

EXPLORATION OF OPINIONS OF KOREAN NURSES ABOUT THE REGISTERED NURSE BACCALAUREATE CONCEPT

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CHAPTER I

INTRODUCTION

The Registered Nurse Baccalaureate program (RNB) is a bachelor's degree program designed for graduates of diploma and associate degree schools of nursing who are interested in academic upward mobility, and who wish to modify career goals and aspirations.

The democratic society provides opportunity for continued development of the individual personally and professionally(20, 8). As society has become more complex and technology oriented, there has been a growing demand for highly skilled and knowledgeable individuals. The need for such experts has led to the growth of professions. Becoming a member of a profession involves much more than mere acquisition of knowledge. Acquiring the professional role is actually a process of adult socialization(30, 17).

Graduates of diploma and associate degree nursing programs may obtain a bachelor's degree with a major in nursing(4, 652). Upon admission to a baccalaureate program with a nursing major, the registered nurse students may be required to complete additional prerequisites before being admitted to the nursing courses. But in some nursing courses, students may write challenge examinations which grant credits for learning experiences obtained in the diploma or associate degree programs(5, 29).

Students are assisted to progress at their own rate and to assume responsibility for their own learning. Varieties in backgrounds, previous education, and occupational responsibilities are inevitable in the registered nurse student population.

Therefore, the curriculum is generally designed to meet those diverse individual needs of the registered nurse students.

Patterns of nursing education in the United States are paralleling those of other professions in that they show a gradual trend toward becoming part of the university system. Gradually nurses are identifying more and more with university education(10, 23). Over the past decade there has been a steady decrease in the total number of diploma programs; and baccalaureate schools of nursing continue to increase in size and number(16,767).

In Korea, higher education for nurses is in great demand, In this regard, baccalaureate programs in nursing education continue to increase in number and size. However, diploma programs still outnumber all types of nursing programs including nursing technical high school programs.

The major thrust of this study is in the concept of the RNB program in the United States and its applicability to nursing education in Korea. The concept is rather new to nursing education in Korea. A baccalaureate program is assumed to be requisite for Korean nurses in terms of promoting their knowledge and technical practice.

Today, and increasingly in the future, a baccalaureate education will be almost a necessity in order for a person to earn a living and pursue a satisfying way of life in democratic societies. Attending college has come to be a step upward in social mobility(25, 41).

Statement of the Problem

Provision of adequate and appropriate education at the baccalaureate level of graduates of diploma programs in nursing has been one of the perplexing and challenging problems facing nursing educators in the United States. This problem has persisted although collegiate nursing educators have tried a variety of educational patterns in their effort to provide a satisfactory solution to this controversial issue in nursing education(24, 52). As with other fields of education, nursing education is also influenced by many cultural and social elements, such as economy of the country, social and health needs of its people, and technological and medical advances(10, 21).

Thousands of graduate nurses throughout the country are seeking "a college" in which to continue their education. There are increasing numbers of fascinating jobs for well prepared nurse administrators, as well as teachers, consultants, researchers, and specialists in every area of clinical nursing(4, 654). As this trend continues, it seems likely that the decline of diploma programs will be evident in direct ratio to the movement, of nursing education into the college (16, 769).

Looking at Korean nursing history, it was not until August 15, 1945 that the glimpse of a radical development of nursing education was to be seen. Prior to 1945 the nurse's training had been primarily dependent on the institutions, usually medical schools or public hospitals, to which the nursing school was attached.

Following 1945 "high schools of nursing" and "technical high schools for nurses" took over the training of nurses. Later nursing education was elevated to a junior college and at last to college level, requiring a longer period of study and higher qualifications of the applicants. Such college level departments of nursing were developed in Ewha Women's University, Yonsei University, Seoul National University, and Catholic Medical College. As of 1971 there are nine baccalaureate programs in nursing education in Korea(18, 21).

In the beginning stage nursing education was mostly in the charge of the professors who were medical doctors. Now more than 25 years later, educators who majored in nursing at home or abroad are replacing the physicians as the nursing faculty(22, 22).

It is an evidence of acceptance of the education of nurses that the graduates from baccalaureate programs of nursing are now not only in charge of nursing education but also of schools administration. Ceaseless effort and studies are needed by the nursing profession of Korea to continue to elevate nursing education. Until 1970 when the investigator left Korea, none of the collegiate schools of nursing had a Registered Nurse Baccalaureate program even though many diploma program graduates have wanted to attain a bachelor's degree in nursing. There have been many more opportunities and privileges for the graduates of baccalaureate nursing programs than the diploma program graduates. It is of interest to the investigator to explore the Korean nurses initial reactions to the relatively new concept of a RNB program of nursing preparation.

Purpose of the Study

The purpose of this study was to survey the opinions of nurses in one Korean hospital as to their aspirations for education and professional advancement and their beliefs about the need for, the nature of, the value of baccalaureate education for diploma prepared nurses.

Definition of Terms

RNB program. A bachelor's degree program for graduates of diploma schools of nursing.

Korean registered nurse. A person who has completed the required courses in a nursing program which is approved by the Ministry of Education in Korea, and passed the National Board Examination.

Diploma program. A three year hospital based nursing program which admits students with a minimum of a high school certificate.

Opinion. A belief not based on absolute certainty or positive knowledge but on what seems true, valid, or probable to one's own mind; that one thinks; judgment.

Method of the Study

The research method employed in this study was the descriptive survey. Fox

defined the descriptive survey as seeking "to describe a limited set of conditions. It makes no judgment, no statement of quality, no evaluations; it only describes." (13, 31) According to Abdellah and Levine, descriptive studies are primarily concerned with obtaining accurate and meaningful descriptions of phenomena under study. (1, 39) This type of survey permits observation of the intended research subjects in an exploratory way conducted in order to elicit some new ideas, value orientations and perceptions of the RNB program.

A questionnaire approach was used to obtain opinions from the subjects in the participating Korean hospital. The questionnaire was constructed in two parts:

1. the background of the respondents-personal, academic and professional career in Part I; and
2. a Likert-type opinion measurement with the responses to the statements related to the RNB concept in Part II(See Appendix).

The registered nurses of one large university hospital, approximately 150 nurses, were invited to participate in the study.

Limitations of Study

1. The convenience sample included registered nurses from one hospital in Seoul Special City in Korea and cannot be considered representative of opinions of all Korean nurses.
2. Cultural predispositions which tended to preclude expressions of negative feeling in order not to offend the investigator may have biased the responses.
3. The questionnaire was not pretested and utilized previous to this study, therefore its reliability and validity were undetermined.

Summary

Recent trends in nursing education in the United States have revealed a pattern of increasing identification with university or collegiate education. This trend is indicative of the strong drive toward professionalization in nursing. At the same time, conflict has appeared in acceptance of professional versus traditional values by some groups. Diploma schools of nursing are representative of the more traditional apprentice form of nursing education, while baccalaureate programs are representative of the more professional form of nursing education (11).

While the baccalaureate programs of nursing education in Korea have increased in size and number, the diploma programs of nursing education have decreased only slightly. Diploma graduates still outnumber all other types of nursing programs graduates. The investigator has wondered if there are many diploma graduates who have sought to attain baccalaureate level education in nursing. But doors of baccalaureate education for diploma graduates have not been opened yet. This study will seek to describe the opinions of Korean nurses toward the registered nurse baccalaureate program.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature revealed several areas of interest in relation to this study, baccalaureate nursing education, trends in nursing education, and comparative perspective of baccalaureate and diploma program nurses. Each of these areas was reviewed.

Baccalaureate Nursing Education

The education of registered nurses at the baccalaureate level has been a growing concern to both nurses and educators. According to the statement released by the National League for Nursing (NLN) in 1968, despite acceptance by higher education that a common philosophy and purposes should govern baccalaureate education within a single institution, many institutions currently offer two programs in nursing, each with different requirements for admission, advanced standing, the major in nursing, and graduation(27).

The American Nurse's Association enunciated its first position on education for nursing in December of 1965. A recommendation was included in the position paper that all nurses licensed to practice nursing should be prepared in institutions of higher education. Two categories of nurses were defined; the technical nurse, who carries out nursing measures by application of scientific principles; and the professional nurse, who requires a higher order of knowledge and skill based on theory, self-evaluation and research in order to plan, direct, and evaluate care of patients(2, 107 : 14, 21).

Graduates of baccalaureate programs according to the American Nurses Association, should be identified as professional nurses. A broad liberal education received in an institution of higher learning was seen by the organization as the means of expanding the student's intellectual and cultural horizons to achieve professional identification(2, 107).

Reed stated that the baccalaureate education for nursing is quite broad and lends itself to diversified curriculum patterns and interpretation. This is because nursing education has existed within the framework of higher education for a relatively brief period. She also stated that the nurse who is a graduate of a baccalaureate degree program should distinguish herself from graduates of other types of educational programs in nursing by her ability to apply intelligence and knowledge freely to those problems which she experiences in her practice (31, 51).

Practice that requires a thinking process for the solution of problems can be gained through a rigorous curriculum in a college or university according to the American Nurse's Association(2, 106). The essential components of professional nursing are care, cure and coordination(2, 107). Each of these components requires an educational program that includes the "knowing of self, understanding of others and a knowledge of the community" that is gained in the educational

programs provided by the institutions of higher learning(7, 3).

Reed suggested that nurses who graduated from baccalaureate programs can be best understood in terms of that they know and what they are able to accomplish as a result of this knowledge rather than in terms of what they do (31, 52).

Davis and Olesen found that baccalaureate students came to describe nursing in terms of professional images by the end of the nursing program, but at the same time the student continued to ascribe to layman-type images more frequently than had been predicted. Fewer students attributed "meticulousness" and "emotional control" to nursing, while a greater number chose "originality" and "creativity" and "innovation" as nursing attributes. Except for these themes, students did not greatly change their perception of nursing or of what they valued there in for themselves(9, 155).

According to the general assumptions regarding baccalaureate education in nursing of the National League for Nursing, the significant characteristics of baccalaureate education in nursing derive from a base in general education that "must consciously aim at these abilities: effective thinking, communication, the making of relevant judgments, and the discrimination of values"(26, 1).

The following characteristics of baccalaureate programs in nursing were stated by the National League for Nursing and are fairly common to all:

1. Admission based on the policies of the educational institution.
2. Instruction throughout the program by persons qualified for college teaching in their respective disciplines and employed as faculty by the institution of higher education.
3. Learning experiences, resources, and facilities for general and specialized education in an environment where a community of scholars share interests, purposes, and opportunities.
4. Courses in the humanities, the natural sciences, and the social sciences, some of which serve as a base for the development of the major, some of which are included as electives at various levels in the program, and none of which is restricted to students in the nursing major.
5. Development of student's potential as individuals, as citizens, and as professional practitioners,
6. Continuous evaluation of the purposes of the program and its effectiveness in meeting those purposes,
7. A total curriculum and a sequence of courses developed according to a rationale that can be supported by the faculty.
8. Adequate foundations for graduate study in the major field of concentration (26).

There has been considerable confusion with regard to "collegiate" education in nursing in the United States because until recent years colleges and universities, with a few exceptions, have not applied the same principles to the development of college majors in this field as in all others. In 1961, Bridgeman reported that many degree granting institutions had delegated responsibility for instruction in the major subject to a hospital school, which was non-collegiate in nature controlled by an institution the primary purpose of which was not education(6, 2).

Recognition of nursing as a subject comparable to others that are established

as college majors, and realization that it must be developed in the same way to justify a degree, to give students the benefits they have a right to expect from college education for this chosen profession, and to produce graduates really competent for the functions for which college-educated nurses are so urgently needed(6, 2).

Trends in Nursing Education

According to Harty's study in 1968, over the past 10 years there had been a gradual annual decrease in the total number of diploma programs in the United States. In 1957, there were 944 hospital-based schools of nursing. As of October 1967, there were 767 such schools. Of the 177 schools that closed during this 10 year period, 93 ceased functioning since 1963. During these same 10 years, baccalaureate schools of nursing increased in number from 167 to 221 and associate degree programs increased tenfold from 28 to 281(16,767). According to Facts About Nursing, in 1970 there were 270 Baccalaureate programs, 444 Associate Degree programs, and 641 Diploma programs(3, 94).

A review of the history of nursing education revealed that this profession has progressed from an apprenticeship, service-oriented training system to arts-and-sciences oriented educational programs. Although nursing has followed an indirect path to collegiate education, present knowledge indicates that it is now firmly established within setting. Davis and Olesen, among others were quick to point out however, that justification for collegiate education is still debated by some nursing factions(9, 149).

The statement of the American Nurses' Association in 1965, outlined specific positions on nursing education and nursing practice. Baccalaureate and associate degree programs, both within the system of general education in institutions of higher learning, were defined as the basic preparation necessary for professional and technical nursing respectively(2, 107). Diploma graduates reacted defensively to this position paper as evidenced by letters published in the American Journal of Nursing since the A.N.A. statement was printed(8, 736).

According to the ICN Statement on Nursing Education, Nursing Practice and Service and the Social and Economic Welfare of Nurses, basic education for nursing should be a true educational process which lays the foundation of professional competence. Nursing education is a dynamic process, rich in learning experience both in theory and practice, based on active teaching methods and providing a foundation for the practice of nursing in a rapidly changing society (19, 2177). The ICN also stated that minimal education entry requirements for admission to schools of nursing should be in line with those for entry to other comparable professions in the country. Professional nurses' organizations should define their policies in relation to nursing education, take steps to see that these are widely known, inform responsible authorities and further the implementation of these policies. A curriculum must be planned in relation to the total health needs and the social and cultural background of the community in which the

nurse serves(19,2177). The ICN believes that nursing is taught most effectively in an institution which has education as its primary concern. In order to develop and maintain the practice of nursing at a high level, opportunities should be available for the continuing education of nurses. In order to widen knowledge and keep up with developments, provision should be made in conditions of service for continuing education and periods of study leave for nurse educators(19,2177).

As with other fields of education, nursing education is influenced by many cultural elements, such as the economy of the country, social and health needs of its people, and technical and medical advances. The increased cost of diploma programs, the rapid growth of the two year college system in the United States and increased emphasis on the importance of a college education have been among the specific factors that have influenced what happened and will continue to happen in nursing education(10,22).

Looking at Korean history of nursing education, it was not until August 15, 1945 that the glimpse of a radical development of nursing education was to be seen. Before 1945, there were two kinds of institutions for training nurses. One was the missionary institution in which the nurses were educated on the American curriculum plan and the nurses' acquired knowledge as well as their uniform was in American style; whereas in the other type of institution, their knowledge and dress were all in Japanese style. The former were more highly educated in accordance with the American system than the latter, and the former were equal in status to the doctors, not as an aid to a doctor but a collaborator, while the latter were subject to a doctor, existing not for patients but for a doctor. But now in Korea a prominent improvement in the relationship between a doctor and a nurse is becoming evident, for they have become more equal in status, and one of them can by no means be superior to the other(22,22).

Remarkable progress in nursing education has been made since 1945, for example, to improve the qualification of nurses, the government imposed the National Board Examination, the nurse and midwife came to be separated, and a stronger administrative support for the nursing education was attained by the Council for Nursing Education installed in the Ministry of Education(22,22).

Comparative Perspective of Baccalaureate and Diploma Program Nurses

Looking at the literature for studies comparing baccalaureate and diploma program students, there is a notable lack of research in this area. One of the few comprehensive studies comparing basic and registered nurse baccalaureate students, completed by Susan Gortner, was a comparison of registered nurse students and basic senior students of nursing majors in twelve western universities. In that study nearly 500 students in twelve universities participated. The data in this study covered a wide area of values, interests, motivations and aptitudes. Results from questionnaires and other instruments indicated that registered nurse students were from lower socioeconomic origins than basic students, and that they were motivated to enter college by factors such as monetary gains, promotion,

improvement of professional status, and plans for graduate study. The basic students indicated their motivations for baccalaureate education arose from a desire for a college degree with the status and prestige associated with this. Registered nurse students indicated a more professional orientation for teaching and administration. Upward social mobility was hypothesized as a variable in the aspiration of registered nurse students seeking higher education(15, 127).

Laura Duston conducted an investigation to determine the congruence between the objectives of three types of nursing programs, namely, associate degree, diploma, and baccalaureate, and career expectations of enrolled students. The students in this study indicated professional aspirations quite like those of baccalaureate students. While the school objectives of these programs explicitly stated that their purpose was to prepare hospital staff nurses, many students in these schools indicated plans to go into teaching or administrative positions. Over half of the associate degree students indicated plans to enter a baccalaureate program within three years after graduation. In a comparison of other variables in the group of students in this study, Duston found that students came from similar socioeconomic backgrounds and that they had expressed similar motivations for entering nursing(11, 165).

One early research project by Levitt and others sought to compare characteristic personality patterns of needs in student nurses, college students, and registered nurses. Students showed greater feminine needs like nurturance, and abasement, while the registered nurses showed a shift in emphasis to needs for routine and ritual, along with technical skills(23, 82).

O'Neil and Madaus conducted a study of interest differences of graduates of diploma and basic collegiate programs in nursing. While they found that diploma graduates scored significantly higher on the buyer, housewife, teacher, office worker, dietician, and nurse scale than did the college graduates, it was impossible to attribute this difference to educational background alone because the sample groups were not similar in age, or in years of experience in nursing (28, 305).

Summary

It may be said that nursing is an evolving profession that prepares graduates through three avenues of education: the baccalaureate program which prepares the professional nurses and the diploma and associate degree programs which prepare the technical nurses. These programs vary considerably as to general characteristics and objectives, as well as to the length of the program. It has been suggested by nursing leaders that the professional nurse functions in a leadership capacity, supervising the care of a group of patients and for giving care to the patients presenting a more complex set of problems. The technical nurse, it is suggested, gives direct bedside care and functions under the leadership of the professional nurse. Actual studies of the implementation of these roles are lacking.

Motivation for continued education in nursing appears to be centered in non-altruistic desires, suggesting upward social mobility as a variable in nurses seeking higher education.

CHAPTER III

METHOD OF THE STUDY

Research Design

The research method in this thesis was a descriptive survey intended to describe the opinions of nurses in one Korean hospital as to their educational and professional aspirations and their beliefs about the need for, the nature of, and the value of baccalaureate education for diploma program graduates. The method is primarily concerned with obtaining accurate and meaningful descriptions of phenomena under survey.

Research Questions

In order to obtain relevant factual data, a questionnaire approach was used (27). This survey attempted to answer the following questions:

1. What are the orientations held by Korean nurses toward the need for an RNB program?
2. How do Korean nurses perceive the pattern and development of nursing education in Korea?
3. What do Korean nurses expect from the curriculum of an RNB program?

Population and Sample

The population consisted of 150 registered nurses employed at the Seoul National University in Seoul, Korea. The sample consisted of 115 registered nurses who voluntarily participated in this survey. Ninety staff nurses, sixteen head nurses, five nursing supervisors, and four nurses who did not identify their positions composed the sample.

Method of Data Gathering

Initial contact was made by correspondence with the Director of Nursing Service Department, Seoul National University Hospital. The questionnaire was translated into Korean and mailed to one of the investigator's colleagues in Korea who distributed and collected the questionnaire sheets.

Likert-Type Scale of Opinion Measurement

In each statement of the questionnaire, a Likert-type scale of opinion measurement was given with numerical scores that supposedly expressed the degree to which the variable was possessed by the object rated. The variable was evaluated by a series of statements to which the survey subjects responded and provided a criterion measure of the variable(12).

The form of the scale was such that the subject was given a battery of statements which varied in number according to the type of variable measured. The scale consisted of five categories in terms of a scale expressing the level of agreement or disagreement with the given statement:

strongly agree	agree	uncertain	disagree	strongly disagree
5	4	3	2	1

A mean score value was obtained by adding the values for each statement and dividing by the number of respondents. The mean of the value scale was considered as representative of the level of orientations, perceptions and expectations of the subjects who participated in this study.

Summary

The descriptive method of research was used to describe the opinions of Korean nurses about the registered nurse baccalaureate program concept, and educational and professional aspirations of Korean nurses. Data were collected with a questionnaire and an opinion measurement scale. Analysis and discussion of the data are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

This study was conducted to describe the opinions of Korean nurses about the Registered Nurse Baccalaureate program concept. A questionnaire was used to elicit opinions regarding professional and educational aspirations and beliefs about a baccalaureate program for diploma graduates by using a Likert-type opinion scale.

Demographic Data

Age Distribution

Eighty-four nurses of 115 respondents, or 73.1 percent, were between 21 and 25 years of age. Twenty-three nurses, or 20.0 percent, were between 26 and 30 years of age. Five nurses, or 4.3 percent, were between 31 and 35 years of age. Two nurses, or 1.7 percent, were between 36 and 40 years of age. Only one nurse was under the age of 20. Table I indicates the number and percentage of nurses in each of the age categories.

Marital Status

One hundred of the 115 registered nurses, or 87.0 percent, were unmarried. Twelve nurses, or 10.0 percent, were married. Three nurses did not indicate their marital status.

Type of Nursing Program

Six of the 115 nurses, or 5.2 percent, were graduates of a Nursing Technical High School. Fifty nurses, or 43.5 percent, were graduates of a diploma nursing program. Fifty-nine, or 51.3 percent, were graduates of a baccalaureate program.

Table 1. Age distribution of the respondents

Age	N	%
Under 20	1	0.9
21 through 25	84	73.1
26 through 30	23	20.0
31 through 35	5	4.3
36 through 40	2	1.7
41 through 45	0	0
46 and over	0	0
Total	115	100.0

Table 2. Type of nursing program

Type of Nursing Program	N	%
Nursing Technical High School	6	5.2
Diploma	50	43.5
Baccalaureate	59	51.3
Total	115	100.0

Slightly more than half of the respondents were baccalaureate graduates reacting to programs of baccalaureate education for diploma graduates.

Present Nursing Position

Ninety of the 115 nurses, or 78.3 percent, were staff nurses. Sixteen nurses, or 13.9 percent, were head nurses. Five nurses, or 4.3 percent, were supervisors. Four nurses, or 3.5 percent did not respond. The positions of the nurses are presented in Table 3.

Table 3. Present nursing position of nurses participating in the study

Present Position	N	%
Staff Nurse	90	78.3
Head Nurse	16	13.9
Nursing Supervisor	5	4.3
Nursing Administrator	0	0
Nursing Educator	0	0
No Answer	4	3.5
Total	115	100.0

Previous Professional Experiences of Registered Nurses

Registered nurses participating in this study were asked to indicate years of employment as registered nurses since graduation. Seventy-seven of the 115 nurses, or 66.9 percent, had less than two years of experiences. Twenty-three, or 20.0 percent, had over two years but less than four years of experiences. One nurse, or 0.9 percent had over 4 years but less than 6 years of experiences. Six nurses, or 5.3 percent, had over 6 years but less than 8 years of experiences.

Three nurses, or 2.6 percent, had over 8 years but less than 10 years of experiences. Another three nurses, or 2.6 percent had over 10 years of experiences. Two nurses, or 1.7 percent, did not respond to this question. This data (Table 4) indicates that the majority of nurses were young graduates who had less than 4 years of experiences.

Table 4. Years of previous professional experience of registered nurses

Years	Number of nurses N	Percent %
Less than 2	77	66.9
2-4	23	20.0
4-6	1	0.9
6-8	6	5.3
8-10	3	2.6
Over 10	3	2.6
No Answer	2	1.7
Total	115	100.0

Educational Aspirations

Table V shows the responses to the question: Would you like to have further education? This question was used as an indicator of educational aspirations among the nurses tested.

Four nurses among six, or 66.7 percent, of the nursing technical high school graduates would like to have further education. Forty-four nurses among fifty, or 88.0 percent of the graduates of diploma programs, would like to have further education. Forty-seven among 59, or 79.7 percent of the graduates of baccalaureate programs, would like to have further education. This information indicates that a higher percentage of graduates from diploma programs desired to have further education more than either the graduates of baccalaureate or the nursing technical high school programs.

Table 5. Nurses' responses to question: would you like to have further education?

Type of Program	Yes		No.		Total number of nurses of each program
	No.	%	No.	%	
Nursing Teach. High School	4	66.7	2	33.3	6
Diploma	44	88.0	6	12.0	50
Baccalaureate	47	79.7	12	20.3	59
Total	95	82.6	20	17.4	115

Percentage of this table means proportion of yes or no to the total number of nurses in each program.

Further analysis of data from additional questions on educational aspirations indicated the type of educational goals of the nurses. Of the forty-four nurses from diploma programs who wanted to have further education, 13, or 29.5 percent,

would like a bachelor's degree in nursing. Twenty-one or 47.8 percent, would like to have a bachelor's degree in another discipline. Of the remaining ten, three indicated that they would like to have a master's degree in nursing, three preferred to have a master's degree in another discipline, three desired to have a doctoral degree in nursing, and one would like to have a doctoral degree in another discipline.

Of the forty-seven baccalaureate program graduates who would like to have further education, six nurses, or 12.7 percent, wanted a bachelor's degree in another discipline. Twenty-six, or 55.3 percent, wanted a master's degree in nursing. Ten nurses, or 21.3 percent, desired a master's degree in another discipline. Four nurses, or 8.6 percent, wanted a doctoral degree in nursing. One nurse did not indicate the type of further education shd desired.

Table 6. Comparison of educational Aspirations of graduates of nursing technical high school, diploma, and baccalaureate programs

Type of Degree	Nursing Tech. High School		Diploma		Baccalaureate	
	No.	%	No.	%	No.	%
Bachelor's Degree in Nursing	2	50.0	13	29.5	0	0
Bachelor's Degree in A.D.	0	0	21	47.8	6	12.7
Master's Degree in Nursing	0	0	3	6.8	26	55.3
Master's Degree in A.D.	2	50.0	3	6.8	10	21.3
Doctoral Degree in Nursing	0	0	3	6.8	4	8.6
Doctoral Degree in A.D.	0	0	1	2.3	0	0
No Answer	0	0	0	0	1	2.1
Total	4	100.0	44	100.0	47	100.0

Of the ninety-five nurses from all programs who would like to have further education, 71 nurses, or 74.7 percent, actually planned to attain further education. Twenty-four nurses, or 25.3 percent, did not plan to attain further education even though they would like to have further education. Of the 71 nurses who actually planned to attain further education, 11 nurses, or 15.5 percent, planned to obtain a bachelor's degree in nursing. Twenty nurses, or 28.2 percent, planned to attain a bachelor's degree in another discipline. Twenty-five nurses, or 35.2 percent, planned to attain a master's degree in nursing. Eleven, or 15.5 percent, planned to attain a master's degree in another discipline. Three, or 4.2 percent, planned to attain a doctoral degree in nursing. Only one, or 1.4 percent, planned to attain a doctoral degree in another discipline (Table VII).

Table 7. Type of further education planned by 71 nurses who desired further education

Type of Degree	N	%
Bachelor in Nursing	11	15.5
Bachelor in Another Discipline	20	28.2
Master in Nursing	25	35.2
Master in Another Discipline	11	15.5
Doctor in Nursing	3	4.2
Doctor in Another Discipline	1	1.4
Total	71	100.0

Professional Aspirations of Registered Nurses

The career goals of the nurses who indicated they planned to obtain further education varied widely. Sixty-two of the 71 respondents indicated a position within nursing as their goals. Nine who indicated areas outside the field of nursing wished to work as general educator, administrator, artist, interior designer, or government officer.

Of the 71 nurses who planned to further their education, 34 nurses, or 48.2 percent, anticipated a position as a nursing educator as their career goals. More baccalaureate program graduates tended to anticipate becoming nursing educators than diploma graduates. Table VIII shows the professional aspirations of the graduates of the three types of programs.

Table 8. Comparison of professional aspirations of graduates from nursing technical high school, diploma, and baccalaureate programs

Career Goals	Nursing Tech.			Total
	High School	Diploma	Baccalaureate	
	No.	No.	No.	No.
Staff Nurse	1	2	1	4
Head Nurse		1		1
Nursing Supervisor		1	2	3
Nursing Administrator		3	5	8
Public Health Nurse		6	1	7
School Nurse		3	2	5
Nursing Educator	1	11	22	34
Other	1	5	3	9
Total	3	32	36	71

Opinions

Responses to the statements of part II of the questionnaire indicated the degree of agreement or disagreement with each statement related to the concept of collegiate education for the registered nurse graduates of diploma programs. These 24 statements were categorized into three areas of perception: (1) need for a RNB program; (2) preferred pattern and development perceptions of nursing

education in Korea; and (3) values related to an RNB curriculum.

The mean score for each statement according to the nurses' educational preparations and for the total sample is presented in Table IX.

Table 9. Mean scores* of respondents categorized according to educational preparation

Item No.	Content of Opinion Statement	Type of Preparation			Total N=115
		Nurs. Tech. High School N=6	Diploma Program N=50	Baccalaureate Program N=59	
1.	College education for RN's valuable.	4.00	4.34	4.39	4.35
2.	College education for nurses increases opportunity for good position.	4.00	4.18	4.22	4.19
3.	Diploma graduates want bachelor's degree in nursing.	4.00	4.50	3.39	3.90
4.	RNB program increases theoretical knowledge in nursing.	3.83	4.26	3.97	4.09
5.	Korean nurses would find RNB program worthwhile for diploma graduates.	3.50	4.12	3.46	3.75
6.	More employment opportunities for baccalaureate graduates than diploma graduates.	3.33	3.62	4.08	3.84
7.	RNB program increases technical skills in nursing.	3.83	3.92	3.75	3.83
8.	RNB program increases knowledge of social and biological sciences.	3.67	3.68	3.64	3.66
9.	Korean Universities should offer diploma graduates bachelor's degree program in nursing.	4.17	4.38	3.64	3.99
10.	It is too early to develop RNB programs in Korea.	3.33	2.00	3.07	2.57
11.	There will be problems in the development of RNB program in Korea	3.00	3.12	3.68	3.40
12.	Present number of baccalaureate graduates in Korea adequate.	3.00	2.38	3.31	2.98
13.	Minimum preparation for professional nurses should be baccalaureate degree.	3.67	3.92	3.90	3.90
14.	Number of baccalaureate nurses in Korea should be increased through RNB programs.	3.50	4.26	3.10	3.63
15.	Need for nurses with bachelor's degree has surpassed need for diploma graduates.	2.83	3.22	3.83	3.51
16.	Applicants to RNB program should pass regular university entrance examination.	3.67	3.34	4.34	3.87
17.	University should grant credits towards bachelor's degree in nursing for courses complete in diploma program.	4.33	4.20	2.98	3.58
18.	RNB program should not exceed two academic years.	4.00	4.16	3.39	3.76
19.	RNB program should be individualized for special needs of students.	3.67	3.82	3.53	3.66
20.	RNB program should emphasize nursing theory more than clinical practice.	2.83	3.50	3.59	3.43
21.	Content of curriculum should deal with special fields of nursing such as cardiovascular nursing.	3.83	3.72	3.56	3.56

22. RNB program should emphasize upper division nursing more than liberal arts.	4.17	3.60	3.49	3.57
23. Curriculum of RNB program should be same as basic baccalaureate program.	3.83	3.82	3.88	3.86
24. Challenge examinations for granting credits rather than granting blanket credits.	3.67	3.78	4.02	3.90

*5=strongly agree 3=uncertain and 1=strongly disagree.

Statement 1. I think a college education for nurses is valuable.

One hundred five nurses of 115 nurses, or 91.3 percent, agreed or strongly agreed with this statement. Seven nurses, or 6.1 percent, were uncertain. Three nurses, or 2.6 percent, disagreed. Respondents from a baccalaureate nursing program showed a slightly stronger agreement about the importance of a college education, but the mean of the diploma graduates was only 0.05 points lower. The mean of the scale of this statement for graduates of each program is shown in Table IX. Nursing Technical High School graduates showed a mean of 4.0, diploma program graduates 4.34, and baccalaureate program graduates 4.39. The mean of the scale of the total sample is 4.35.

Statement 2. I think a college education for nurses increases the opportunities for securing a good position.

Ninety-seven nurses of 115 nurses, or 84.3 percent, agreed or strongly agreed with this statement. Fifteen nurses, or 13.0 percent, opinions were uncertain. Three nurses, or 2.7 percent, showed disagreement with this statement. Respondents who graduated from baccalaureate nursing programs showed the strongest agreement with this statement. The mean of the scale of this statement for graduates from each program is shown in Table IX. Nursing Technical High School graduates had a mean of 4.0, diploma graduates 4.18, and baccalaureate program graduates 4.22. The mean of the scale of the total sample is 4.19.

Statement 3. I think diploma graduates want to attain a bachelor's degree in nursing.

Eighty-four nurses of 115 nurses, or 73.0 percent, agreed or strongly agreed with this statement. Twenty nurses, or 17.4 percent, were uncertain about nurses' desires for baccalaureate degrees. Eleven nurses, 9.6 percent, disagreed. Respondents who graduated from diploma nursing programs showed the strongest agreement with this statement. As shown in Table IX, the mean of the scale of nursing technical high school graduates is 4.00, diploma program graduates 4.50 which is the highest score, and baccalaureate program graduates 3.39. The mean of the scale of the total sample is 3.90.

Statement 4. I think the RNB program would provide opportunity to increase her theoretical knowledge in nursing.

One hundred nurses of 115 nurses, or 86.9 percent, just agreed or strongly agreed with this statement. Eleven nurses, or 9.6 percent, showed uncertainty about this statement. Four nurses, or 3.5 percent, showed disagreement with

this statement. Respondents who graduated from diploma nursing programs showed the strongest agreement with this statement. Diploma graduates seemed to expect more in the way of theoretical knowledge in the RNB program than baccalaureate graduates. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.83, diploma program graduates 4.26, and baccalaureate graduates 3.97. The mean of the scale of the total sample is 4.09.

Statement 5. I think most Korean nurses would find the RNB program worthwhile for diploma graduates.

Seventy-four nurses of 115 nurses, or 64.3 percent, agreed or strongly agreed with this statement. Twenty-nine nurses, or 25.2 percent, were uncertain as to whether baccalaureate education would be seen as valuable. Twelve nurses, 10.5 percent, disagreed. Respondents who graduated from a diploma nursing program showed the strongest agreement with this statement. They did not however rate it as highly as they did the value of college education as evidenced by the respective means of 4.34 given to Item I and 4.12 on this item. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.50. Diploma program graduates 4.12, and baccalaureate program graduates 3.46. The mean of the scale of the total sample is 3.75.

Statement 6. I think there are many more employment opportunities for graduates of baccalaureate nursing programs than diploma graduates.

Eighty nurses of 115 nurses, or 69.5 percent, agreed or strongly agreed with this statement. Twenty-four nurses, or 20.9 percent, were uncertain about this statement. Eleven nurses, or 9.6 percent, disagreed with the statement. Respondents who graduated from a baccalaureate program showed the strongest agreement with this statement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.33, diploma graduates 3.62, and baccalaureate graduates 4.08. The mean of the scale of the total sample is 3.84.

Statement 7. I think the RNB program will provide opportunity for diploma graduates to increase their technical skills in nursing.

Eighty-one nurses of 115 nurses, 70.4 percent, agreed or strongly agreed with this statement. Twenty-four nurses, or 20.9 percent, were uncertain as to whether technical skills would improve with baccalaureate education. Ten nurses, or 8.7 percent, did not believe this program would increase technical skills. The means of the scale for graduates from each program did not differ markedly. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.83, diploma program graduates 3.92, and baccalaureate graduates 3.75. The mean of the scale of the total sample is 3.83.

Statement 8. I think the RNB program would provide opportunity for diploma graduates to increase her knowledge of social and biological sciences.

Seventy-three nurses of 115 nurses, or 63.4 percent, agreed or strongly agreed with statement. Thirty nurses, or 26.1 percent, were uncertain as to whether the RNB program would increase their knowledge of social and biological sciences

for diploma graduates. Twelve nurses, or 10.5 percent, disagreed with this statement. The mean of the scale for graduates from each program varied by only 0.04 points. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.67, diploma program graduates 3.68, and baccalaureate graduates 3.64. The mean of the scale of total sample is 3.66.

Statement 9. I think Korean universities should offer the opportunity for diploma graduates to attain a bachelors degree in nursing.

Eighty-five nurses of 115 nurses, or 73.9 percent, agreed or strongly agreed with this statement. Nineteen nurses, or 16.5 percent, were uncertain as to whether Korean universities should offer RNB programs. Eleven nurses, or 9.6 percent disagreed with this statement. Respondents from a diploma program showed the strongest agreement with this statement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 4.17, diploma program graduates 4.38, and baccalaureate 3.64 which is the lowest score. The mean of the scale of the total sample is 3.99.

Statement 10. I think it is too early to develop an RNB program in Korea.

Only thirty-four nurses of 115 nurses, or 29.5 percent, agreed with this statement. Twenty-one nurses, or 18.3 percent, were uncertain as to whether it is too early to develop an RNB program in Korea. Sixty nurses, 52.2 percent, strongly disagreed with this statement. Respondents from diploma nursing programs showed strongest disagreement with this statement. This indicates that diploma graduates would like an RNB program developed as soon as possible. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.33, diploma program graduates 2.00, and baccalaureate graduates 3.07. The mean of the scale of the total sample is 2.57.

Statement 11. I think there will be problems in the development of an RNB program in institutions already offering a bachelor's degree in Korea.

Sixty-three nurses of 115 nurses, or 54.7 percent, agreed or strongly agreed with this statement. Thirty-three nurses, or 28.7 percent, were uncertain as to whether there will be problems in the development of RNB programs in institutions already offering a bachelor's degree in Korea. Nineteen nurses, or 16.6 percent, disagreed with this statement. Even though respondents who graduated from baccalaureate nursing programs showed highest scores with this statement, it did not indicate the strong agreement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.00, diploma program graduates 3.12, and baccalaureate program graduates 3.68. The mean of the scale of the total sample is 3.40.

Statement 12. I think present number of baccalaureate graduates in Korea is adequate.

Forty-two nurses of 115 nurses, 36.5 percent, agreed or strongly agreed with this statement. Twenty-six nurses, 22.6 percent, were uncertain as to whether there is an adequate number of baccalaureate graduates in Korea. Forty-seven nurses, 40.9 percent, disagreed with this statement. Respondents from diploma

nursing programs showed the lowest mean of the scale which indicated disagreement while baccalaureate graduates believed there was an adequate number of their kind. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.00, diploma program graduates 2.38, and baccalaureate 3.31. The mean of the scale of the total sample is 2.98.

Statement 13. I think minimum preparation for professional nurses in Korea should be a baccalaureate degree.

Eighty-five nurses of 115 nurses, 73.9 percent, agreed or strongly agreed with this statement. Fourteen nurses, 12.2 percent, were uncertain as to whether baccalaureate degrees should be the minimum preparation for professional nurses in Korea. Sixteen nurses, or 13.9 percent, disagreed with this statement. The mean of the scale for graduates from each program did not differ markedly. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.67, diploma program graduates 3.92, and baccalaureate program graduates 3.90. The mean of the scale of the total sample is 3.90.

Statement 14. I think the number of baccalaureate prepared nurses in Korea should be increased through the RNB program.

Seventy-two nurses of 115 nurses, 62.6 percent, agreed or strongly agreed with this statement. Twenty nurses, or 17.4 percent, were uncertain as to whether the number of baccalaureate prepared nurses in Korea should be increased through the RNB program. Twenty-three nurses, or 20.0 percent, disagreed with this statement. Respondents from diploma nursing programs showed the strongest agreement with this statement. As shown in Table IX, the means of the scale of Nursing Technical High School graduates is 3.50, diploma program graduates 4.26, and baccalaureate graduates 3.10 which is the lowest score. The mean of the scale of the total sample is 3.63.

Statement 15. I think the need for nurses with a bachelor's degree has surpassed the need for diploma graduates in Korea.

Seventy nurses of 115 nurses, or 60.9 percent, agreed or strongly agreed with this statement. Twenty-two nurses, or 19.1 percent, were uncertain as to whether the need for baccalaureate graduates has surpassed the need for diploma graduates in Korea. Twenty-three nurses, or 20.0 percent, disagreed with this statement. Respondents from baccalaureate nursing programs showed stronger agreement than the other two programs' graduates. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 2.83, diploma program graduates 3.22, and baccalaureate program graduates 3.83. The mean of the scale of the total sample is 3.51.

Statement 16. I think all applicants to program (RNB) should pass the regular university entrance examination in Korea.

Ninety nurses of 115 nurses, or 78.3 percent, agreed or strongly agreed with this statement. Only seven nurses, or 6.1 percent, were uncertain as to whether all RNB program applicants should pass the regular university entrance examination. Eighteen nurses, 15.6 percent, disagreed with this statement. Respondents

from baccalaureate programs showed strongest agreement with this statement. Fifty-five of 59 baccalaureate graduates agreed with this statement and it was the highest rating of all items by baccalaureate graduates. It seemed that baccalaureate graduates having already had to take the regent examination, feel others should take it too. As shown in Table IX, the mean of the Nursing Technical High School graduates is 3.67, diploma graduates 3.34, and baccalaureate graduates 4.34. The mean of the scale of the total sample is 3.87.

Statement 17. I think universities should grant credits towards the bachelor's degree in nursing for courses completed in the diploma program.

Seventy-one nurses of 115 nurses, or 61.7 percent, agreed or strongly agreed with this statement. Fifteen nurses, or 13.0 percent, were uncertain as to whether universities should grant credits for courses completed in diploma programs. Twenty-nine nurses, or 25.3 percent, disagreed with this statement. Respondents from Nursing Technical High School and diploma program agreed strongly whereas the majority of baccalaureate program graduates disagreed or were uncertain. As shown in Table IX, the mean of the Nursing Technical High School graduates is 4.33, diploma program graduates 4.20, and baccalaureate graduates 2.98. The mean of the scale of the total sample is 3.58.

Statement 18. I think the period of RNB programs should not exceed 2 academic years.

Seventy nurses of 115 nurses, or 60.8 percent, agreed or strongly agreed with this statement. Thirty-one nurses, or 27.0 percent, were uncertain as to whether the RNB program should not exceed two academic years. Fourteen nurses, or 12.2 percent, disagreed with this statement. Respondents from diploma nursing programs showed the strongest agreement with this statement. It appeared that the nurses without a degree were more interested in limiting the RNB program to a 2 year period than those who had already completed the degree program. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 4.00, diploma graduates 4.16, and baccalaureate graduates 3.39. The mean of the scale of the total sample is 3.76.

Statement 19. I think the curriculum of the RNB program should be individualized for special needs of the individual as much as possible.

Seventy-three nurses of 115 nurses, or 63.5 percent, agreed or strongly agreed with this statement. Twenty-four nurses, or 20.9 percent, were uncertain as to whether the curriculum of the RNB program should be individualized for special needs of the individual. Eighteen nurses, or 15.6 percent, disagreed with this statement. The mean of the scale for graduates from each program did not differ markedly. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.67, diploma program graduates 3.82, and baccalaureate graduates 3.53. The mean of the scale of the total sample is 3.66.

Statement 20. I think the curriculum of the RNB program should emphasize nursing theory more than clinical practice.

Sixty-seven nurses of 115 nurses, or 58.3 percent, agreed or strongly agreed

with this statement. Twenty-two nurses, 19.1 percent, were uncertain as to whether nursing theory should be emphasized more than *clinical practice*. Twenty-six nurses, or 22.6 percent, disagreed with this statement. Respondents from diploma programs and baccalaureate programs showed almost the same degree of agreement while graduates from Nursing Technical High School showed disagreement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 2.83, diploma program graduates 3.50, and baccalaureate graduates 3.59. The mean of the scale of the total sample is 3.43.

Statement 21. I think the content of the curriculum should deal with special fields of nursing such as cardiovascular nursing.

Seventy nurses of 115 nurses, or 60.9 percent, agreed or strongly agreed with this statement. Twenty-nine nurses, or 25.2 percent, were uncertain as to whether special fields of nursing should be included in the curriculum. Sixteen nurses, or 13.9 percent, disagreed with this statement. The mean of the scale for graduates from each program did not differ markedly. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.83, diploma program graduates 3.72, and baccalaureate program graduates 3.56. The mean of the scale of total sample is 3.56.

Statement 22. I think the curriculum of the RNB program should emphasize upper division nursing more than liberal arts.

Seventy-five nurses of 115 nurses, or 65.2 percent, agreed or strongly agreed with this statement. Sixteen nurses, or 13.9 percent, were uncertain as to whether upper division nursing should be emphasized more than liberal arts. Twenty-four nurses, or 20.9 percent, disagreed with this statement. Respondents from Nursing Technical High School showed the strongest agreement with this statement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 4.17, diploma graduates 3.60, and Baccalaureate graduates 3.49. The mean of the scale of the total sample is 3.75.

Statement 23. I think the curriculum of the RNB program should be the same as that of the basic baccalaureate program.

Ninety nurses of 115 nurses, or 78.3 percent, agreed or strongly agreed with this statement. Sixteen nurses, or 13.9 percent, were uncertain as to whether **the curriculum** of the RNB program should be the same as that of the basic baccalaureate program. Only nine nurses, or 7.8 percent, disagreed with this **statement**: All respondents from the three types of programs generally showed the same degree of agreement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.83, diploma graduates 3.82, and baccalaureate graduates 3.88. The mean of the scale of the total sample is 3.86.

Statement 24. I think there should be challenge examinations for granting credits rather than granting blanket credits to all applicants.

Eighty-four nurses of 115 nurses, or 73.0 percent, agreed or strongly agreed with this statement. Eighteen nurses, or 15.7 percent, were uncertain as to whether applicants should be granted blanket credits or should take challenge examinations. Thirteen nurses, or 11.3 percent, disagreed with this statement.

Respondents from baccalaureate program showed the strongest agreement with this statement. As shown in Table IX, the mean of the scale of Nursing Technical High School graduates is 3.67, diploma program graduates 3.78, and baccalaureate program graduates 4.02. The mean of the scale of the total sample is 3.90.

Comments

It is possible that the registered nurses in this study were not representative of the population of nurses in Korea. In view of recent trends in nursing education in Korea, it may be that the views expressed by many of the registered nurses reflect a shift in emphasis in schools to a more profession-oriented type of program. It appears that the baccalaureate degree is seen as a steppingstone to be a professional practitioner. That is, registered nurses who seek further education may have higher educational and professional aspirations in general, than do other registered nurses who do not seek further education at the baccalaureate level(17).

Korean registered nurses who participated in this study showed great interest and agreement with the need and value of an RNB program in general. It is interesting to note that 94 percent of the diploma graduates thought diploma graduates want to attain a bachelor's degree in nursing according to the responses to statement 3. But according to part I of the questionnaire, 44 of 50 diploma graduates who wanted to have further education, 13, or 29.5 percent, would like to have a bachelor's degree in nursing. Diploma graduates also showed their desires to have an RNB program by indicating that they agree most strongly with the statements related to the need and value of an RNB program. Apparently nurses who have had the benefit of a baccalaureate education in nursing see nurses who have not had this experience as having less desire for it. Diploma graduates seem to expect more in the way of theoretical knowledge in an RNB program than baccalaureate graduates. It is interesting to note that the amount of agreement with the statement that education increases job opportunities received higher agreement than the statement that there are more job opportunities for the nurses with a baccalaureate degree, but that the pattern of scores was parallel in both items.

There was a marked difference in the responses to the statements about the timing to develop an RNB program in Korea. While baccalaureate graduates showed uncertainty about their perceptions of timing to develop an RNB program, diploma graduates showed marked disagreement with the statement that it is too early to develop an RNB program in Korea. It appeared that diploma graduates would like to have an RNB program developed as soon as possible.

Everyone agreed there will be problems in the development of an RNB program in institutions already offering bachelor's degree in nursing, but the baccalaureate program graduates see the greatest likelihood. It is paradoxical that 54 percent of the baccalaureate graduates believe that there are enough baccalaureate graduate nurses but 71 percent think that everyone should have a baccalaureate

degree. Diploma graduates also showed strong agreement with the statement that the number of baccalaureate prepared nurses in Korea should be increased through an RNB program.

Of all the items, baccalaureate graduates showed the highest agreement with the statement that all applicants should take the entrance examination. It seems baccalaureate graduates feel others should take the entrance examination too, because they have already had to take it.

There was a difference in the responses to the statement related to granting credit to nurses who completed a diploma program. Baccalaureate graduates were not in favor of granting credit to graduates from a diploma school. Whereas, the diploma graduates thought the university should grant credits toward the bachelor's degree in nursing for courses completed in the diploma program. The nurses without a degree were more interested in limiting the RNB program to a two year period than those who had already completed their degree work. All nurses from the three types of programs agreed that the learning experiences for the student should be individualized with diploma graduates giving it the greatest agreement.

The Nursing Technical High School graduates would give the greatest emphasis to clinical practice. Both diploma and baccalaureate graduates thought theory needs more emphasis than clinical practice with the baccalaureate graduates indicating only slightly more agreement on this than the diploma graduates. All of the respondents seemed to give priority to nursing theory at an upper division level over liberal arts. The respondents agreed to the challenge route for granting credits rather than granting blanket credits to all applicants.

Summary

The purpose of the study has been to describe and compare value orientations toward the RNB program concept held by Korean nurses who graduated from three different types of nursing programs, namely, Nursing Technical High School, Diploma and Baccalaureate programs. It was found that the majority of nurses participating in the study were between 21 and 25 years of age. Eighty-seven percent of the nurses who participated in the study were not married, 78 percent of nurses had been employed as staff nurses and 87 percent of nurses had less than four years of experiences. It was found that the majority of the nurses who had been working in the hospital were young graduates with less than four years of experiences.

Regarding their educational aspirations, the diploma graduates showed the strongest desire for further education of the graduates of the three types of programs. Eighty-eight percent of the diploma graduates indicated that they would like to have further education. The diploma graduates tended to want further education in areas other than nursing. In terms of professional aspirations of nurses participating in the study, baccalaureate program graduates tended to anticipate becoming a nursing educator as their career goals while diploma

graduates showed a wider range of variety in their career goals.

The need for an RNB program, perception of patterns and development of nursing education in Korea, and value expectation of an RNB curriculum of the nurses participating in the study were described under comments in this chapter.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The purpose of this study was to explore the opinions of Korean nurses as to their beliefs about the need for, the nature of, and the value of a RNB program. Professional and educational aspirations of nurses who graduated from three different types of programs were compared.

The review of the literature dealt with some relevant information on baccalaureate nursing education, trends in nursing education, and comparative studies of diploma and baccalaureate program nurses.

The research questions were designed to obtain Korean nurses' need orientations for a RNB program, perceptions of patterns and development of nursing education, and their value expectations of the curriculum of a RNB program.

The population consisted of 150 registered nurses employed at the Seoul National University in Seoul, Korea. The sample consisted of 115 registered nurses who voluntarily participated in this study.

The descriptive survey method of research was employed in the study. A Likert-type opinion measurement scale was used as a data gathering device. The questionnaire gathered information on previous professional experience, academic and personal backgrounds, professional and educational aspirations, and other descriptive data.

It was found that the educational aspirations of the diploma program graduates are much higher than either the graduates from baccalaureate and Nursing Technical High School programs. There was very little difference in the professional aspirations between diploma and baccalaureate programs' graduates. More baccalaureate program graduates tended to anticipate becoming a nursing educator as their career goals than the diploma graduates.

The nurses who participated in this study showed great interest and agreement with the need and value of an RNB program in general. It appears that diploma graduates desire to have an RNB program in Korea by showing strong agreement with the prompt need and great value of an RNB program in Korea.

It appeared that diploma graduates would like an RNB program developed as soon as possible. It is interesting to note that everyone agreed there will be problems in the development of an RNB program in institutions already offering a bachelor's degree in nursing.

All nurses from three types of programs agreed that the learning experiences for the students should be individualized to meet special individual needs and

gave priority to nursing theory at an upper division level over liberal arts. There was a difference in the responses regarding granting credits completed in a diploma program. Baccalaureate graduates were not in favor of granting credits to graduates from a diploma program, whereas the diploma graduates thought the university grant credits toward the bachelor's degree in nursing for courses completed in the diploma program.

Conclusions

The findings only refer to the registered nurses at the Seoul National University Hospital who participated in the study and cannot be generalized to other nurses with different backgrounds in education and professional positions. Some differences in educational and professional aspirations were noted between diploma and baccalaureate program graduates in the study but questions could be raised about the significance of these findings. It is not clear whether replication of the study would produce similar findings. Because of the limitations of the study, little conclusive evidence can be gleaned from the findings of this study, in relation to other groups.

Implications from this study indicate that more elaborative and meaningful assessment of orientations of Korean nurses towards the RNB program concept needs to be undertaken to determine explicitly the degree of eagerness to have an RNB program. As additional registered nurses from diploma programs seek baccalaureate education, continued study and comparison of nurses from different programs are needed to provide knowledge for the development of programs which will effectively assist in the education of the professional practitioners. (32, 214)

Recommendations for Further Study

The following recommendations for further study are suggested to provide for greater knowledge and understanding of value and need orientations of the RNB program.

1. Additional comparative studies of diploma and baccalante program graduates in such areas as academic achievement, role conflict, satisfaction in nursing profession, and others would provide the information which would be beneficial in developing the RNB program in Korea.
2. A more intensive study would provide information for educators to train "professional" practitioners.
3. Construction of a more precise tool to measure opinions about a new concept would increase validity and reliability of those studies.
4. Investigating the possibility of establishing a RNB program in Korea would be helpful to nursing educators who are interested in establishing this program.
5. Further study of curricula of both basic baccalaurate and RNB programs would meet the students' needs and help graduates to give good quality nursing care.

6. A broader study of nurses' opinions about a RNB program in many hospitals in Korea would be representative of opinions of all Korean nurses.

7. A follow-up study of the nurses participating in this study would be helpful in determining how many of the nurses carry out their plans for higher education.

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APPENDIX

QUESTIONNAIRE

PART I

DIRECTIONS: Please check () your response to each item.

1. Sex: Male () Female ()

2. Age: Under 20 ()
 21 through 25 ()
 26 through 30 ()
 31 through 35 ()
 36 through 40 ()
 41 through 45 ()
 46 and over ()
3. Marital Status: Single ()
 Married ()
 Divorced ()
 Widowed ()
4. Type of program from which you graduated:
 Nursing Technical High School ()
 Diploma ()
 Baccalaureate ()
 Other (specify) _____
5. What is your present position?
 Staff Nurse ()
 Head Nurse ()
 Nursing Supervisor ()
 Nursing Administrator ()
 Nursing Educator ()
 Other(specify) _____
6. How many years have you been employed as a nurse since graduation?
 Less than 2 ()
 Over 2 and less than 4 ()
 Over 4 and less than 6 ()
 Over 6 and less than 8 ()
 Over 8 and less than 10 ()
 Over 10 ()
7. Would you like to have further education?
 Yes () No ()
8. If the response to above question is yes, please specify what type of further education you would like to have:
 Bachelor's Degree in Nursing ()
 Bachelor's Degree in Another Discipline ()
 Master's Degree in Nursing ()
 Master's Degree in Another Discipline ()
 Doctoral Degree in Nursing ()
 Doctoral Degree in Another Discipline ()
9. If the response to question 7 is yes, do you plan to attain further education?
 Bachelor's Degree in Nursing ()
 Bachelor's Degree in Another Discipline ()
 Master's Degree in Nursing ()
 Master's Degree in Another Discipline ()
 Doctoral Degree in Nursing ()
 Doctoral Degree in Another Discipline ()
10. If you have responded to the question 9, what type of position do you anticipate as your career goal through further education?
 Staff Nurse ()
 Head Nurse ()
 Nursing Supervisor ()
 Nursing Administrator ()
 Public Health Nurse ()
 School Nure ()

Nursing Educator

()

Other (specify) _____

PART II

DIRECTINNS: I would like to know how you think about the concept of the RNB program and remember I am interested in what you think. There are no right or wrong answers. Please circle the number relating to the following statements:

	Agree Strongly	Agree	Uncertain	Disagree	Disagree Strongly
1. I think a college education for nurses is valuable.	5	4	3	2	1
2. I think a college education for nurses increases the opportunity for securing a good position.	5	4	3	2	1
3. I think diploma graduates want to attain a bachelor's degree in nursing.	5	4	3	2	1
4. I think the RNB program would provide opportunity to increase their theoretical knowledge in nursing.	5	4	3	2	1
5. I think most Korean nurses would find the RNB program worthwhile for diploma graduates.	5	4	3	2	1
6. I think there are many more employment opportunities for graduates of baccalaureate nursing programs than diploma graduates.	5	4	3	2	1
7. I think the RNB program would provide opportunity for diploma graduates to increase their technical skills in nursing.	5	4	3	2	1
8. I think the RNB program would provide opportunity for diploma graduates to increase their knowledge of social and biological sciences.	5	4	3	2	1
9. I think Korean universities should offer the opportunity for diploma graduates to attain a bachelor's degree in nursing.	5	4	3	2	1
10. I think it is too early to develop RNB programs in Korea.	5	4	3	2	1
11. I think there will be problems in the development of the RNB program in institutions already offering bachelor's degrees in Korea.	5	4	3	2	1
12. I think the present number of baccalaureate graduates in Korea is adequate.	5	4	3	2	1
13. I think minimum preparation for professional nurses in Korea should be a baccalaureate degree.	5	4	3	2	1
14. I think the number of baccalaureate prepared nurses in Korea should be increased through RNB programs.	5	4	3	2	1
15. I think the need for nurses with a bachelor's degree has surpassed the need for diploma graduates in Korea.	5	4	3	2	1

16. I think all applicants to program (RNB) should pass the regular university entrance examination in Korea.	5	4	3	2	1
17. I think universities should grant credits towards the bachelor's degree in nursing for courses completed in diploma programs.	5	4	3	2	1
18. I think the period of the RNB program should not exceed 2 academic years.	5	4	3	2	1
19. I think the curriculum of the RNB program should individualized for special needs of the individual as much as possible.	5	4	3	2	1
20. I think the curriculum of the RNB program should emphasize nursing theory more than clinical practice.	5	4	3	2	1
21. I think the content of curriculum should deal with special fields of nursing such as cardiovascular nursing.	5	4	3	2	1
22. I think the curriculum of the RNB program should emphasize upper division nursing more than liberal arts.	5	4	3	2	1
23. I think the curriculum of the RNB program should be the same as that of the baccalaureate program.	5	4	3	2	1
24. I think there should be challenge examinations for granting credits rather than granting blanket credits to all applicants.	5	4	3	2	1

국문 초록

등록간호원 학사편입제도에 대한 한국 간호원의 의견 조사연구

홍 경 자

서울대학교 의과대학 간호학과

사회 구조가 날로 복잡해짐에 따라 현대는 보다 노련하고 보다 높은 지식층의 개인에 대한 요구가 점차 증가하게 되었으며 이러한 사회적 경향은 전문직의 발전에 박차를 가하게 되었다. 본 논문의 목적은 한국 간호원들의 등록 간호원 학사 편입제도에 대한 의견을 조사 발표하는 것으로 질문지를 이용한 서술적 방법에 의한 연구 조사이다. 본 논문의 대상이 되었던 115명의 한국 간호원들 중 특히 학사 출신 간호원들은 간호 교직을 그들의 생의 목표로 삼는 경향이 더욱 두드러 지는데 비해 3년제 간호학교 출신 간호원들은 간호직 외에 보다 넓은 분야에서 그들의 생의 목표를 찾는 경향이 보였다. 질문에 응해준 간호원들의 대부분은 한국에 있어서 등록 간호원 학사 편입제도의 가치와 필요성에 대해서 지대한 관심과 갖고져 하는 희망을 보여 주었고 특히 3년제 간호학교 출신 간호원들은 이 제도에 대한 시급한 필요성과 큰 가치에 적극 호응하는 가장 높은 교육열을 보여 주었다.