially that of developing and implementing a self-concept.

7. The process of compromise between the individual and social factors, between self-concept and reality, is one of role playing.

8. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate. (p. 191)

In summary, Super's (1957) theory offers a comprehensive theoretical framework for the understanding of the development and implementation of a self-concept into a vocational choice. It also provides an understanding as to the necessity of self-expression through a vocational choice such as nursing.

Assumptions

For purposes of this study, it was assumed that:

1. Nursing students have a self-concept that is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of the role playing meet with the approval of superiors.

2. Nursing students have chosen the profession of nursing as the most likely way to permit self-expression.

3. Nursing students have career aspirations.

Hypothesis

For the purpose of this study, the null hypothesis was stated:

There is no relationship between the total positive score on the Tennessee Self-Concept Scale and career aspirations of female senior baccalaureate degree nursing students.

Definition of Terms

For purposes of this study, the following terms were defined:

1. Self-concept--specifically self-concept as measured by the Tennessee Self-Concept Scale is defined as the total positive score and reflects the individual's overall level of self-esteem.

2. Female senior baccalaureate degree nursing students--those female students in their senior year of a 4-year baccalaureate program in nursing.

3. Career aspirations--the desire to pursue one's chosen occupation in addition to familial roles (Angrist, 1972). It was measured by the Life Style Index.

Limitations

For the purposes of this study, the following were viewed as limitations:

1. Race was not distinguished in the study.
2. Financial status was not distinguished in the study.
3. The method of sampling limited the generalizability of the findings.

Summary

The nationwide nursing shortage has called attention to the development of nurses as persons. Nursing is viewed as primarily a female occupation which has previously encouraged the expression of the traditional self-concept of females as being submissive and dependent. Nursing students today have shown a change in this traditional role of a nurse and a female. The possibility of this change in self-concept could have an effect on the growing discontentment with unfulfilled personal and career needs of today's nurses.

The self-concept theory of vocational development formulated by Super (1957) served as the theoretical framework for the study. The purpose of the study was to determine the relationship of self-concept to career aspirations of female senior baccalaureate degree nursing students.

CHAPTER 2

REVIEW OF LITERATURE

It was the purpose of this review of literature to investigate and discuss the following areas:

(a) self-concept as it relates to women, nurses, and nursing students and (b) career aspirations of female college students, nurses, and nursing students. Included also is a discussion of self-actualization in career development based on Super's (1953) self-concept theory of vocational development.

Self-concept

Basic to understanding any relationship between personality and occupational behavior is the consideration of the self-concept. Research that clarifies the origins of self-concept is scant according to Herr (1974), but it is generally accepted that an individual's concept of himself originates in the perceptions and expectations of an individual's parents, and often of grandparents. Although parents usually do not set out to mold the child's self-concept in the image of any specific vocational role model, the process is subtle

and pervasive (Herr, 1974). Parents have expectations not only for their children but for themselves as parents. These are partially social and cultural expectations, but they are also highly individual expressions of the specific personality needs of the parent. Herr has concluded that it is not surprising that each parent may perceive the same child quite differently, but this is often confusing for the child, who must seek some way to resolve the conflicts among differing perceptions.

These expectations must be incorporated at every stage of the child's development and in keeping with the needs that this individual seeks to satisfy. (Hill & Luckey, 1969, p. 277)

Clearly, a child's sense of value and worth is established by the response that the individual receives from the significant persons who occupy his world. In adult life the individual's feeling of confidence or lack of it has much to do with the occupation chosen and the manner in which the adult applies motivation to an occupation (Herr, 1974). According to Hill and Luckey (1969) in the earlier period of American history, the work roles of children at home or on the farm were much easier to specify and to evaluate than today. Parents seemed to value the child in relation to how

well chores were performed and the contributions to the productivity of the family. With the changing family role in today's society, it has been increasingly difficult for children to contribute meaningfully to a family. According to Herr (1974), children have had the more complex task of establishing self-concepts without the props of early work roles and parents have had the difficulty of learning how to appreciate children on the basis of what they "are" rather than on the basis of what they "do." With this being the case, children today are expected to have either vague or negative self-concepts. Morgan (1962) has stated:

The process of building the concept of one's self is then, clearly an amorphous process that emerges from the facts and fancies primarily held by family members, and these are dependent on current societal pressures as well as on the pressures of individual need. (p. 278)

Not only one's self-concept but also one's feelings are formed within the family. Out of the special interactions between parent and child emotions are generated, expressed, labeled, and taken in as a part of the child's own feeling and concept of self.

Thus, inseparably linked with self are one's emotions and their association with significant others within the framework or wider social values that are promulgated by his family. (Herr, 1974, p. 210)

With the emergence of a more acceptable view of women's careers in present day society, it is important to understand the effect a woman's developed self-concept has on a career, particularly nursing. The following is an investigation into past and present research as to the self-concept of women, nurses, and nursing students.

Women in selecting a vocation are influenced by the culturally defined female roles (Moore, Decker, & Dowd, 1978). It seems probable that to a certain extent a woman selects a career consistent with her self-concept. Then, as she assumes her career choice her self-concept is gradually integrated and shaped by the career itself. White (1957) using the Strong Vocational Interest Blank for Women, identified in a group of freshmen female college students, that a girl's parents, especially the mother, played a major part in development of their daughter's self-concept in the determination of future social roles. Traditionally, if females selected vocations they were usually as teachers, nurses, bookkeepers, and salesclerks because they were congruent with the female stereotyping of compassion, spirituality, and moral sensitivity (Schirm, 1977).

In reviewing the historical structure of the profession of nursing, Strauss (1966) presented nursing as having developed around certain feminine themes of the late 19th century.

As "trained" nurses were introduced into hospitals, the tasks of nurses and doctors fitted nicely together in a "characteristic subordinate-superordinate pattern, since, after all, nurses were women. (p. 91)

The popular image of Florence Nightingale depicts a woman leaving the comforts of her elite life to nurse the men in the Crimean War. This was, of course, a culturally worthy act which was quite acceptable for women, thus, the nurturant giving role was predominated in nursing (Whittaker & Olesen, 1964).

In current American culture, nursing is primarily a profession of females where the selection of nursing as a career is a choice to serve in a "helping" role, which is consistent with the sexual stereotype of femininity. Martin and Simpson (1956) in a statewide survey of psychiatric nurses found that factors consistent with femaleness were prominently associated with the subjects' decision to enter nursing.

Though nursing comprises the largest number of females engaged in a helping relationship, few studies

have been done regarding the self-concept or nursing students or nurses. The following is a review of those studies that relate to the self-concept of nurses.

Hough (1980), in a study to identify the key concepts of nursing intervention, found that of the 200 professional nurses questioned, the majority identified problem identification, decision-making, and evaluation as the most important components of nursing intervention. Self-concept and affect with interpersonal relations were the lowest important components. Thus, the nurses' concept of themselves seems to be not as an important component of nursing intervention as compared with the other concepts investigated.

The most frequently used instrument to assess the personality characteristics of undergraduate nursing students was the Edward's Personal Preference Schedule (EPPS). Studies by Reece (1961), Levitt, Lubin, and Zuckerman (1962), Bailey and Claus (1969), and Adam and Klein (1970) indicated that baccalaureate nursing students have lower needs for dominance, autonomy, and achievement. These findings generally depict the nursing students as being more submissive and fitting well

into the culturally stereotyped "feminine category of submissiveness and dependency."

A. Davis (1969) administered the Gough and Heilbrum's Adjective Check List to 100 junior nursing students, asking them to describe their concept not only of themselves, but also of the role of the nurse. The subjects' major expectations of the nursing role called for an industrious, methodical, and dependable individual with the ability to submit to and sustain a subordinate role. Their self-concepts were quite similar: low scores on autonomy and aggression and high scores on endurance, order, self-control, deference, and abasement.

Recent studies, however, seem to indicate some changes are taking place in the nursing profession. According to Reich and Geller (1976), in a study of 163 female graduate nurses who were administered the Adjective Check List, it was found that the nurses in this study described their self-concepts as being more aggressive, more assertive, and more self-confident than the norm, and seemed to reject the image of themselves as being timid and submissive. In the same study, Reich and Geller (1976) concluded:

The difference between the findings of this study and others could be explained in that in the past five to ten years, notions about the role of nurses and the roles of women have changed dramatically, and this affects the way female nurses think about themselves. (p. 402)

There is also some evidence to suggest that the type of education a nursing student is receiving, the age, and marital status of an individual may be a factor in the changing opinions of nurses about themselves. Jones (1976) administered the Corwin Role Conception Instrument to 139 senior nursing students from 2 year, 3 year, 4 year, and 5 year nursing programs. The researcher found that college educated nursing students tended to be more autonomus and independent in their decision-making then the student prepared in shorter length nursing programs.

Frericks (1972), in a study of 1,435 associate degree nursing students, using the Coopersmith Self-Esteem Inventory, found that married students had a higher self-esteem than did single students. In addition, a significant relationship was found between age and self-esteem scores, with older students reflecting higher self-esteem scores than did the younger students.

In a study by Burgess (1980) on the self-concept of 101 undergraduate nursing students and its possible relationship to clinical performance, attrition from a baccalaureate nursing program and selected biographical factors such as age and marital status indicated that self-esteem as measured by the total positive score on the Tennessee Self-Concept Scale, was significantly higher for married students than for single students. As a total group, the subjects revealed a wide variance on self-esteem, but the sample mean (346.6) was very close to that reported as the normative mean (345.6) by Fitts (1965) who devised the Tennessee Self Concept Scale. This most recent study certainly provides additional baseline data which could be pertinent to the changing self-concept of today's student nurse.

Previous research on the self-concept of women and particularly nurses and nursing students is extremely limited. Further research is needed to substantiate the findings of these discussed studies to determine if the patterns reflected here are consistent with the ever-changing role of women in today's society.

Career Aspirations

The character of women's socialization from childhood helps to understand the rarity of a woman's career aspirations (Almquist & Angrist, 1975). Early in development, women were taught to be flexible and open to the multiple adult roles they will play as wife, mother, hostess, club member, student, or worker. These are roles that are defined largely by significant others, particularly one's spouse and children, rather than by the woman herself. The very pressure to remain open to life's options and to provide for family needs are the same forces that hinder women from active pursuit of careers. According to Almquist and Angrist (1975), the socialization process of women reinforces this flexibility as desirable in order to prepare women to serve others in the complex roles that are assumed and for which they receive little preparation. This flexibility orientation fosters uncertainty and hesitation during college so that when women should be ready to plan for adulthood, they cannot. As a result, Almquist and Angrist (1975) believed that women learn to avoid a commitment to a career and delay choosing an occupation.

It is the onslaught of the woman's senior year of college that pushes women to make specific choices as to the occupation and career commitment. (Almquist & Angrist, 1975, p. 124)

Most women plan to work at sometime in their lives, but few are prepared for work as a central part of adult life. This hesitancy to form career commitments with the emphasis on conventional women's fields, according to Almquist and Angrist (1975), reflects women's contingency orientation, a basic element in a woman's view of work.

A woman's career aspirations must be viewed as integral to life style choices and commitments. Occupational choice is merely one aspect of career aspirations for women and alone does not consider the complexity of the many roles of a woman's life.

Measurement of career aspirations should take into account both the role multiplicity that women anticipate and the changeability in individual preferences. (Almquist & Angrist, 1975, p. 69)

An investigation into the concept of career aspirations is necessary for a more thorough understanding of the many complexities that contribute to a young nurse's life style choices and commitments. The following is an investigation into the research literature on career

aspirations of female college students, nurses, and nursing students.

Attempts to explain why some college women become career oriented have pointed to variables in family background and experiences as well as the individual woman's personality. Career oriented women come from less conventional homes (Seward, 1946) or from families with conflict relationships (Johnson, 1963; Rossi, 1967; White, 1957). Career oriented women also usually have working mothers who provide role models for combining familial and occupational pursuits (Almquist & Angrist, 1971). Almquist and Angrist (1970) suggested that career oriented women do not simply reject conventional female aspirations; rather, they are products of familial, educational, and personal experiences which serve to enrich and broaden an individual's outlook. Evidence that college influences women toward careers (Angrist, 1972) was presented in a study of one class in a women's college of a professionally oriented coeducational university. Over the 4 years of college, the class as a whole increased graduate school plans and became more career salient. It is noteworthy to mention, however, that not all of the

students moved toward career interests. In the same study by Angrist (1972), five types of female college students were described:

The Careerists, or consistent career aspirers are oriented to combine career with family roles in adult life; the Non-careerists or non-consistent no-career aspirers are oriented primarily to family roles with some work and leisure pursuits; the Converts to career aspirations begin college without career orientation but move toward career interests by sophomore, junior, or senior years; the Defectors were career-oriented as freshmen but shift to a non-career orientation by their senior; the Shifters are those whose life style aspirations vary from year to year lacking direction. (p. 465)

For the 87 students who were administered the Life Style Index for each of the 4 years of college, only 18% were careerists, while the majority or 33% were non-careerists. Interestingly enough, the largest change category comprised the "Converts," the 22% who developed career aspirations during college. This study suggested that college is a strong force for change in career planning.

Today women's vocational development may also be substantially influenced by attitudinal changes toward feminism and the women's liberation movement. In a study to identify correlates of feminist values, Lipman-Blumen (1972) surveyed 1,012 wives of graduate students,

who had attended college. A strong relationship was found between a woman's concept of the female role and her educational and occupational aspiration; i.e., women with a contemporary sex role ideology had higher aspirations than did women with traditional views.

Of the few empirical studies designed to establish the relationship between nursing and the feminist movement, F. Davis, Olesen, and Whittaker (1966) found that from the time of entry of three nursing classes, the overall picture of nursing students was much more heavily invested in traditionally feminine life goals than in career pursuits. In fact, of the 96 students completing the program in one class, the majority ranked work and career second to home and family as their version of the adult female role.

In a study of 100 college senior women, comparing typical and atypical female occupation choosers on the variables of self-concept, femininity and career aspirations, Slaughter (1976) found no difference in self-concept as measured by the Tennessee Self-Concept Scale and no difference in the career aspirations as measured by the Life Style Index. However, the researcher found a significant difference in femininity

as measured by the Psychological Inventory Femininity Scale. The typical occupational group, those selecting occupations in which over 61% of the workers were women, perceived themselves as more feminine than the atypical group who chose occupations in which 61% of the workers were men.

In another study which has implications for researchers interested in the career development and motivation of women, Ghaffari-Samai (1979) identified selected psychological correlates of vocational success as self-esteem, achievement, motivation, dominance, locus of control, and sex role orientation. Included also were the situational variables of age, marital status, socioeconomic level, and number of children. The results of the study using 117 adult undergraduate women indicated that among the selected variables sex-role orientation and age (negatively correlated) were the most efficient predictors of the level of occupational aspiration. The researcher concluded that the other selected variables of the study were relatively ineffective in predicting the subjects' levels of occupational aspirations.

Gordon (1978) investigated the relationships between self-esteem, sex-role orientation, and career orientation of four groups of women in two stages of development--childbearing and beyond. The researcher defined "childbearing stage" as those women who were between 18-25 years of age. Group One, 136 continuing women, and Group Two, 137 noncontinuing women, were between the ages of 18 to 25 years and were still in the childbearing stage. Continuing women had entered college within 2 years after high school; noncontinuing women had never been to college. Group Three consisted of 141 returning women. They were 35-45 years of age, had returned to college after 10 years or more, and were beyond the childbearing stage. Group Four consisted of 137 nonreturning women, also between the ages of 35-45, who had never been to college, and were beyond the childbearing stage.

The study of Gordon (1978) revealed that women in all of the four groups who indicated a high self-esteem on the Rosenberg Self-Esteem Scale were also career oriented as measured by the Career Orientation Questionnaire. Career oriented women were also found to have a more "balanced" sex-role orientation as measured by

the Wellesley Role Orientation Scale than did non-career oriented women. In general, college women were more career oriented with a higher self-esteem and a more balanced sex-role orientation than were noncollege women. Gordon (1978) offered support for the existing research literature in that it also indicated that women with a balanced sex-role orientation had a higher self-esteem and were also more career oriented.

No studies were found that focused on the career aspirations of nursing students. However, one study (Burgess, 1975) was found on the career aspirations of nurse participants of a continuing education program.

Burgess (1975) in a study of two groups totaling 503 nurse participants of continuing education, found that there was a significant relationship between self-esteem as measured by the Rosenberg Self-Esteem Scale (Group 1), and the Coopersmith Self-Esteem Inventory (Group 2) and projected career goals as indicated by the Hall Occupational Orientation Inventory. The findings revealed that those with high self-esteem manifested high aspiration goals and those lower in self-esteem manifested low career aspiration goals. In addition,

a statistically significant relationship was revealed between career aspirations and further educational plans, with those nurses having such plans tending to score higher on career aspirations and those without such plans scoring lower. It could be inferred from this study that nurses with a more favorable self-attitude set their career goals higher which indicated a higher degree of potential professional effectiveness.

The previous investigation and discussion has attempted to present an understanding of the career aspirations of college women, nurses, and nursing students. The presented research is considerably limited, but it is important as it should encourage further research study.

Self-actualization in an Occupation

In expressing a vocational preference, a person puts into occupational terminology the idea of the kind of person the self is (Super, 1951). A self-concept theory of vocational development (Super, 1951; Super, Starishevsky, Matlin, and Jordann, 1963) recognizes the importance of the formulation of self-concepts, of their translation into occupational terms, and of

their implementation as one becomes established in an appropriate occupation.

If the whole life span of an individual is to be considered, one must carefully understand the processes of an individual's desire to self-actualize in a chosen occupation. (Super & Bohn, 1970, p. 147)

The formulation process of self-concept is the first stage of vocational development. It begins with exploration of the self and of the environment (Super & Bohn, 1970). Just as the infant plays with his fingers and toes, so the adolescent tries sports, writing, and various crafts. Similarly, the older worker tries out new methods of work to which the self may be better adapted in view of physical and psychological changes accompanying aging. Thus, this as the first phase of self-concept formation, is a continual process in which the self and environment are the objects of exploration as the individual develops and changes (Super et al., 1963).

The formation of one's self-concept, according to Super et al. (1963), also includes self-differentiation and identification which goes on simultaneously with each other. Here the individual begins the search for self-identity and by identifying with a parent who

can serve as a role model. The child becomes aware of similarities with a parent and strives to be like that parent. Role playing follows with the small child seeking to emulate the parent with a more or less conscious evaluation of the results, known as reality testing (Super & Bohn, 1970).

Thus, according to Super et al. (1963), reality testing strengthens or modifies self-concepts and confirms or contradicts the way in which these experiences have been tentatively translated into an occupational role. Childhood, as well as adolescence, offers many opportunities for reality testing in the form of play, school courses, extracurricular activities, and part-time employment.

The translation of one's developed self-concept into occupational terms is the second stage of vocational development and leads to what Super and Bohn (1970) described as the identification, experience, and observation processes. The individual who has previously identified "self" with an adult now desires to play an occupational role. This vocational self-concept, however, may be totally discarded when subjected to reality testing because initially the

individual translating the adult's occupational role does not consider the specific personal traits or qualities of the role model (Super et al., 1963).

Experience in an adult role, even perhaps more or less through chance, may lead the individual to the unexpected discovery of an acceptable and congenial translation of one's self-concept into an occupation (Super & Bohn, 1970). For example, a draftee assigned to military service as a medical corpsman may discover an unknowing interest in medicine. This experience in an adult role combined with the individual observing, reading, and hearing things helps the self become aware of the fact that one has certain attributes which are important in certain fields of work; the results being that the role expectations of that occupation are what the individual would do and enjoy (Super et al., 1963). It should be noted that Super et al. (1963) has inferred that translation of self-concept into occupational terms is done in slow, progressive increments, which are seemingly developmental in nature.

The third and final stage of vocational development is the implementation of the self-concept into occupational terms and is, according to Super and Bohn (1970),

a process of action. The individual has sought and obtained specialized education or training needed for a specific occupation. This process can be identified by the completion of one's education as a young man or woman moves from school or college into the work world. According to Super and Bohn (1970) once the individual finds employment, then a concept of the self as an individual is consolidated with the role of a worker.

Summary

Chapter 2 has presented a discussion of the development of self-concept and literature on the research of the self-concept of women, nurses, and nursing students. The development of career aspirations was also discussed with relative research investigating career aspirations of female college students, nurses, and nursing students. In addition, Super's self-concept theory of vocational development (Super, 1953) was addressed in relation to the self-actualization of an individual in career development.

Although the nursing profession comprises the largest group of females engaged in a helping relationship (Burgess, 1980), comparatively few studies have

been done regarding the self-concept of nurses, particularly student nurses. Emphasis on the person of the nurse takes on an importance when understanding the critical shortage of professional nurses in the American society. In this context, it is possible to view continued self-concept research and the career development of nursing students as crucial to the growth of nursing.

Finally, the self-concept theory of vocational development (Super, 1953), the processes by which the self-concept affects vocational development, were discussed. These processes were identified as the formation, translation, and implementation of the self-concept.

CHAPTER 3

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

In order to investigate the relationship of self-concept to career aspirations of female senior baccalaureate degree nursing students, an ex post facto study, nonexperimental research design was used. The basic purpose of ex post facto research is to determine the relationship among variables without the manipulative control of the independent variable (Polit & Hungler, 1978). Nonexperimental research design is that in which

the researcher collects data without trying to introduce any new treatments or changes; observations or measurements are made concerning existing states, conditions, behaviors, or characteristics. (Polit & Hungler, 1978, p. 46)

The setting for this study and the description of the population and sample are presented. In addition, the measures taken for protection of the subjects, the research instrument used, and the procedure for collection and treatment of data are discussed.

Setting

The study was conducted at a medium sized state supported university of which there are multiple campuses located in a metropolitan area in the Southwestern United States. A medium sized college of nursing is located within this university. The participants were attending required classes leading to the attainment of a Bachelor of Science degree with a major in nursing. A standard classroom was reserved for the voluntary participants to fill out the questionnaire.

Population and Sample

The population included all female senior baccalaureate degree nursing students at the university's campuses of the college of nursing. The sample consisted of the first 30 female senior nursing students attending classes on a designated day, who volunteered to participate. The criteria for selection was as follows:

1. Nursing students between 20 to 24 years of age.
2. Nursing students who were female.

3. Nursing students in the first semester of their senior year of a baccalaureate degree nursing program.

Protection of Human Subjects

Written permission to perform this study was obtained from the Texas Woman's University Human Subjects Review Committee (Appendix A) prior to its initiation. Permission was also obtained from the graduate school (Appendix B). Approval to conduct the study was obtained from the Assistant Deans of the two campuses of the selected university (Appendix C). Subjects were informed of the purpose and methodology of the study by means of an oral explanation provided by the investigator (Appendix D). Each subject who consented to participate in the study signed a consent form stating an understanding of the involvement and agreement to participate (Appendix E). In order to insure anonymity, no names were requested on the answer sheets. Each answer sheet was paired with a corresponding number for each subject. The subjects were protected from any possible embarrassment by maintaining the confidentiality of the individual test scores.

InstrumentsTennessee Self-Concept Scale

For this study, the Tennessee Self-Concept Scale (TSCS) (Appendix F), developed by Fitts and published in 1965, was used to ascertain the self-concept of individual subjects. The Tennessee Self-Concept Scale was developed in 1965 as a counseling and research tool for the examination of self-concept. It is suitable for subjects 12 years of age and older and having at least a sixth grade reading level.

The Tennessee Self-Concept Scale is a paper and pencil test consisting of 100 self-descriptive statements of which 90 assess the self-concept and 10 assess self-criticism. Subjects rate each statement as it applies to self by choosing 1 of 5 response items labeled "completely false," "mostly false," "partly false and partly true," "mostly true," or "completely true." Responses to the statements generate 20 scores which provide a multidimensional picture of the self-concept. For purposes of this study, only the total positive score (Total P) was reported as it reflects the overall level of a person's self-esteem.

The Tennessee Self-Concept Scale is an instrument of proven reliability and validity. The reliability coefficients of most of the major profile scores fall within the range of .80 to .90. The total positive score is reliable at .92. The reliability data are based on a test-retest procedure with a sample of 60 college students over a 2-week interval (Fitts, 1965). The level of significance for the coefficients was not provided.

Content validity was determined by seven clinical psychologists (Buros, 1972). These judges allowed an item to remain in the scale only if it was judged to be correctly classified according to defined constructs. Further evidence of the validity of this instrument was established by its ability to discriminate between groups and correlate with other personality measures. Fitts (1965) reported studies demonstrating significant differences between almost every score on the scale. A study by McGee (cited in Fitts, 1965) showed that most of the scores of the scale correlated with the Minnesota Multiphasic Personality Inventory (MMPI) scores in ways expected due to the nature of the scores. The Tennessee Self-Concept Scale was purchased.

Life Style Index

The Life Style Index (LSI) (Appendix G) developed by Almquist and Angrist and published in 1975, was used to ascertain the career aspirations of the individual subjects. The Life Style Index was developed as a tool in 1972 for a study to determine variations of women's adult aspirations during college. Permission for use of this instrument was obtained (Appendix H).

The Life Style Index is a paper and pencil test consisting of an 11-item questionnaire dealing with educational, occupational, and familial aspirations and values. Each item is scored with "1" given to the response logically related to a career oriented outlook and "0" given to the alternate response. Subjects rate each statement as it applies to self by choosing one of the responses. A higher score indicates high career orientation in the following ways: (a) the student plans to pursue graduate or professional education, (b) values an occupation which provides freedom from close supervision, (c) would after marriage regardless of having preschool or school age children prefer to work at least part-time in a

chosen occupation rather than pursuing volunteer work or hobbies, (d) wants to be a career women 15 years after college (Almquist & Angrist, 1975).

The Life Style Index is an instrument of proven reliability. According to Polit and Hungler (1978), the reliability of an instrument is the degree of consistency with which it measures the attribute it is supposed to be measuring. The reliability was obtained by the test-retest method over a 4-year period. In the original longitudinal study (Almquist & Angrist, 1975) where the tool was developed, the Index was computed for each time period of 1 year from freshmen to senior years of college and yielded the reliability coefficient of .79 for freshmen, sophomore, and junior years. With the sophomore through senior years, the index reliability coefficient was .88.

The central approach to dealing with validity was to establish to what extent questions about the same topic, but worded differently and asked in two separate contexts, at times, several months apart, would yield similar answers. Almquist and Angrist (1975) stated:

A check on the comparability of occupational choices of seniors between questionnaires and interview responses showed that 70% answered consistently in these two contexts. (p. 223)

Still another evaluation of the instrument's validity concerns a career salience rating of seniors. In this case, career salient girls were defined as those seeking to go on to graduate school and who wanted to fit work into their adult lives in some way, or who plan full-time work when their children are still young, or who plan to keep up in their fields working at least part-time once the children are in school. The two independent ratings of career salience, one from the questionnaire responses and one from the interview, were found to be associated at a Q value of .64.

This suggests that students were fairly consistent in their career orientation by senior year and that two ways of tapping the dimension yielded similar results. (Almquist and Angrist, 1975, p. 234)

Assessment of further predictive validity must await a follow-up study of the actual life style choices made by the women in the original study.

Demographic data regarding marital status and age of subjects were collected for purposes of further describing the sample and to ease replication of the study. Appropriate space for this information was provided on the last page of the Life Style Index (Appendix G).

Data Collection

The data were collected by means of the Tennessee Self-Concept Scale and the Life Style Index. The instructor of a senior class of nursing students introduced the investigator who verbally explained the study. Potential subject volunteers were informed that they had the right to refuse to participate. If they agreed to participate they were told that they may withdraw at any time during the completion of the questionnaires. Written consent to participate was obtained from willing subjects. A copy of each questionnaire with answer sheets was distributed to each subject. Verbal and written instructions were given to explain how to complete the questionnaires. The researcher was available during the administration of the questionnaires to provide assistance to the subjects as needed. The questionnaires took approximately 20 to 30 minutes to complete. Upon completion, the subjects handed the questionnaires to the researcher.

Treatment of Data

The demographic data presented to describe the population were reported in percentiles. The statistical technique used for data analysis was the Pearson

product moment correlation coefficient, also referred to as the Pearson r . "This coefficient is computed when the variables being correlated have been measured on either an interval or ratio scale" (Polit & Hungler, 1978, p. 531). Pearson r was used in this study to compare the mean scores of the total positive score of the Tennessee Self-Concept Scale with the mean scores of the Life Style index. The .05 level of significance was selected. Use of this procedure enabled the investigator to test the null hypothesis of the relationship between self-concept and career aspirations of female senior baccalaureate degree nursing students.

CHAPTER 4

ANALYSIS OF DATA

An ex post facto, non-experimental research study was conducted to determine the relationship between self-concept and career aspirations of 30 female senior baccalaureate degree nursing students. This chapter presents an analysis of data collected by the administration of the Life Style Index developed by Almquist and Angrist (1975) and by the Tennessee Self-Concept Scale developed by Fitts (1965). The findings from the administration of the two questionnaires are expressed in terms of the degree of association using the Pearson product moment correlation.

Description of Sample

The sample consisted of 30 female senior baccalaureate degree nursing students attending Fall academic classes prior to Spring graduation from one campus of a state supported university. Race and financial status were not distinguished in the study. Subjects were between the ages of 20 to 24 years of age with the mean and median age of 22 years.

Married students comprised 36.6% of the sample while 63.3% of the sample was single.

Findings

With regard to results on the Tennessee Self-Concept Scale, the 30 subjects evidenced a wide range of scores on the total positive score from a minimum score of 297 to a maximum score of 402 with 358 being the mean. This score reflects the individual's overall level of self-esteem. Persons with a high total positive score tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly (Fitts, 1965). Persons with a low total positive score are doubtful about their own worth and tend to have little faith or confidence in themselves (Fitts, 1965).

The sample mean of 358 is significantly higher than that reported as the normative (345.5) by Fitts (1965) who devised the Tennessee Self-Concept Scale. Standard deviation in the latter case was reported as 30.7 as compared to 28.5 for the nursing students.

Table 1 provides a summation of nursing student results on the total positive scores of the Tennessee Self-Concept Scale compared to the normative value.

Table 1
Tennessee Self-Concept Score: Normative
Group and Nursing Students

Tennessee Self-Concept Score	Normative Sample (n = 626)		Nursing Students (n = 30)	
	Mean	Standard Deviation	Mean	Standard Deviation
Total Positive (Self-esteem)	345.57	30.70	358	28.5

The results on the Life Style Index, an 11-item questionnaire dealing with educational, occupational, and familial aspirations, and values evidenced a narrow range of scores from a minimum of 6 to a maximum of 11, with a mean of 9.26 and a median of 9.5. The highest possible score is 11 and reflects high career aspirations while the lowest possible score is 0 and indicates low or no career aspirations as described by Almquist and Angrist (1975). In this sample with a median of 9.5, those with scores of 9.5 and above could be described as having high career aspirations and those with scores below 9.5 could be described as having low career aspirations. This sample had a higher median at 9.5 than Almquist and Angrist's (1975) sample in the original study whose median was reported as 6 for senior female college students. Fifteen or 50% of the 30 subjects tested indicated scores of 10 or higher on the Life Style Index. Only one subject tested indicated a score on the Life Style Index of 6. The standard deviation was reported as 1.23. Table 2 provides a summation of nursing students' results on the Life Style Index compared to the original study group.

Table 2
Life Style Index Scores of Original Longitudinal
Study Group and Nursing Students

Life Style Index	Original Study Group (n = 37)		Nursing Students (n = 30)	
	Mean	Standard Deviation	Mean	Standard Deviation
	6	*	9.5	1.23

*no standard deviation reported.

The following hypothesis was tested:

There is no relationship between the total positive score on the Tennessee Self-Concept Scale and career aspirations of female senior baccalaureate degree nursing students. The statistical technique used to test the null hypothesis was Pearson's product moment correlation coefficient (\underline{r}). The results of the analysis are presented in Table 3.

Table 3

Statistical Results when Applying
Pearson (\underline{r}) to the Data

Pearson (\underline{r})	.406
\underline{R} Square	.164
Significance	.026*
Sample Size	30

*Regression statistics .05.

Using Pearson's product moment correlation coefficient, $\underline{r} = 0.406$ ($\underline{P} < .026$) was obtained; therefore, the hypothesis that there was no relationship between the total positive scores on the Tennessee Self-Concept Scale and career aspirations of female senior baccalaureate

degree nursing students was rejected. A Pearson r of .406 indicates that 16.4% of the variation in the Life Style Index scores can be explained by knowing the Tennessee Self-Concept Scale scores. The regression line obtained was $(LSI) = 2.997 + .01751 (TSCS)$ which indicates that a positive relationship does exist. Therefore, the hypothesis was rejected at the established .05 level of significance.

Summary of Findings

The findings of the study are summarized as follows:

1. The hypothesis that there is no relationship between the total positive scores on the Tennessee Self-Concept Scale and career aspirations of female senior baccalaureate degree nursing students was rejected.
2. The mean score of the Tennessee Self-Concept Scale obtained by the sample was 358.
3. The median score of the Life Style Index obtained by the sample was 9.5.
4. In a sample of 30 subjects, 36.6% were married and 63.3% were single.

CHAPTER 5

SUMMARY OF THE STUDY

This study was conducted to determine the relationship between self-concept and career aspirations of female senior baccalaureate degree nursing students. The basic research design was non-experimental and ex post facto in nature. This chapter includes a summary of the study, discussion of the findings, conclusions and implications, and recommendations for further study.

Summary

The statement problem for this study was: Is there a relationship between self-concept and career aspirations of female senior baccalaureate degree nursing students? The theoretical framework for the study was Super's (1963) self-concept theory of vocational development. The following null hypothesis was formulated for investigation: There is no relationship between the total positive score on the Tennessee Self-Concept Scale and career aspirations of female senior baccalaureate degree nursing students.

The study was conducted in a medium sized state supported university of which there are multiple campuses in a large metropolitan area in the Southwestern United States. The college of nursing is located within this university. The sample, 30 senior female students, was acquired from those students who were 20 to 24 years of age, and volunteered to participate. Data were collected by means of the administration of the Tennessee Self-Concept Scale developed by Fitts (1965) and the Life Style Index developed by Almqvist and Angrist (1975). The scores on the Tennessee Self-Concept Scale were correlated with the scores on the Life Style Index using Pearson's product moment correlation coefficient. Demographic data which related to the subject's marital status and age were reported to further describe the sample. Findings of the study are summarized as follows:

1. The demographic data from 30 senior female baccalaureate degree nursing students were as follows:
(a) 36.6% were married and (b) 63.3% were single.

2. The sample mean of 358 on the total positive score on the Tennessee Self-Concept Scale was significantly higher than that reported as the normative (345.5) by Fitts (1965).

3. The sample median of 9.5 on the Life Style Index was significantly higher than that obtained by Almquist and Angrist (1975) in the original study.

4. Self-concept had a significant relationship to career aspirations in the sample of the study. Therefore, the null hypothesis was rejected.

Discussion of Findings

Practical meaning and value may be derived from this study by the following interpretation of the results:

1. The sample reported a mean on the total positive score of the Tennessee Self-Concept Scale which reflected that they are persons of value and worth, have confidence in themselves, and act accordingly. Previous research (Adam & Klein, 1970; Bailey & Claus, 1969; Levitt et al., 1962; Reece, 1961) generally depicted nursing students as being submissive and fitting well into the culturally "feminine" category. A. Davis (1969) described nursing students having self-concepts low on autonomy and aggression. In contrast, latter research (Jones, 1976; Reich & Geller, 1976) has indicated that nursing student self-concepts are changing. Burgess (1980) reported that

the overall level of self-esteem displayed by the sample of nursing students studied was almost identical to group norms used in standardizing the Tennessee Self-Concept Scale. The significantly high group mean on the Tennessee Self-Concept Scale may relate directly to the sample being in their fourth and final year of nursing school. Successful mastery of a difficult college nursing program could account for more overall personal self-confidence. In addition, the sample mean age of 22 years in combination with the near completion of the college nursing program could have given the student the opportunity for more personal development and growth.

According to Super's self-concept theory of vocational development (Super & Bohn, 1970, Super et al., 1963), the sample studied has entered the third and final stage of vocational development, which is the implementation of self-concept into occupational terms. The individual has sought and obtained the specialized education or training needed for a specific occupation. This process can be identified by the completion of one's education as the individual moves from college into the world of work (Super et al., 1963).

2. This study found a high career aspiration median. F. Davis et al. (1966) showed an overall picture of baccalaureate nursing students as much more heavily invested in traditional feminine life goals than in career pursuits and reluctant to make more than incidental concessions to career pursuits. Almquist and Angrist (1970) suggested that career oriented women do not simply reject conventional female aspirations, but rather they are products of familial, educational, and personal experiences which serve to enrich and broaden their outlook. Angrist (1972) suggested that college years should contain such enriching experiences, providing a broader view of appropriate female roles. The findings of this study could suggest that today's nursing students have a much broader view of feminine life goals with career pursuits than previously researched.

3. A significant relationship between self-concept and career aspirations of female senior baccalaureate nursing students suggests that the two variables are related. No research was found that focused on the self-concept and career aspirations of nursing students. The findings of Burgess (1975)

revealed that high self-esteem manifested high career aspiration goals in a study of registered nurse participants of a continuing education program. In contrast, Ghaffari-Samai (1979), in a study of undergraduate college females, found that sex-role orientation and age (negatively correlated) were the most efficient predictors of level of occupational aspirations. An explanation for the failure to demonstrate a stronger relationship between self-concept and career aspirations of this study may suggest that today's woman's vocational development may also be substantially influenced by attitudinal changes toward feminism and the women's liberation movement. Lipman-Blumen (1972) surveyed women who had attended college and found that women with a contemporary sex-role ideology had higher educational and occupational aspirations than did women with traditional views. Interestingly enough, Gordon (1978) found that college women were more career oriented, had a more balanced sex-role orientation, and also have a higher self-esteem.

This study reported positive findings but a larger sample and a wider age range should be included. In addition, race, sex-role orientation, financial, and marital status could have influenced the results.

Conclusions and Implications

The following conclusions and implications are based on the findings of the study:

1. The generally high level of self-concept evidenced by the nursing student sample indicates a change in past low self-attitudes as revealed in earlier research. This conclusion might suggest that nursing students are more positive about themselves and their abilities and, therefore, will not be satisfied in assuming a traditional, submissive role of a nurse.

2. The generally high level of career aspirations evidenced by the sample indicates that female senior baccalaureate degree nursing students have a much broader view of career pursuits within their feminine life goals. This conclusion might suggest that today's nursing students are looking for career pursuit opportunities in nursing. If the present nurse shortage is to be curtailed, professional nurses need to be challenged through career advancement opportunities.

3. Self-concept may be considered as one variable influencing career aspirations of nursing students. This conclusion might suggest that the health care delivery system in present day society is facing a

challenge to provide more career opportunities for the soon to graduate student nurse, thus allowing for the expression of self-concept.

Recommendations for Further Study

Suggestions for further study include the following recommendations:

1. A longitudinal study should be conducted with a larger sample size and extending after graduation to determine any change in self-concept and career aspirations of the sample studied.
2. Similar research should be conducted relating self-concept, sex-role orientation, age, financial, and marital status with career aspirations of female nursing students.

APPENDIX A

TEXAS WOMAN'S UNIVERSITY
Box 23717, TWU Station
Denton, Texas 76204

1810 Inwood Road
Dallas Inwood Campus

HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Susan Henry Hancock Center: Dallas
Address: 4820 Jennings Drive Date: 10/8/80
Box 87607
Lewisville, Texas 75056

Dear Ms. Hancock:

Your study entitled Self Concept and Career Aspirations of Female

Senior Nursing Students

has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

The filing of signatures of subjects with the Human Subjects Review Committee is not required.

 X Other: indicate that the subjects can withdraw from the study by not submitting the questionnaires. Since names are not used on the forms, they cannot withdraw after they turn No special provisions apply. them in to the investigator, so withdrawal can only be done before that.

Sincerely,

E. Kurtz
Chairman, Human Subjects
Review Committee

at Dallas

APPENDIX B

TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

THE GRADUATE SCHOOL

March 12, 1981

Ms. Susan Henry Hancock
4820 Jennings Drive, Box 87607
Lewisville, Texas 75056

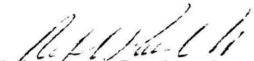
Dear Ms. Hancock:

Thank you very much for sending the appointment of a research committee to the Graduate Office.

I have placed the approved form in your folder and have noted that final approval has now been given the prospectus.

I look forward to seeing the results of your study.

Sincerely yours,


Robert S. Pawlowski
Provost

RP:d1

cc Ms. Jane Dawson
Dr. Anne Gudmundsen
Graduate Office

APPENDIX C

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE _____

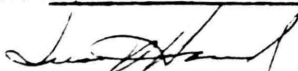
GRANTS TO Susan Henry Hancock
a student enrolled in a program of nursing leading to a
Master's Degree at Texas Woman's University, the privilege
of its facilities in order to study the following problem.

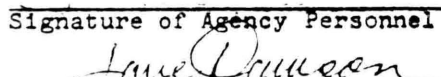
Is there a relationship between self concept and career aspira-
tions of female senior baccalaureate degree nursing students?

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 10/18/64


Signature of Student

Signature of Agency Personnel

Signature of Faculty Advisor

*Fill out & sign three copies to be distributed as follows:
Original - Student; First copy - Agency; Second copy - TWU
College of Nursing.

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE _____

GRANTS TO Susan Henry Hancock

a student enrolled in a program of nursing leading to a Master's Degree at Texas Woman's University, the privilege of its facilities in order to study the following problem.

Is there a relationship between self concept and career

aspirations of female senior baccalaureate degree nursing students?

The conditions mutually agreed upon are as follows:

1. The agency (~~may~~) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (~~may~~) (may not) be identified in the final report.
3. The agency (~~wants~~) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (~~unwilling~~) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 10-26-80

Susan Hancock
Signature of Student

Signature of Agency Personnel

Jane Dawson
Signature of Faculty Advisor

*Fill out & sign three copies to be distributed as follows:
Original - Student; First copy - Agency; Second copy - TWU
College of Nursing.

APPENDIX D

Oral Explanation to Subjects

In partial fulfillment of the requirements for a Master's Degree at Texas Woman's University Dallas Center, I am undertaking a study to determine the relationship of self concept to career aspirations among senior baccalaureate degree nursing students. Student nurses currently registered at the Inwood and Presbyterian campuses of Texas Woman's University meeting the following criteria are asked to participate in the study:

1. Female single and married senior nursing students
2. Between the ages of 20 to 24 years of age.

The study is an attempt to learn from you what your self concept is in relationship to your career aspirations. The information you provide can be helpful to hospital managers, nursing administrators, and nursing educators in discovering the changing role of nurses in our society.

To assure you that if you volunteer to participate in this study, you will in no way be identified by your responses, the following measures have been provided:

1. You have the right to withdraw from the study any time you so desire
2. Your name will not be used in any release of the data.

3. The data received from you will have no input on your scholastic grades.

4. The individual test scores will remain confidential.

The two tests that you will be filling out pertain to your self concept and career aspirations.

Directions:

1. Do not put your name on the tests.

2. Please read carefully the consent form and sign your name on the line provided for subject's signature.

3. Read the given directions for each test before filling out the responses.

4. Thirty minutes will be allotted for the questionnaires. If more time is needed, you may have the time.

5. When finished with both tests give them to the researcher.

6. Thank you for your assistance.

APPENDIX E

Title of Project: Self Concept and Career Aspirations of
Female Senior Nursing Students

I have received an oral description of this study, including a fair explanation of the procedures and their purpose, any associated discomforts or risks, and a description of the possible benefits. An offer has been made to me to answer all questions about the study. I understand that my name will not be used in any release of the data and that I am free to withdraw at any time. I further understand that no medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

Witness

Date

This is to certify that I have fully informed and explained to the above named person a description of the listed elements of informed consent.

Position

One copy of this form, signed and witnessed, must be given to each subject. A second copy must be retained by the investigator for filing with the Chairman of the Human Subjects Review Committee.

APPENDIX F

Tennessee Self-Concept Scale

A copy of this instrument may be obtained from
the following company:

Counselor Recordings and Tests
P. O. Box 6184
Acklen Station
Nashville, Tennessee 37212

APPENDIX G

LIFE STYLE INDEX

Please read each item carefully, then select the most appropriate response and fill in the answer sheet on the separate answer sheet.

Use a soft lead pencil. If you change an answer, you must erase the old answer completely and enter the new one.

1. As far as you can tell now, do you plan to continue your education after receiving a bachelor's degree?

Yes, graduate school..... 1
 Yes, professional school..... 2
 Yes, other training..... 3
 No, I do not plan to continue... 4

2. How important do you think the following feature of an occupation has been or will be in influencing your choice of a field of work? Fill in 1, 2, 3, 4, or 5 on your answer sheet to indicate the degree of importance this work feature has for you.

Provides freedom from supervision

Completely unimportant..... 1
 Not so important..... 2
 Somewhat important 3
 Quite important..... 4
 Very important 5

Below are some conditions under which women work. Rate yourself on these by speculating how you might feel about holding a job after marriage and graduation from college. Fill in 1, 2, 3, 4, or 5 on your answer sheet according to whether you would want to work under each condition.

3. No children; husband's salary adequate

Definitely not 1
 Probably not..... 2
 Undecided..... 3

- | | | |
|--|-----------------------|---|
| | Probably would..... | 4 |
| | Definitely would..... | 5 |
4. One child of pre-school age; husband's salary adequate
- | | | |
|--|------------------------|---|
| | Definitely not | 1 |
| | Probably not | 2 |
| | Undecided | 3 |
| | Probably would | 4 |
| | Definitely would | 5 |
5. One child of pre-school age; husband's salary not adequate
- | | | |
|--|------------------------|---|
| | Definitely not..... | 1 |
| | Probably not | 2 |
| | Undecided | 3 |
| | Probably would | 4 |
| | Definitely would | 5 |
6. Two or more children of pre-school age; husband's salary not adequate
- | | | |
|--|------------------------|---|
| | Definitely not..... | 1 |
| | Probably not | 2 |
| | Undecided | 3 |
| | Probably would | 4 |
| | Definitely would | 5 |
7. Two or more children of school age; husband's salary adequate
- | | | |
|--|------------------------|---|
| | Definitely not | 1 |
| | Probably not | 2 |
| | Undecided | 3 |
| | Probably would | 4 |
| | Definitely would | 5 |
8. Two or more children of school age; husband's salary not adequate
- | | | |
|--|------------------------|---|
| | Definitely not..... | 1 |
| | Probably not | 2 |
| | Undecided | 3 |
| | Probably would | 4 |
| | Definitely would | 5 |

9. Children have grown up and left home; husband's salary adequate

Definitely not..... 1
 Probably not 2
 Undecided 3
 Probably would 4
 Definitely would 5

10. Assume that you are trained for the occupation of your choice, that you will marry and have children, and that your husband will earn enough so that you will never have to work unless you want to. Under these conditions, which of the following would you prefer (choose one):

To participate in clubs or
 volunteer work..... 1
 To spend time on hobbies,
 sports, or other activities... 2
 To work part-time in your
 chosen occupation..... 3
 To work full-time in your
 chosen occupation 4
 To concentrate on home and
 family 5

11. Fifteen years from now, would you like to be:

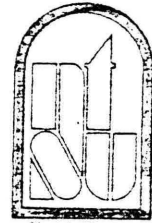
A housewife with no children.... 1
 A housewife with one or more
 children 2
 An unmarried career woman 3
 A married career woman with-
 out children 4
 A married career woman with
 children 5

Demographic Data:

_____ Marital Status

_____ Age

APPENDIX H



North Texas
State
University

Denton, Texas
76203

Department
of
Sociology
and
Anthropology

August 15, 1980

Ms. Susan H. Hancock
4820 Jennings Drive
Box 87607
Lewisville, TX 75056

Dear Ms. Hancock:

Enclosed is a copy of the items which comprise the Life Style Index. You are free to reproduce these items and use them in any research project. We (Shirley Angrist and I) do hope that you will give proper credit to our book: Careers and Contingencies: How College Women Juggle With Gender Roles. If you cannot obtain the book from your library, you may order it from:

Kennikat Press Corporation
25 South Bayles Avenue
Port Washington, N. Y.

If I can be of further assistance, feel free to call me here at N.T.S.U. Good luck with your research.

Sincerely,

Elizabeth M. Almquist

Elizabeth M. Almquist,
Professor

Enclosure: 1

EMA/cs

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