ANGER IN THE RETURNING RN STUDENT:

A DESCRIPTIVE SURVEY

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INTRODUCTION

A contemporary development in nursing education is the return of
registered nurses to college. These returning students are people
whose basic education was at the diploma or Associate degree level who
now seek a Baccalaureate degree in nursing.

The American Nurses' Association Committee on Current and Long
Term Goals (American Nurses Association, 1979) identified sociological
and economic factors which have influenced the movement. Those factors
included: widespread trend toward professionalism in society-at-large,
the trend toward higher education in the general population, technologi-
cal changes and advances, changes in hospital administration toward a
business management model, population shifts and changes in mobility of
people. The committee urged recognition of the Baccalaureate degree as
entry level preparation for professional nursing. After lengthy and
heated debate, the position was adopted by a majority of the general
membership of the American Nurses Association (American Journal of
Nursing, 1978; " A.N.A. Convention," 1978). This did not constitute a
legal mandate, but a recommendation from the nation's largest
professional nurses organization.

Statement of the Problem

Nurses are returning to college in large numbers (Searight, 1976;

Bullough, 1979; Rappsilber, 1979; Galliford, 1980; Jako, 1981; Vaughn, 1981). These are adult learners who have accumulated many years of life experience (Ayrandjian, 1978). There is some evidence to support a belief that these nurses are encountering difficulties as they pursue upward mobility.

Shane (1980) reported periods of "emotional crisis" experienced by registered nurses (RNs) in the baccalaureate (BSN) setting. Her report was written after she had worked with approximately 50 RNs who were enrolled at the University of New Mexico College of Nursing over a period of five years. Shane described the "returning-to-school syndrome" as a series of positive and negative emotional states experienced to some degree by all registered nurses entering baccalaureate nursing programs, arising from the differences between the nursing world they leave and the world of the BSN program they enter. Shane further identified bursts of anger as one of the "turbulent negative emotions" exhibited by RN students with whom she had worked. Therefore the problem germaine to the study was that no one has determined the prevalence of displayed anger among the RN student population and identified methods successful in defusing the anger.

<center>Purpose of the Study</center>

The purpose of the study was to identify specific manifestations of anger and to determine methods which have been successful in ameliorating the anger.

This study sought to answer the following questions:

1. What specific manifestations of anger by RN students have been observed by nursing educators?

2. To what extent has such behavior been exhibited?

3. At what point in the program of study was anger first manifested?

4. What techniques are perceived as effective in dealing with the problem?

5. What principles of adult education could be applied to the learning situation in order to minimize negative emotions for all persons involved?

Background and Value of the Study

Several studies have been conducted concerning the adult learner who returns to college (Riddle, 1978; Evans, 1980). However, there is a dearth of research reported specific to the returning registered nurse.

Rappsilber (1979) dealt with graduates of career mobility programs as she compared them to graduates of generic Baccalaureate programs. The two factors she measured were leader behavior orientation and professional commitment.

Ayrandjian (1980) studied characteristics of students in a career mobility program. Data she gathered from 72 registered nurse students showed that her sample was a heterogenous group who could not be represented as stereotyped undergraduate students.

Reports were available from the Second Step Program at California State College, Sonoma (1976 and 1981) which was the first upper division BSN completion program to become accredited by the National League for Nursing. Lionberger (1976) wrote from the perspective of having been a student in the early days of the Sonoma Program. She

reported "friction between student and faculty" and "the frustrating confrontation with the necessity of creating a new self-image" and "culture shock--the problem of being in an unfamiliar world" (p. 193).

Nursing journals offered many articles concerning the dilemma that exists for nurses who desire higher education. RN Magazine conducted two relevant surveys. Bardossi (1980, p. 54) reported that 57 percent of the 335 respondents reported interest in obtaining a BSN degree but identified "formidable obstacles lying between RNs and a degree . . ."

It was the intent of the current study to determine the prevalence of display of anger among RN student population and the underlying cause of that anger. A second purpose of this study was to explore methods which have been successful in ameliorating the situation.

Assumptions

The assumptions were:

1. There are basic principles underlying the concepts under investigation.

2. Respondents were representative of the sample population.

3. Educators responded accurately to the questionnaire.

4. The questionnaire was constructed in a manner which would facilitate collection of desired information.

5. Overt behavior generated by anger is observable.

Limitations

This study was conducted within the following constraints:

1. Review of literature was limited to material available to the researcher.

2. Limitations inherent to the questionnaire techniques.

3. The lack of reliability assessment.

4. Participants were limited to nursing educators identified as directors of upper division BSN completion programs which received accreditation from the National League For Nursing prior to 1982.

5. The conclusions may be valid only for similar populations.

6. Implications of this study may not be applicable to other returning RN students.

Definition of Terms

The following definitions apply throughout the study:

Alienation: A state of misery in which an individual experiences a lack of unity between oneself and one or more important facets of his environment.

Anger: A fundamental emotion which can serve the positive function of organizing and focusing perception and cognition. Anger can be revealed in behaviors as follows: observable restlessness, verbal attack on others, extreme tearfulness, criticism of educational program, emotional withdrawal, passive behavior, unresponsiveness in class, and overdependence on faculty member. The list is not meant to be all inclusive.

Adult Education: Learning activity voluntarily selected by people whose major occupation is no longer that of going to school or college, in which those individuals or groups plan meaningful tasks and apply sustained inquiry to them (Essert, 1951).

Change: Adaptation to new circumstances.

Returning Student Syndrome: Cluster of behaviors observed in

students who return to an educational environment following a period of time during which they were not involved in structured learning situations.

RN Student: A person who is a registered nurse by virtue of having completed a basic program of nursing education in either a diploma program (three year certificate) or an associate degree program (two year collegiate) and successful writing of a state board test pool examination then returned to higher education to pursue a baccalaureate degree.

Role: A set of behavioral expectations which result from an individual's social position in relation to others.

Upper Division BSN Completion Program: An academic program designed to allow registered nurses to validate previous learning and facilitate upward educational mobility.

Organization of the Study

Chapter I introduces the study, presenting the problem, purpose, background, assumptions, limitations, and definitions of terms. Chapter II includes a review of related literature concerning anger, alienation, role, change, and adult education. Chapter III reports the procedures utilized in this study, including research design, description of the population surveyed, instrumentation, and data analysis. Findings of the study are presented in Chapter IV. A summary of the study is presented in Chapter V, along with conclusions, and recommendations for practice and further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of literature is presented in five categories of information related to the central theme of this study. These categories include:

1. Anger,

2. Alienation,

3. Role,

4. Change,

5. Adult Education.

The concepts of anger, alienation, role, and change appear to be interrelated and fundamental to the problem under investigation. Principles of adult education will be investigated as the educational consumers in question are adult learners.

Anger

Each human being is unique, unprecedented, unrepeatable. The species Homo Sapiens can be described in the lifeless words of physics and chemistry, but not the man of flesh and bone. We recognize him as a unique person by his voice, his facial expression, and the way he walks--and even more by his creative response to surroundings and events (Dubos, 1977, p. 4).

A fundamental emotion was defined by Kutash et al. (1980) as a quality of consciousness that organizes and focuses sensation,

perception, and cognition. Eleven fundamental emotions were listed as: interest, joy, surprise, sadness, anger, disgust, contempt, fear, shame, shyness, and guilt. The position presented was that none of these fundamental emotions are inherently positive or negative experiences but that their effect depends on individual-environment interactions. Further, they posited than an anxiety pattern _always_ includes fear as the key component, with two or more of the emotions of sadness, anger, shame, shyness, guilt, and interest.

Definition of Anger

Stearns (1972) described anger as a positive emotion: a combination of uneasiness, discomfort, tenseness, resentment, and frustration. He regarded anger and the ability to express it as a sign of emotional maturity. Hostility and hate, on the other hand, were considered to characterize emotional immaturity. For further comparison, constructive anger was presented as based on reality and hostility based on immediate feelings of fear.

Anger was defined by Novaco (1975) as a strong emotional response to provocation that not only has identifiable autonomic and central nervous system components, but also cognitive determinants. Novaco posited that the arousal of anger has adaptive as well as maladaptive functions in human behavior. He identified those functions as follows: (1) energizing behavior as it raises the amplitude of responses; (2) disrupting on-going behavior by agitation, by interference with attention and information processing, and by including impulsivity; (3) expressing or communicating negative feelings to others; (4) defending against vulnerability to ego threat by preempting anxiety and

externalizing conflict; (5) instigating or eliciting antagonism as a
learned stimulus for aggression; and (6) discriminating an event as a
provocation, which serves as a cue to act in ways that cope with stress.

Early in his detailed analysis of man's hostility to man, Saul
(1956) drew a clear distinction between hostility and anger. He defined
hostility as the tendency of an organism to do something harmful to
another organism or to itself. Whereas anger, according to Saul,
reflects a transient feeling which can be campatible with love. To
illustrate his point, Saul presented the example of a person who can
continue to love another without interruption, despite periods of
anger.

Etiology

What causes anger? According to Stearns (1972) there can be many
stimuli, but chief among them are "informative communications (verbal
stimulus) which are provoking or thwarting". Stimuli which produce
anger in adolescents differ from those for adults. Adolescents
frequently react with anger to teasing, unfairness, lying, bossiness,
sarcasm, and failing in accomplishments. Adults tend to react with
anger to thwarting of plans and to perceived assaults on self-esteem.
Stearns reported a study in which 52 percent of anger responses in
adult subjects were due to thwarted plans. The second most frequently
reported causes of anger were situations of inferiority and loss of
prestige. He also cited other studies in which researchers found
that people are more easily angered when they are hungry and/or tired.

Kemper (1978) hypothesized that when a person perceives that they
have been denied status or approval, the emotional outcome will be

anger which is focused upon the person from whom they expected approval. If they were fairly confident (through anticipatory orientation) of receiving the expected status, the loss also produces astonishment which should cause anger to blaze even higher. Klinger (1977) agreed that anger follows interference with one's goal strivings, especially those not anticipated.

The proposal was offered by Novaco (1975) that a person often becomes angry in an effort to take charge or gain control of a situation in which his security or self-esteem has been threatened. If the fear response is removed the anger is no longer necessary.

Following an early study concerning origins of anger, Richardson (1918) determined that a cumulative effect is significant in development of feelings of anger. Most of the subjects he studied did not experience feelings of anger the first time their plans were thwarted. They reported unpleasant feelings following the first few failures to achieve a goal. Those unpleasant feelings became more intense as failures continued--then developed into anger. Failure to achieve a goal is but one cause of anger reported by Richardson.

A second characteristic situation Richardson (1918) found to give rise to anger is "lowered self-feeling". He acknowledged that such feelings can and do exist without development of full-blown anger. However, when a feeling of humiliation develops after "repeated offenses" by someone that the subject really respects anger will surely follow.

Manifestation

Anger acts as a powerful stimulant, according to Richardson. In

fact, there are times educators may choose to cultivate it. "A good healthy resentment is, at times, a good thing and should be kept alive" (Richardson, 1918, p. 84). He based the statement on two beliefs which resulted from his study: (1) the venting of anger has a purgative effect in that it removes an accumulation of unpleasant feelings, and (2) anger furnishes energy which "intensifies volitional action, accomplishes work, and serves the end of survival" (p. 76).

Behavioral manifestations of anger, according to Stearns (1972) can be random activities (such as observable restlessness) or regression to a lower level of activity. Physiological changes which occur as a result of anger can include dilatation of pupils, elevation of blood pressure, speeded up pulse rate, increased perspiration, and occasionally tearfulness. Either pallor or redness on the face may also accompany the anger response. Fortunately, such an unpleasant feeling state does not usually endure long.

According to Stearns (1972), a single episode of an anger response is generally short-lived. Hostility, on the other hand, is thought to be an enduring, expanding emotional reaction which may persist and develop into neurotic phenomena such as conversion reactions or psychosomatic conditions.

Management and Disposition of Anger

Richardson (1918) cautioned that if a successful resolution of anger is not found, anger "dies hard". And it may be that anger not properly resolved will recur again and again.

Disposition of anger may occur through one of three mechanisms, according to Stearns (1972). Anger may be suppressed, repressed, or

displaced. In suppression, the anger lingers on and becomes converted into motor or sensory manifestations such as restlessness or headache. If repressed, the anger response becomes excluded from awareness. The anger may emerge into consciousness if a similar stimulus is encountered. In displaced anger, a situation exists which prevents the individual from expressing anger toward the offending stimulus. He then directs the anger toward someone or something else in his environment.

A comprehensive set of principles for anger management was developed by Novaco (1975). Significant among them, for purposes of the current study, are the following: (1) maintaining a task orientation towards a provocation rather than an ego orientation will decrease the probability of the arousal of anger for that provocation (when a person interprets an incident as a personal affront, he is likely to become aroused in disruptive and/or defensive ways, but if he is able to focus on what he must do to bring about desired change, he will be able to manage the feelings of anger and will be energized to work toward resolution of the control); (2) when faced with personal provocation, a person with high self-esteem will have a lower probability for anger arousal than a person with low self-esteem; (3) awareness of one's arousal will increase the probability that a person can regulate his anger and avoid negative consequences of high arousal; (4) learning to use one's own arousal as a cue for non-antagonistic coping strategies will increase the probability that anger will be effectively regulated; and (5) perceptions of being in control of a situation in which a provocation occurs will decrease the probability of anger arousal and increase the probability of positive coping behavior.

Report of Research Project

In a experimental project reported by Novaco (1973) 34 persons who were both self-identified and assessed as having anger control problems participated in four different treatment modes to determine which was most effective in regulating anger. The goal of treatment was to develop competence in managing anger rather than suppression-like control. The four types of treatment employed were: (1) combined treatment; cognitive control and relaxation training; (2) cognitive control alone; (3) relaxation training alone; and (4) attention control.

Subjects were trained according to the treatment condition to which they were assigned. They also had the opportunity to observe modeling behavior performed by their group leader. All subjects were asked to keep a diary of their anger experiences. Diary entries were useful as a basis for discussion which generated inspection of self-defeating coping mechanisms. As the subjects developed insight concerning their anger patterns they were able to explore successful coping techniques. Relaxation techniques employed with appropriate subject groups involved systematic tensing and relaxing various muscle groups with special emphasis on controlled breathing and mental imagery.

The cognitive treatment group exhibited more significant improvement, when compared to controls, than did relaxation training, however observers maintained that relaxation techniques proved to be an important adjunct method of regulation of anger. Special mention was made of the contribution of the anger diary. Specific functions served by the diary were identified as: (1) it encouraged the subject to monitor his anger reactions; (2) it provided a means of learning to

discriminate different levels of anger responses to situations; and (3) it provided concrete clinical material for discussion.

Loss of Control During Class Session

King and Gerwig (1981) acknowledged that it is rare for a student to lose control during a task-oriented group process session because group norms usually disapprove of uncontrolled emotional outbursts, but this does not mean it will never happen. When an outburst does occur, it must be recognized as indication of a high level of feeling running through the group. The authors related their experience that the most common emotional outbursts that have occurred in their student groups involved feelings of anger, sadness or being emotionally over-whelmed. The anger may result from strong opposing feelings between two class members, or it may on a larger scale when a group has difficulty handling conflict. If anger is not acknowledged and handled constructively, tension builds, more anger is generated and the group breaks down into opposing subgroups and productive activity is obviated.

Conclusions

Major conclusions drawn from the present body of literature concerning the concept of anger are:

1. Anger is a fundamental emotion which can serve the positive function of organizing and focusing perception and cognition.

2. Anger in adults usually results from thwarted plans or per-ceived assults on self-esteem.

3. People can be guided to develop competence in managing anger.

Alienation

> Once upon a time everything was lovely, but that was before
> I had to deal with people (Sullivan, 1953, p. 1).

Alienation means estrangement--a feeling of not-me, according to

Klinger (1977). It is his contention that alienation represents a

cluster of feelings toward objects, other people, or institutions from

whom an individual once expected help or pleasure but who let them

down in some major respect. "For the emotional tone of alienation, to

continue, it may also be necessary that the person be trapped into

having to continue relating to the alienated object, thereby pre-

cipitating an ambivalence" (p. 204).

Oken (1973) defined alienation as a passing stage in adolescense--

a step in the formation of one's indentity. When observed in adults,

he proposed that alienation results from a temporary disturbance of

identity.

In his effort to lend focus to the concept, Murchland (1971, p.4)

suggested consideration of alienation as a form of disconnection in

the personal pattern of experience, "a disrelationship between the self

and its world". In such a state the individual is not able to cope with

society and his fellow-man in his usual way. He is unable to achieve

a satisfactory measure of self-realization. Murchland referred to

alienation as a term used broadly to include such "multiple disorders"

as loss of self, anxiety states, anomie, despair, depersonalization,

rootlessness, meaninglessness, isolation, pessimism, and lack of

community.

A comprehensive inspection of the concept of alienation was

presented by Schacht (1970). He wrote of alienation from oneself.

Schacht described the experience as the loss or lack of sense of self which gives one particularity and unique individuality.

Helplessness

Rogers (1969) employed the terms "impotence" and "helplessness" in reference to feelings involved in alienation. Later in his discussion of the concept, he included "restlessness" and lack of tolerance for ambiguity as indicators or alienation. He cautioned educators not to relegate students to the impersonal position of numbers on an IBM card. It is his position that most students are ardently interested in an opportunity for growth in areas that are meaningful to him--relevant to his particular interests.

Rootlessness--Anomie

Regin (1969) suggested consideration of alienation as a sense of rootlessness which results from the restive nature characteristic of modern man. According to Regin, a special area of rootlessness is inherent in anomie, which he defined as "a state of disorganization where all norms and directions are missing" (p. 37). He presented anomie as that kind of alienation that results from a feeling of being threatened and controlled by outside forces.

Later in his detailed discourse on the mechanics of alienation, Regin presented alienation as a natural feeling of tension which is produced and sustained by the effect of two countermotions: opportunity and frustration--the gap between opportunity and its satisfaction. Two examples were included to illustrate the concept: the adolescent find-ind the world opening to him, sees his freedom negated; and the retired

old man, once released from the tension of the organization machine,
sees his freedom negated by a nostalgia for the past where he used to
suffer. A sense of alienation is activated by a vague notion that as
an individual a person is a stranger to the group to which he must
belong, "a stranger in one's own time" (Regin, 1969, p. 36).

Durkheim (1972) agreed that all man's pleasures in acting, moving
and exerting himself implies the sense that his efforts are not in
vain and that by walking he has advanced. He allowed that man often
possesses hope contrary to all reason and that hope will sustain him
for a time; but it cannot survive repeated disappointments of experience
indefinitely. Unless he has good reason to believe that the future
holds more promise of fulfillment for him than the past a lack of ease--
a state of painful unrest will come about. For "to pursue a goal which
is by definition unattainable is to condemn oneself to a state of
perpetual unhappiness" (Durkheim, 1972, p. 19).

Laing (1967) saw that state of perpetual unhappiness as much more
pervasive in society than is portrayed by other theorists.

> We are born into a world where alienations awaits us. We are
> potentially men, but are in an aliented state, and this state
> is not simply a natural system. Alienation as our present
> destiny is achieved only by outrageous violence perpetrated
> by human beings on human beings (p. 102).

Early Theorists

All literature surveyed concerning alienation appeared to be in
basic agreement with writing of Hegel and Marx. Hegel, as translated
by Miller and Findlay (1977), regarded alienation as a lack of unity
between self and essence, a lack of consciousness of an objective real

world. In this state the spirit has constructed for itself "not merely a world, but a world that is double, divided and self-opposed" (p. 295).

Marx, as translated by Bottomore (1964), referred to socially produced misery as he explained alienation as a psychological condition that resulted from certain patterns of ownership and control of the means of production and was manifested by the fact that the worker "does not fulfill himself in his work, but denies himself, has a feeling of misery rather than well-being" (p. 125).

Classification

Seeman's (1972) classification of alienation was based on the social-psychological view and includes: powerlessness--the expectation that one's behavior cannot determine outcomes; meaninglessness--lack of clarity about criteria for decision-making and inability to predict outcomes; normlessness (anomie)--the expectation that only unapproved behavior may bring desired outcomes; isolation--not valuing goals or values widely held in society; and, self-estrangement--seeing one's acts as of value only in terms of external consequences as opposed to intrinsic pleasure or self-satisfaction. The idea postulated by Seeman is that there is some ideal human condition from which the individual is estranged. To be self-alienated:

> means to be something less than one might ideally be if the circumstances in society were otherwise--to be insecure . . . (to feel that) nothing in his character, no possession he owns, no inheritance of name or talent, no work he had done, is valued for itself, but only for its effect on others (p. 53).

Allardt (1972) accepted Seeman's categories of alienation and postulated that uncertainty concerning goals could be labeled meaningless; uncertainty regarding norms as anomic alienation; uncertainty

regarding roles as self-alienation; and uncertainty regarding situational facilities as situational alienation. He suggested the term uprootedness for a feeling state in which the person does not know what to believe, what rules to follow, what his position or motives are, and how the situation is structured. Allardt theorized that a person in such a state of uncertainty could easily panic or be led into group action to demonstrate protest.

Etiology

In writing of the "massively accelerated pace of change of all kinds", Oken (1973, p. 101) proposed that the concept of identity itself may have become obsolete. He cited evidence of widespread identity confusion to substantiate his claim. In the same vein, Maslow (1970) maintained that the proliferation of personal growth groups has resulted from widespread feelings of alienation brought about by our mobility and the breakdown of traditional groupings.

Alienation is often a matter of reality not coming up to one's aspirations, according to Klinger (1977). He posited that people commonly seek out situations that they believe present opportunities for realizing some of their aspirations and will continue to meet demands of the situation as long as they continue to believe in them. However, people become alienated if they discover the promise of opportunity for which they worked was false, especially if they regard themselves as "stuck" in a barren situation.

Klinger theorized that people experiencing conflict between means and ends feel powerless and lose self-esteem. Further, if their values and beliefs are at odds with those around them, they will be less able to form a sense of solidarity with others.

Finifter (1972) proposed that alienation results from a perceived discrepancy between a set of values and the socially structured opportunities for achievement of these values. This framework allows for the possibility that individuals may be alienated from one or more social institutions without necessarily being alienated from others. She cited an example of a student who perceives no relationship between academic requirements and his own career or personal goals. Finifter posited that this may develop because academic practices tend to change more slowly than student's aspirations for participation. The student may become alienated from school due to a sense of meaninglessness.

Kaplan (1976) postulated that a person who is alienated is separated from himself. He believed alienation occurs where an individual perceives an absence of meaningful relationships between his status, his identification, his social relationships, his style of life, and his work. Kaplan agreed that the primary source of alienation lies in the discrepancy between a person's identity and satisfaction of their needs or desires in social activities. When the identity of the individual is subject to influences over which he has no control, he perceives himself as alienated from important aspects of his personality.

Power and Compliance

According to Etzioni (1980) compliance refers both to a relation in which a person behaves in accordance with a directive supported by the power of another, and to the orientation of the subordinate to the power applied. He theorized that the orientation of the subordinate

could be characterized as positive (commitment) or negative (alienation). The orientation was seen to be determined in part by the degree to which the power applied is considered legitimate by the subordinated one, and in part by the degree of congruence between the perceived intent of the person who possesses the power and the course of action desired by the subordinated person. In this sense, these are two parties to a compliance relationship: the person who exercises power, and the person who responds to that power with either more or less alienation or more or less commitment.

In his classification of power, Etzioni identified three types: coercive power which rests on the threat of punishment; remunerative power which is based on control of resources and rewards; and, normative power which rests on allocation and manipulation of symbolic rewards and deprivations of esteem and prestige symbols and influence over the distribution of "acceptance". He pointed out that applying force usually creates such a high degree of alienation that it becomes impossible to apply normative power successfully. An example given of alienation produced by coercive power is that observed among enlisted men in basic military training.

Specialists or Robots?

Increasing technology was blamed by Victor (1973) for fostering a breed of specialists who excel at some functions and are not expected to be knowledgeable of others. It is his thesis that such a specialist who is identified as "a step in a process" may well lack individual identity. Thus, alienation from work has developed, as predicted by Marx. This alienated worker feels less in control of his life than did

his predecessor, according to Victor, and he may imagine himself to be a puppet or a robot caught up in the system or used by it.

According to Victor, different people react in different ways to feelings of alienation. Some confront it actively trying to change themselves or their environment. Some become revolutionaries and try to change their environment in a direct (sometimes violent) manner. Some accept the terms of society in a passive style and give up self and personal interest and blend into a larger system by a process of adaptation. Still others try to ignore their alienation by detaching themselves still further. These people give the appearance of being "super-cool, resigned, or apathetic". They number among the alcoholics, illicit drug users, dropouts, hermits, and those who are present but only "putting in their time".

Victor would classify a person as alienated if he is so dependent on his role that he would become disorganized without it. Such a person has become accustomed to a narrow, superficial role which has been determined by external factors without regard to his personality. He cannot relate to others when stripped of his special role.

Report of Research

Kutash et al. (1980) referred to a study by Kobasa of life stress and illness among public utility executives which showed a variable termed "alienation from self" was the strongest single discriminator of the group who showed high illness rates under stress. Kutash observed that even persons exposed to high stress display lower levels of symptomatology when supported by a viable social group such as friends, marriage partners, or community relationships than do those who lack

such social support. It is his belief that supporting persons offer

reassurance and acceptance of the stressed person which conveys to

the subject that he is esteemed and valued.

Importance of Self-Determination

According to Marx (1972, p. 16) "human alienation, and above all

the relation of man to himself, is first realized and expressed in the

relationship between each man and other men". In his discussion of

alienated workers, Marx stated that if a man is related to his own

activity "as to unfree activity, then he is related to it as activity

in the service, under the domination, coercion and yoke, of another

man". He further proposed that self-alienation of man both from

himself and from nature, shows up in his interactions with others and

with his environment.

Hegel stressed the importance of man thinking for himself.

According to Lauer's translation (1971, p. 29); Hegel called the

process of thought the process of becoming free: "Self-determination

is freedom". Further, according to Hegel, the process of thinking is

the process of becoming aware of one's unique individuality.

Conclusions

Major conclusions drawn from the present body of literature

concerning the concept of alienation are:

1. Alienation is a state of misery in which an individual

experiences a lack of unity between oneself and one or more important

facets of his environment.

2. Alienation results from repeated failure to achieve success

in having one's expectations met.

    3. In order to prevent alienation it is imperative to preserve self-esteem and a sense of identity. This can best be achieved by maintaining a measure of control over one's environment and by a viable support system.

<center>Role</center>

    We are all much more simply human than otherwise (Sullivan, 1965, p. 5).

    Role is the sum of expectations held for an individual as a result of that person's status, according to Klinger (1977). The person's behaviors in meeting those expectations are referred to as role behavior or role enactments. Social roles, then, result from a consensus of other's expectations and exert a tremendous influence on individual behavior.

    Contention was offered by Klinger that people are continually being rewarded for playing their roles well and punished for neglecting them. Examples of reward for obedience to role behavior presented by Klinger were getting credit from a bank or not getting arrested. Frequently the rewards blend into the fabric of daily life and take the form of satisfactory interaction with one's family, friends, and co-workers. In each of these contexts the individual is kept in line by a steady stream of signals about what behavior is expected and how that behavior is accepted by those persons in his environment.

    The definition of role presented by Thomas and Biddle (1966, p. 29) is "the set of prescriptions defining what the behavior of a position member should be." They agreed that role performance is determined by social norms, demands and rules. They referred to this

phenomenon as a "script" which has a "director", which may be a supervisor or parent, and an "audience" composed of all those who observed the behavior of the individuals. According to Thomas and Biddle, role strain results from " a discontinous transition" from one position to another.

According to Lysaught (1970) role theory requires the presence of role congruency. One cannot have the parent role without a role for the child, a leader role without a follower role, or a peer role without an equal role. Such congruent roles must be arrived at by interaction between the principles, if there is to be cooperation, understanding, and effective role accomplishment.

Role Conflict

Parsons (1966) pointed out that when conflicting sets of role expectations converge on one individual role conflict is created because the person cannot possibly fulfill both roles. It becomes necessary for the individual to compromise, or to choose one alternative and sacrifice the other. Either way, the person will be exposed to negative sanctions, and if both sets of values are highly significant to him, internal conflict will develop. According to Parsons, the state of uncertainty and malintegration will lead the individual to redefine the situation or to attempt to evade the issue through secrecy.

In many cases, according to Parsons, the source of the conflict lies outside the individual and has been imposed on him by malintegration of the social system itself. When the element of conflict is present on the level of institutionalized role expectations (such as

church, school or state) the expectations possess a greater claim to legitimacy. If the individual regards himself powerless to alter the situation strain and frustration will increase and he will eventually experience alienation due to lack of integration of personality with the interaction system.

Kahn et al. (1966) agreed that role conflict results from ambiguity of role expectations and asserted that the degree of role conflict experienced by the subject will depend on the importance of approval by role set members assigned by the subject. They asserted that when pressures are especially strong or if the expectations are contradictory to each other, the experience is apt to be loaded with conflict and ambiguity, and responses of tension, anger, or indecision are likely to be produced.

Professional Socialization

Of the many roles an adult is called upon to perform, few are more important to the individual than acquisition of skills related to occupation, according to Lum (1978). She pointed out that occupations that are called professions all require long periods of formal schooling which constitutes professional socialization. While students are involved in professional socialization they are also impacted by forces from outside the educational environment. Clients, professional colleagues, other health professionals, and family and friends occupy roles which influence the professional student's thinking. Socialization into the professional role may be helped or hindered by any of those agents. When the profession itself is undergoing dynamic

reconsideration of its role definition, the socialization process may be further hampered for its students.

Marginal Man

The term anticipatory socialization was assigned by Merton (1966) to the process of moving from one membership to another and the attendant premature assumption of behaviors and attitudes of the aspired to reference group. Further, the assertion was made that as one transfers loyalty to another group he places himself in the position of marginal man because he is poised on the edge of two groups and fully accepted by neither one. The group from which he is moving now regards him as a renegade or traitor and they may react with hostility to his passage to another membership group. To the degree that the individual identifies himself with the new group, he alienates himself from the old group. Through the interplay of dissociation and progressive alienation from the original group, the individual will probably become doubly motivated to affiliate himself with the new membership group. If the alienated individual meets barriers which delay affiliation with the new group he will become socially rootless.

Role learning or socialization can be enhanced, according to Hurley (1978) by emphasizing similarities the new member has with in-group peers and by reinforcing expectations associated with the newly assumed status. Hurley also encouraged clarification of responsibilities of the new role and providing opportunities for successful role performance. Positive feedback following successful role performance will improve the new member's self-image and reinforce desirable role behavior.

Reference Group

Etzioni (1976) employed the term "relative deprivation" when he wrote that a person's satisfaction with his condition depends in part on whom he compares himself with--his reference group. He referred to an example of military personnel to illustrate the point. A group who were in the Air Force "who saw quite a few members of their reference group being promoted but not themselves, were less happy with the rate of promotion than were the M.P.'s, whose reference group encouraged fewer expectations" (p. 60). Relative deprivation, then, describes the feelings of injustice and deprivation experienced by those who consider themselves behind others in their reference group, according to their own perception of the situation.

Conclusions

Major conclusions drawn from the present body of literature concerning the concept of role are:

1. Role is a set of behavioral expectations which result from an individual's social position in relation to others.

2. Role conflict develops when a person attempts to satisfy behavioral expectations of two or more roles concurrently when those expectations are not congruent.

3. If the individual is unable to alter the situation, role conflict will persist and possibly lead to anger and alienation.

Change

In order to fit into his shell as he grows bigger, the
lobster goes through periodic sheddings of his shell.
During these times he is naked and vulnerable and in

terrible danger of being eaten by his enemies in the
sea. And yet, in the inexorability of nature, he must
go through this crisis of dangerous exposure, or not
grow (LeShan, 1974, p. 21).

Toffler (1980) credited the rise of agriculture with the first
turning point of human social development and the industrial revolu-
tion as the second great break-through. He pointed out that each of
these were not discrete, one-time events but waves of change which
proceeded with velocity. As the second wave moved across the first
wave societies, the stress of change created conflict which was gradual
but painful. In order to adapt, families became smaller and more
mobile. They turned education of the young over to the government and
shifted economic production from the field to the factory.

According to Toffler, the public or collective nature of the
factory created a need for coordination and integration. Men who had
previously been prepared from boyhood for their role in the field, or
the shop where they were interdependent with close relatives were now
encouraged to become "objective". Women prepared from birth for
child-rearing and housework which was usually performed in a state of
social isolation, were now told to be "subjective", and were frequently
regarded as incapable of rational, analytic thought needed for
objectivity. As a result, women who did leave the relative isolation
of home to enter the work world were accused of having been defeminized,
of having grown cold and objective.

Standardization, specialization, synchronization, concentration,
maximization, and centralization were signals of the complexity of
second wave civilization. By relieving the family of educational and
other traditional functions, governments accelerated the adaptation
of family structure to the needs of the factory system.

Toffler pointed out that this change has not always been peaceful. Time and again rebels and reformers have attempted to storm the walls of power, to build a new society based on "social justice and political equality". Such movements have gained the emotions of masses and even occasionally, managed to topple a regime. Inevitably the outcome was the same. The rebels re-created "a similar structure of sub-elites, elites, and super-elites". As they discovered that such an integrational structure with its technicians of power to rule it were as necessary to second wave civilization as factories. Toffler posited that industrialism and the full democracy it promised were imcompatible.

Current Climate

Now Toffler has envisioned the third wave of change battering at the fortress of managerial power with demands for participation in management for shared decision-making, for worker, consumer, and citizen control, and for "anticipatory democracy". He pointed out that managers have become more dependent upon information from below since organizations have grown larger, and that elites are becoming less permanent and secure. Toffler referred to these as early warnings of the coming upheaval in the political system.

Even though we have become dependent on "the computer and the chip", Toffler advanced his belief that human intelligence, imagination, and intuition will continue to be far more important than the machine. Meantime, due to the fairly sudden shift of social ground rules and the "smudging of roles" Toffler noted that many people are suffering a sense of "personal powerlessness and pointlessness".

To counteract existential loneliness and loss of structure and to make the third wave of civilization both sane and democratic, Toffler urged that we do more than "create new energy supplies and plug in new technology". He charged education (as one of several structure-providing institutions) with the responsibility to return to paying attention to important matters such as the structure of everyday life rather than the structure of the amoeba. He insisted that we need flexibility in design--that we need open classrooms as well as traditional schools. We need to teach personal uses of money as well as the structure of the government. In addition to providing useful services and a degree of life-structures, relevant flexible education could contribute synthesis and meaning to the lives of our citizens.

Passages

In writing on the concept of change, Strauss (1959) recorded "crucial phases" in our lives" when we need to validate and re-validate new found conceptions of ourselves. It is possible that periods of rapid learning are closely linked with such phases" (p. 130).

Later Strauss (1968) cautioned that one should not expect the sense of identity to be static since status changes each time persons go through passages during progressive development in the lifetime. When these passages are regulated, those who have already gone through should act as a guide for those who come later. Strauss termed the process of guiding another as "coaching".

According to Strauss, coaching is an integral part of teaching the inexperienced--of any age. He saw the general features of the coaching relationship resulting from the learner's need for guidance

as he moves along early in the learning process. The learner needs guidance not only in the theoretical realm, but also for interpretation of his responses to new experiences that occur as he progresses in the learning style.

Risk for Coach

The element of risk for the coaching person was mentioned by Strauss (1968, pp. 374-5), because the learner will frequently be in stages of "self-imputed personal helplessness or standing upon the brink of a learning crisis". The learning process shifts the identity. The greater the shift that occurs, the more traumatic the process will be for the learner. If they present themselves as a tabula rosa to the learning situation, the process may be fairly smooth for learner and coach. On the other hand, if they have had quite a bit of previous educational and life experience they may need to unlearn some old ways of thinking, doing, and seeing. This involves quite a risk to the learner and may be perceived as a "massive and frontal attack" upon their identity. The learner may believe he has been requested to "turn his back upon his past, to discount previous accomplishments . . . to disidentify himself with old practices (and) old allies . . ."

Strauss discribed cycles of learning as fairly predictable. The early part of the cycle is a trial period where the learner is holding back until he decides if the risk is worthwhile. During this phase the learner is especially sensitive to criticism and must be encouraged to maintain the learning endeavor. Later, once a trust relationship has developed, the learner will begin to move along with more independence. Strauss proposed that learning cycles are similar to a branching

tree. The pupil moves along certain branches until he reaches

alternative branches. The coach stands ready to guide his path when

needed. Later the learner discovers his own style and moves from branch

to branch unaided.

In recording her extensive study on change and how it affects

personal lives, Sheehy (1976, p. 10) made reference to a "spinning and

distracted society" and saw people as "trying to make some sense of our

one and only voyage through its ambiguities."

Sheehy utilized the term passages (as did Strauss) to represent

movement from one stage of human growth and development to the next.

She became aware that during each of these passages the way we feel

about our way of living will undergo subtle changes in four areas of

perception. One is the interior sense of self in relation to others.

A second is the proportion of safeness to danger we feel in our lives.

Third is our perception of time--do we have plenty, or are we beginning

to feel it is running out? Fourth, there will be some shift in our

sense of aliveness or stagnation. According to Sheehy, these are the

sensations that determine our "tone of living and shape the decisions

on which we take action" (p. 21).

During the lengthy process of collecting the true life stories

on which her book is based, Sheehy came to the conclusion that times

of crisis are not only predictable, but desirable. Satisfactory crisis

resolution produces growth.

Unlearning Can Be Painful

Kidd (1959) agreed that learning means change. The addition of

new information is not often all that is involved in the process.

There may be unlearning to do, or reorganization of previous knowledge. The pain involved in learning is a result of unlearning.

According to Kidd, when learning is mentioned, it is cognitive changes that are usually indicated. Attitudinal changes may be desired, as well, changes that will produce a different appreciation and more positive feelings about something in particular. Changes in skill develop as a result of learning, too. The combination of changes contributes to maturity. However, Kidd cautioned that the adult is slow to change his attitude because he was reared at a time when attitudes were less liberal than they are today. The restricted social life of the adult tends to sustain his attitudes since the movies and books he chooses are influenced by his well-established biases. Also his social role perpetuates his attitudes. He will display tenacity in the face of change, because he finds the old ways more comfortable and less threatening. Attitudes can be changed and are most likely to be altered when the person is undergoing threat or tension. Kidd posited that in changing attitudes the self must be involved. This may happen through assuming responsibilities to oneself and others. Change can also be achieved through modifying the meaning of the social situation.

Kidd (1959) postulated that people are influenced in making or resisting change by the very structure of their social group. He asserted that where and how one lives has a crucial effect on feelings about events and activities. Social position influences both partici-pation in and satisfaction derived from activities, both social and educational. According to Kidd (1959), an individual will persist in a task, no matter how difficult, if he is getting enough satisfaction from it. If he is not getting satisfaction on his own terms, he may

reject the experience, or tend to forget parts of it, or withdraw from it altogether.

Occupational Role

Becker and Strauss (1960) pointed out that change frequently occurs in an individual's occupational role. Structure and direction of activity expands or contracts and old functions and positions disappear, and new ones emerge. These changes present career options to people who once considered themselves destined to remain in a particular position. Different identies emerge as people shift to new roles.

According to Becker and Strauss, the process of shifting from one occupational role to another constitutes passage from one status to another. Such a passage can be expected to produce momentous impact on an individual since such "career movement" creates a change in personal identity. The authors reminded their audience that identity is never gained nor maintained "once and for all" but must be regained each time an individual experiences a transition.

Change Agent

In writing of the "prevalence of newness" and the scope of change, Bennis (1966) postulated that, since change has now become a permanent factor in American life, then adaptability to change must become an important determinant of survival. He theorized that the rapid production of new knowledge and skill may be responsible for the feelings of futility, alienation, and lack of individual worth which are said to characterize our time.

In his discussion of planned change, Bennis (1966) identified the change-agent as one who is to help a client-system, or target of change. He contrasted planned change with coercive change thus: planned change entails mutual goal-setting--a collaboration; whereas coercive change is characterized by non-mutual goal-setting which creates only "one-sided deliberateness".

Franklin (1976) pointed out that the change-agent comes on the scene because of conditions necessitating change. Those conditions he referred to are the rapid pace of technological change, which creates problems of obsolescence, and social and political change that are occurring throughout the world. He described change-agents as helping professionals who almost always encounter resistance. That resistance is manifested as barriers that result from ignorance, intergroup tension, fear, resignation, contentment with the old and orthodox, disparity of power or influences, lack of funds or energy, divergent goals, or dysfunctional attitudes.

Community Change Educator

The concept of Community Change Educator (CCE) was coined by Franklin from the terms "community consultant", "change-agent", and "adult educator". Central to the concept is a desire to help persons learn the how and why of change or development. The CCE would take the initiative in creating a learning environment for change. He would explore the options. The CCE must have the ability to sense human potential to go beyond the previous level of productivity or satisfaction. Both cognitive and emotional factors must be anticipated. The climate must be one of openness to mutual influences and growth.

Such a relationship is calculated to entail high risk behavior (as affirmed earlier by Strauss) since the CCE cannot always meet learner expectations. The agent must be flexible and tolerant of differences of opinion. He must also be patient while the trust relationship develops. Everyone with whom he comes in contact will not develop into an avid fan, but if the majority are guided to realize greater potential, keep their dreams alive, and expand their patience for the uncertain adventure of growth in learning, then the educator will have guided the change successfully.

"Tension points" is the term employed by Griff (1960) to describe points of decision. He allowed that all decisions have equal tension-producing force, but that some--such as whom and when to marry, when and where to move, or what career to follow, are usually more crucial than others. With reference to careers, Griff proposed that such tension points are particularly crucial, "since the social meaning of work is pervasive in a society based upon achieved, rather than ascribed status" (p. 220).

Discontinuity

As a result of the rapid rate of change which has been experienced in society, major discontinuities exist in four areas, according to Drucker (1968). Areas identified are: technology, economy, politics, and knowledge. Drucker postulated that the discontinuity in the knowledge area is one of the sharpest and most important of the four. In outlining responsibilities of those who engineer knowledge presentation, Drucker presented several maxims: material presented must be relevant; postive feedback must be given to the learner frequently;

and the teacher must act as a facilitator and should avoid becoming an impediment to the learning process.

Drucker chastised the majority of today's educators because they have not employed modern teaching techniques. He asserted that a priest from pre-literate Mesopotamia who sat down outside the temple and drew figures in the sand with a twig would be at home in the class-room of today because the blackboard and the printed book are about the only changes that have been made. Drucker charged that most teachers apparently do not know how to use the printed book to the best ad-vantage "or else they would not continue to lecture on what is already in the book".

Change or Threat

Knox (1977) related the increased rate of change, complexity, and mobility in our society to a decreased sense of security for individuals. He proposed this as a major factor in the increased importance of "adult capacity for adaptation and learning for an un-certain tomorrow" (p. 80). Knox compared the fast pace of modern society with the slower changing society of yesteryear. In that long ago time the youth learned their role chiefly from observing their elders. Today the young are inheriting a world that is vastly differ-ent from the one their grandparents encountered when they were entering adulthood.

The opinion was advanced by Knox that during a transition period people experience strong feelings of vulnerability and panic that make it difficult to maintain continuity and a sense of self worth. He further postulated that changes in behavior exhibited by adults

during a learning project may be the result of their own concentrated effort or external circumstances. He saw a possibility that one or both of these forces could serve to "precipitate, facilitate, force or frustrate learning". He later stated that effective learning is less likely to occur if a situation of personal or social maladjustment exists for the learner. Such maladjustment would be the result of learner defensiveness and anxiety. Knox was careful to differentiate this state of affairs from moderate levels of arousal and motivation. According to Knox, if a person believes he or she can handle a given situation, they will regard that situation as a challenge; if not, it may be interpreted as a threat.

Knox agreed that the adult's motivation and sustained effort in the learning activity is more likely when the set task is meaningful and of interest to the learner. The learner must be able to identify objectives, have input into selection of learning tasks, and understand what is expected of him.

Cultivate Flexibility

According to Knowles and Klevins (1972), adult education offers a new beginning. It is their position that if a man is to operate successfully in our society, he must be comfortable within his community. They identify the functions of adult education that will facilitate such development as: to expand communication skills; develop flexibility to change; improve human relations; facilitate participation; and, assist personal growth. The common basic goal is to help individuals function effectively in society.

Knowles and Klevins (1972) insisted that continuous learning is ne-
cessary to help people live in a community, manage their own affairs, and
participate in the functioning of society. They envisioned a broad,
continuing, and appropriate program of adult education for everyone
as a necessary component of democracy. They further stated that we
must impress upon the adult that his world is changing, and that the
schooling he received during his youth may no longer be sufficient to
maintain his position as a citizen of society.

Hiemstra (1976) agreed that the K-12 formal school experience
is no longer sufficient to adequately equip people to cope with the
constancy of change. He insisted that teachers become more skilled
as facilitators of, and resources in, the learning process. Accord-
ing to Hiemstra, such a teacher can be quite effective in helping
learners determine their individual needs, and guide an integration
of the educational process with life's activities. In such a learn-
ing process the classroom as well as the community serve as resource
centers and the teacher is a learning process consultant.

Maldistribution of our population and increased longevity were
also credited by Hiemstra as contributing to the tense society we
are currently trying to satisfy. Nearly 70 percent of all the popu-
lation in the United States live on about one percent of the land.
It is Hiemstra's belief that this factor, which has resulted from our
mobile nature, has encouraged clashes of values (which frequently
erupt into violence) and people in constant search of personal values
and a place in society. The increasing segment of population con-
stituted by older citizens now have more leisure time available.
They are rightfully demanding more rights, including the right to more

adult education opportunities. Hiemstra (1976, p. 23) interpreted the challenge to adult educators as the need to "constructively facilitate efforts by adults related to personal growth and changing lifestyles."

Management of Change

In order to minimize the threat to a person's security as well as the possibility of perceptual, emotional, and cultural barriers to change, Luthans (1977) advocated effective management of change. He proposed sensitivity training as a valuable method for smooth management of change. Overall goals of such training stated by Luthans appear pertinent to the current study. They are as follows:

1. To make participants increasingly aware of, and sensitive to, the emotional reactions and expressions in themselves and others.

2. To increase the ability of participants to perceive, and to learn from, the consequences of their actions through attention to their own and other's feelings.

3. To stimulate the clarification and development of personal values and goals consonant with a democratic and scientific approach to problems of social and personal decision and action.

4. To develop concepts and theoretical insights which will serve as tools in linking personal values, goals, and intentions to actions consistent with these inner factors, and with the requirements of the situation.

5. To foster the achievement of behavioral effectiveness in transactions with the participant's environment (pp. 535-536).

Rogers (1968) described life as a flowing, changing process in which nothing is fixed. He referred to learning as "painful reorganization" which requires readjustment of previous methods of perceiving and conceptualizing the world around us. He further proposed that, if

the pain can be endured long enough and the readjustment accomplished, then a more satisfying, more accurate way of seeing life can be enjoyed.

In the guide for interpersonal interactions proposed by Rogers (1968) persons are cautioned not to act one way on the surface when they are experiencing something quite different underneath. The example given is not "to act calm and pleasant when actually . . . angry . . ." (p. 704). Another significant premise is that we accept ourselves as imperfect and stop persistent struggling to achieve perfection. According to Rogers, once we have accepted ourselves, we can reach out and accept others, with all their attitudes and feelings, with all their fear and anger.

> The more I am open to the realities in me and in the other
> person, the less do I find myself wishing to rush in and
> 'fix things' . . . to set goals, to mold people, to
> manipulate and push them in the way that I would like them
> to go (p. 708).

Open Communication

Regarding communication, Rogers (1968) recommended that people open channels which would permit others to share feelings with them. He saw this as a means of reducing barriers between people. The recommendation specific to educators was to create a climate where feelings could be expressed, where people would be allowed to differ with each other and with the instructor without fear of retaliation. Rogers related that he had found "reaction sheets" helpful. In this manner the learners could express their personal feelings regarding the course. They can tell how the course is meeting their needs or not, and also share personal problems they are experiencing in relation to the course.

Rogers contended that once people come to accept themselves and their feelings they will be able to accept others and their feelings. Rogers emphasized that if educators can assist others to accept personal feelings, and attitudes, learners will be free to move in a forward direction.

Spice of Life

In her seminal work on reality shock, Kramer (1974) advised that people develop a tolerance for uncertainity and ambiguity. According to Kramer, this is the very material from which growth and change are produced. She urged people to accept and cherish that unsettled feeling as it is the spice of life.

According to Maslow (1968), evasion of growth results from imagined short comings. It was his opinion that we fear our best as well as our worst.

> We fear our highest possibilities (as well as our lowest ones). We are generally afraid to become that which we can glimpse in our most perfect conditions, under conditions of greatest courage. We enjoy and even thrill to the god-like possibilities we see in ourselves in such peak moments. And yet we simultaneously shiver with weakness, awe, and fear before these very same possibilities (p. 718).

Conclusions

Major conclusions drawn from the present body of literature concerning the concept of change are:

1. Constancy of change has produced a widespread sense of personal powerlessness.

2. Change creates discomfort and fear. Fear generates resistance.

3. In order to maintain an integrated personality, persons are required to adapt to change as they move through passages and experience unpredictable crises.

4. Change-agents can guide people to improved adaptation through a collaborative educational endeavor.

Adult Education

The extension of knowledge is by the investigation of things. Things being investigated, the knowledge of them became complete. Knowledge being complete, the thoughts were sincere. The thoughts being sincere, the hearts were made upright. The hearts being upright, the person was cultivated. The person being cultivated, families were regulated. Families being regulated, the states were rightly governed. The states being rightly governed, the whole kingdom was made tranquil and happy (Wisdom of Confucius, 1963, p. 43).

Verner and Booth (1964, p. 1) used the term adult education to designate "all those educational activities that are designed specifically for adults". They recognized that adults may learn from their natural societal setting but such learning is largely by chance or accident and therefore may be inefficient and uncertain. In rare instances an adult may be so strongly motivated that he achieves a high order of learning through self-education, but in general, the natural societal setting contains distractions that inhibit learning.

According to Verner and Booth (1964), the formal instructional setting exists when an educational agent designs a sequence of tasks using specific learning procedures to assist an adult to achieve a "mutually agreeable learning objective". Such activities may include a program at a PTA meeting, a correspondence course, an in-service training program, a study-discussion group, a public forum, or an evening class in a high school or university. These may be provided

by schools or colleges, health agencies, churches, industry, business,
private clubs, or the armed forces. Essert (1951) defined adult educa-
tion as:

> An experience of maturing, voluntarily selected by people
> whose major occupation is no longer that of going to school
> or college, in which these individuals or groups plan
> meaningful tasks and apply sustained inquiry to them (p. 4).

Once in ancient times, a spoiled young king decided to learn
geometry, which was then new and very much in vogue. But when his
tutor began to reveal the mysteries to him, the king found them hard
to understand. He demanded that he be taught not in the usual way
but in a fashion appropriate to his station in life. "Sire", the
wise man answered, "there is no royal road to geometry" (Houle, 1964,
p. 17). Houle employed this anecdote to introduce his belief that there
is no royal road to anything really worth knowing, but, he allowed that
some ways to teaching or studying are easier than others.

Bergevin (1967) correctly predicted that adult education was not
a fad or a pastime of an affluent society, but, rather, an important
ingredient to a social order struggling to be free. He saw the success
of that struggle as related directly to what the adult knows and how
well he practices what he knows. He agreed that education of every
member of any social order is important, but warned that "the quality
of the society will not usually exceed the educational level of adults
who run it" (p. v).

Two important tenets of Bergevin's (1967) philosophy are that:
adults have untapped resources of creative potential; and, that every
conscious adult can learn. It is his position that, in order to assist
the adult develop their potential, the learning process must be "a

creating, releasing experience rather than a dulling series of passively attended indoctrination exercises" (p. 5).

Goals

Major goals of adult education identified by Bergevin (1967) are as follows:

1. To help the learner achieve a degree of happiness and meaning in life.

2. To help the learner understand himself, his talents and limitations, and his relationships with other persons.

3. To help adults recognize and understand the need for life-long learning.

4. To provide conditions and opportunities to help the adult advance in the maturation process spiritually, culturally, physically, politically, and vocationally.

5. To provide, where needed, education for survival, in literacy, vocational skills, and health measures (p. 30-31).

Learning Climate

Knowles (1978) pointed out that the andragogical teacher is a facilitator, consultant, and a change agent. He identified the chief responsibility as that of "establishing a climate conducive to learning" (p. 108). He wrote of both the physical environment and the human and interpersonal climate. Components of the climate recommended by Knowles are as follows:

1. A climate in which self-improvement is highly approved and concretely rewarded.

2. A climate which approves and rewards new behaviors, especially if it allows frequent practice of these new behaviors.

3. A climate of orderliness which includes clearly defined
goals, careful explanation of expectations, and opportunities, open-
ness of the system to questioning, and honest and objective feedback.

4. A climate that fosters learning by discovery by encouraging
experimentation and tolerating occasional mistakes.

5. A climate in which individual and cultural differences are
respected.

6. A climate in which anxiety levels are controlled enough to
continue motivation without accelerating to a point where it would
block learning.

7. A climate in which feelings are considered to be as relevant
to learning as ideas and skills.

Such a climate would indeed be mentally healthy. According to
Knowles (1978, p. 112) this climate would "emphasize collaboration
rather than competitiveness, encouragement of group loyalties,
supportive interpersonal relations, and a norm of interactive partici-
pation". Knowles labeled such a climate: an atmosphere of adultness.

Facilitator of Learning

How does an educator trained as a content-transmitter shift into
the role of facilitator of learning? Knowles (1975) offered his own
personal experience as a case study. He became aware of role
dissonance early in his work with self-directed learners because he
had become accustomed to preparing and executing a content plan, then
judging students' absorption of transmitted content. His assumption
was that the students would magically function in a self-directed
manner and he would continue to operate in the time honored pedagogical

fashion. That did not work. As long as he continued to spoon-feed students, they remained passive.

Knowles observed that he did not make the transition from teacher to facilitator of learning until he was able to focus on what was happening in the students rather than on what he was doing. The transition required him to divest himself of the protective shield of authority and express himself as an authentic human being, with feelings, hopes, aspirations, insecurities, worries, strengths, and weaknesses. Further, the new role required that he cease posing as an expert who had mastered a given body of knowledge and be honest about precisely what resources he possessed that might be useful to the learners, and make those resources available to them on their terms. Knowles acknowledged that the transition is difficult but he maintained the new learning climate that was permitted to develop made the effort worthwhile.

Adult learners present themselves in quite a varity of shapes, colors, sizes, and styles. Hiemstra protested that to describe an adult learner in specific terms is quite impossible. He stated that there are as many different learning styles, needs, and rates of involvement as there are adults. Heimstra (1976) agreed that every adult has the capability and potential for engaging in learning activities. He also recognized that "to be adult means to be indepen-dent, to possess a certain amount of self-motivation, and to be capable of making decisions about life and its problems" (p. 32). It was Heimstra's belief that a large part of the uniqueness characteristic to adults results from the wide and varied accumulation of experience with life each adult possesses.

Motivation

The motivation to learn something will emerge in adults who possess such a measure of potential if the individual perceives personal meaning involved in the learning project. According to Verduin, Miller and Greer (1977), instructional goals of the instructor must be congruent with those of the learner in order for curriculum content to hold validity for the adult. The instructor may need to help the adult learner clarify his needs and values and help him set a realistic goal before meaningful learning can begin.

Evans and Herr (1978) agreed that motivation is extremely important in determining how much an individual will learn. They referred to Maslow's hierarchy of needs to state that most likely the physiological needs have been met outside the school. Most adults are therefore ready for learning based on needs for information, understanding, beauty, and self-actualization. Evans and Herr postulated that two ways educators can modify motivations are by allowing the learner to receive instruction which appears relevant to their interests and by providing extrinsic rewards for efficient performance.

Buscaglia (1972, p. 138) accused educators of acting as though there is "an essential body of knowledge which it is their duty to implant" in each learner. He feared that teachers are too busy "managing" to be "creating" and that they force people into molds to try to make everyone like everybody else.

To illustrate the danger inherent in rigid conformity to curriculum, Buscaglia related the story of the Animal School. A rabbit, a bird, a squirrel, a fish, and an eel formed a Board of Education and worked together to plan the curriculum. Each insisted

that their own strong point be taught, for instance, the bird insisted

that flying be taught; the fish insisted that swimming be taught, etc.

Of course all students had to take all five subjects in the curriculum.

No student excelled in all subjects. The rabbit earned an A in running,

but he had trouble with perpendicular tree climbing. He kept falling

over backwards and hitting his head. Eventually he became brain

damaged and could not even run as well as before. The honor student

of the class was a mentally retarded eel who had done everything in

a mediocre way. But the educators were all happy because everybody

was taking all the subjects and it was called broad-based education.

According to Buscaglia (1972), it would be much better if edu-

cation could be the process of helping each student discover his own

uniqueness, teaching him how to develop that uniqueness, and showing

him how to share his talents with others. Knowles (1975) agreed that

learning objectives which make sense to the learner, and which meet

his needs, are more effective than objectives which are tangential.

She further stated that meaningful learning is easier than senseless

or abstract learning (as perceived by the learner), because the former

has only to strengthen learning bonds that already exist. "The ease

of learning seems to vary directly with the relevance of the learning"

(p. 17).

Knowles (1975) surveyed 148 RN students to determine perceived

learning needs relative to curriculum and scheduling. Returns from

her survey indicated first priority was assigned to the opportunity

to select elective courses to meet individual needs. She theorized

that this resulted from the varied experiential backgrounds possessed

by RN students. This characteristic indicated a need for careful

advisement to guide the student in selecting elective courses that would be most likely to enhance his or her nursing competencies and educational background to prepare the learner for an expanded nursing role.

Characteristics of the population of RN students surveyed by Knowles were as follows: two-thirds of the respondents were graduates of diploma programs with the remaining one-third being graduates of associate degree programs. The associate degree graduates were less experienced, preferred acute care nursing, and had higher long-range educational goals than the diploma graduates.

Knowles pointed out that registered nurses who return to formal education are usually employed, therefore the curriculum should be designed to allow for part-time study. Opportunities for evening and week-end courses should be offered and, perhaps, alternated with daytime sections for required courses. She further suggested one or two longer time blocks per week for class meetings, rather than three or four shorter sessions during the week.

Extended Degree Program

Benner (1981) participated in an evaluation of the extended degree program of the University of California, San Francisco. She found that many RNs return with low expectations and cynicism. Many returned to school to shed their second-class citizen status and to prove they knew as much as anyone with a degree. But even the most cynical enters a Second Step Program with an experiential base to build upon. The researcher pointed out that the educator has the opportunity to help the returning students make visible knowledge they

already possess which is imbedded in practice, and to help them further refine and develop that nursing knowledge. Benner (1981) cautioned that to capitalize on such opportunities, educators must have the right tools and strategies for working with the experienced student.

Evans (1980) surveyed 349 mature female students who had returned to college at one of four selected institutions of higher education in Oklahoma. The expressed purpose of the study was to measure the degree of satisfaction the learners experienced with the academic environment. Respondents ranged in age from 25 to over 60 years of age. The majority (68 percent) were married. The greatest number (49 percent) were homemakers and worked outside the home as well. The greatest number of respondents had two children and the largest number of children reported was ten. Sixty-three percent of the women who responded indicated that the number of children had no effect on their educational plans. The largest percentage of respondents utilized spouse's employment as a means of financing their education. The greatest number of respondents were commuters with the greatest distance traveled reported as 182 miles round trip. The barrier most frequently identified by the respondents was family and home responsibilities. Lack of finances and lack of time were also reported as quite troublesome.

The degree of satisfaction expressed by respondents was high in all categories. This led Evans to conclude that even though the returning women faced barriers they had apparently returned to school with "dogged determination to reach their goals in the face of what appeared to be insurmountable obstacles" (p. 68).

Barriers

Cross (1981) classified obstacles to potential adult learners under three headings: situational barriers, such as lack of time due to job and home responsibilities; institutional barriers, such as inconvenient schedules or inappropriate courses of study; and, dispositional barriers which are related to attitudes about oneself as a learner. For instance, many people who are beyond the age of what was formerly considered the typical college student may believe they are too old to be an effective learner.

In his early study of the adult learner, Houle (1961) described opposition sometimes encountered by adults who choose to continue their education. The opposition that is most damaging, according to Houle, comes from places where it counts most--from family, associates and friends.

> The wife or fellows at work may not raise their eyebrows at
> a course in blueprint reading or commercial arithmetic, or
> even if you explain it very carefully, at a course in English
> literature, art appreciation, or the fundamentals of science.
> But what would they say if you took a course in world politics
> or modern poetry or Plato? The answer is clear; they might
> call you the professor, Einstein, a maverick, or creepy, and
> they would be distrustful of you, perhaps asking, arn't you
> ever going to grow up? (p. 46).

Counseling Needs of Adults

"Bouleutics", meaning the counseling of equals, was suggested by Snow of Kansas University as a special term that describes how clients teach counselors. McCoy (1977) suggested bouleutics as a concept which would be useful for those working with adult learners. By virtue of their concomitant social roles, adult learners experience crises more often than younger students. The effective adult educator must be

willing to be of assistance during the crisis as well as guiding the educational process when the learner returns to an even keel.

A comprehensive discussion of problems unique to adult learners led Porter (1970) to present several specific points relative to the current study. Special counseling needs of adults identified are as follows: (1) lack of confidence; (2) press of time; (3) special significance of long-range goals; (4) budgeting time; (5) family life; (6) realistic approach due to accumulation of life experience; (7) pressures from work role (employer or peers may be threatened by student's attempt at improving himself); (8) mechanics of educational institution (both terminology and process--i.e., registration); (9) negative memories from previous educational pursuits; and (10) lack of continuity in contacts with faculty and counselors for part-time evening students.

Further guidance for interaction with adult learners was given by Porter. He pointed out that adults desire more formality in personal interchanges than do younger students. Adults are probably not comfortable with calling an instructor by their first name. Also, because of their extensive life experience, they do not require as much direction as younger students. They will prefer to make many of their own decisions.

Personal Reflections of RN Students

Virtually everything that is available in print concerning the returning RN student has been generated by educators. Therefore, the few recorded impressions of the students themselves take on special

significance. A variation was noted in available material in this category.

One former RN student (Hinds, 1981) recalled only bliss. She chronicled investigating several nursing programs, once she had made the decision to go back to college to increase her formal learning beyond what she had gained in a diploma program. Hinds recorded her pleasure with each course in the curriculum and mentioned two additional courses which could be taken for fun which also met elective needs. This former student documented that the growth she has experienced as a student has been worth all the qualms she experienced during the decision-making process.

Lionberger (1976) offered another view from the perspective of a former returning RN student when she wrote of her personal experience as one of the first students in the Second Step Program at California State College, Sonoma. She outlined three distinct phases which comprised the experience. First, there was a period during which the educational experience presented stark contrast with the recent work setting. Second, there was a period during which the developing relationship with faculty was the dominant activity. Third, there was a time when the student developed awareness of a new gestalt which permitted an expanding view of nursing.

The former student cautioned that each phase had its own price, also its own reward. She theorized that each student's background of work and life experience helps to mold his personal reaction to each phase of the educational program. Lionberger admitted some friction developed between students and faculty, particularly during the first year of the program, while definitions were being structured. She

believed part of that friction resulted from different interpretations of self-determination. Students saw self-determination as freedom to choose particular classes, while faculty defined it as freedom to apply concepts from required classes to the student's area of interest. From her present position as a survivor, Lionberger allowed that whatever friction occured can be seen as necessary and part of the growing experience.

A major factor in success of the Sonoma program, attested to by their former student, is the fact that the nursing faculty displayed unity and commitment to the program philosophies. Students perceived that faculty members were comfortable both in their working relationships with each other and in their role of modeling behavior for students. Students also noticed that the instructors practiced what they preached which served as remarkable re-inforcement for academic lessons.

Another former RN student has memories of a different quality. Wagger (1981) allowed that learning is a dynamic process occurring unevenly and consisting of peaks and troughs. Apparently she recalls more troughs than peaks, since she cautioned that assuming student status is often difficult for nurses. She further warned that some may experience anger or frustration or doubt as the change from practitioner role to student role is not easy.

Wagger blamed unrealistic expectations she held for herself for most of the problems she experienced during the transition period. She did not give herself permission to make any mistakes. She expressed gratitude to one particular empathic instructor who recognized the painful growth pattern and intervened to "set her free to be a learner". Wagger recalled that once she learned to constructively

rechannel her anger and frustration ("unproductive baggage that inter-
feres with learning . . .") She was able to begin learning—to blend
new knowledge with familiar knowledge, replacing feelings of self-doubt
with confidence, and develop a new professional self; a new nursing
identity.

No particular empathic instructor was available to the current
researcher when she returned to college 20 years after completion of
a diploma program. During that span of time experience was gained as
staff nurse, head nurse, office nurse, evening supervisor, director of
nursing of a hospital, and nursing instructor, none of which were
helpful in adaptation to the student role. There were no qualms
experienced while selecting from among many available BSN programs.
Full-time employment continued to be a necessity as the writer could
not be spared from her work role. Therefore, commuting to classes
on a part-time basis was the only available option. The nearest
program which offered classes on a part-time basis was chosen. It
was that simple. Unfortunately, that program was located at the end
of a two-hour drive from the writer's place of employment. The
heaviest class schedule during the two-year matriculation required
12 hours on the road per week (longer the nights the highways were
ice-covered) in addition to a full load and managing a busy family
with husband and three sons.

Everyone survived, but just barely. One evening the eager
student did not get to class. That was the evening there was a car
wreck. Following a brief hospitalization due to a skull fracture, the
writer hurried back to class (head still bandaged) to write a mid-
semester exam in chemistry. The professor was dismayed at the presence

of a student in such condition, but sensed the folly of attempting to dissuade one who had come such a distance bent on participation. Recent memory was not functional, that evening. Fortunately, the writer had memorized chemical symbols thoroughly 23 years earlier--in high school--and that information was helpful on many of the test items.

<u>Anger</u>

The anger that followed the auto accident has finally dissipated, although the physical scars have not. Anger persists, however, about the rigid curriculum plan which allowed no choice in course selection. The Holy Curriculum Plan required fine arts credit. The only night class available in that division was an art course, which was totally irrelevant to the stated goal of the learner.

The first class session in the art course produced two startling realizations. First, approximately half the class members were accomplished artists who were enrolled in the course to polish their style. Second, the instructor graded on the curve. The sum of art experience possessed by the writer consisted of basic skills gleaned from experience as a Cub Scout den mother, and as a teacher's helper with a Sunday school class for three-year olds--strictly crayola league. A real double-bind was created. Dropping the course was out of the question since no alternative course was available at night, and this was to be the final semester between the writer and the Baccalaurate degree.

In light of the fact that the learner under discussion had never picked up a sketch pad before, and thought shading was just for windows, remarkable progress was achieved during the semester.

Unfortunately, the opinion of the instructor differed greatly from that of the learner. Work performed by the neophyte was measured against that done by class members who had been selling oil paintings for ten years.

Three class sessions were missed during recuperation from the skull fracture. Class assignments were completed at home as this learner was highly task-oriented and never shirked responsibility. One entire sketch pad was filled and submitted for grading after the learner returned to class. The instructor never opened the sketch pad. No grade was assigned to the work done by the learner at home. The grade given for the semester was C. The learner missed the Dean's Honor Roll by one grade point that semester. The lessons learned from that expereince were not all about art.

Humanistic Education

In his remarkable plea for nobler economics, "as if people mattered", Schumacher (1973) identified education as one of the greatest resources available to modern man. However, he cautioned that when people ask for education they usually mean something more than mere training, something more than just knowledge of facts, and more than mere diversion. Perhaps the prospective learner cannot clearly articulate precisely what they are looking for, but Schumacher believed what they are searching for is ideas that would make the world, and their own lives, unintelligible to them. He postulated that when a thing is intelligible one develops a sense of estrangement.

Schumacher's plea for humanistic education included the warning that estrangement breeds loneliness and despair, the encounter with nothingness, and perhaps cynicism which may lead to empty gestures of

defiance. Schumacher charged that education can help us only if it produces "whole men"; to do less constitutes mere training and requires only indulgence from participants.

Conclusions

Major conclusions drawn from the present body of literature concerning adult education are:

1. Adult education is learning activity voluntarily selected by people whose major occupation is no longer that of going to school or college, in which those individuals or groups plan meaningful tasks and apply sustained inquiry to them (Essert, 1951).

2. The adult educator must be a facilitator, consultant, a change-agent, and a positive role model.

3. The adult learning climate must provide supportive interpersonal relations, collaborative planning to ensure relevance of content for learner, and regular feedback concerning progress in order to bolster self-confidence.

Summary of Review of Literature

A visionary nursing leader, Kelly predicted in 1968 that the pattern of nursing education would change. She recognized that "upward educational movement of today's youth" (p. 471) and saw that as a trend that would gain momentum during succeeding generations. She warned that if nursing education did not keep pace with the drive for collegiate education, nursing would be left for those lacking collegiate-level abilities.

The review of literature in the field of adult education revealed unique characteristics of the learner as well as sound principles for guidance of educators who seek to meet the needs of this burgeoning group of potential learners. The principles have significance for the educator whose goal is humanistic education designed to minimize a negative outcome from emotions sure to be experienced during the educational process. When emotional energy of the learner is channeled into the educational process, rather than scattered in non-productive efforts out of frustration, the learning climate will be more rewarding and more tolerable for all concerned.

The concepts of anger, alienation, role, and change were investigated as they have been demonstrated to be related to the process of education as it is unique to the adult. Principles of adult education, as set forth in the literature, are seen as a viable method to lend coherence to the upward educational movement.

CHAPTER III

METHODOLOGY AND DESIGN

This chapter will describe the methods and procedures, including construction and pre-testing of the instrument, data collection, and statistical procedures for data analysis. The study developed out of a felt need for more descriptive data concerning manifestations of anger reported to have been displayed by returning RN students. It was the intent of the study to determine the prevalence of display of mechanisms of anger among RN student population and to explore methods which have been successful in ameliorating the situation.

The methods and procedures used to survey the identified population are presented in the following pages. The following topics are included: (1) Research Design, (2) Population, (3) Instrumentation, (4) Data Collection Process, and (5) Analysis of Data.

Research Design

This study was developed to determine the nature of prevailing conditions regarding the returning RN student. According to Van-Dalen (1979, p. 285) status descriptive surveys "search for accurate information about the characteristics of particular subjects, groups, institutions, or situations or about the frequency with which something occurs."

The descriptive survey was selected as the research method most feasible for the purposes of this study. In a sample survey the characteristics of a sample are identified and inferences are made regarding the total population from which the sample was drawn. Such surveys are designed to determine the incidence, distribution, and interrelations among identified variables. According to Kerlinger (1964, p. 394) "survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior."

Although the personal interview is accepted as superior to any other method of collecting data for survey research, it is both time consuming and expensive. When large samples are desired covering rather extensive geographic areas, the personal interview is more difficult to obtain and administer. A mailed questionnaire was chosen as the best means to obtain a fairly large sample within the financial and time constraints of the study.

The mailed questionnaire has many disadvantages, the greastest being the poor response rate. Negative connotations have developed due to poorly constructed and lengthy questionnaires with trivial content being sent, placing high demands on the respondent with little or no reward. According to Best (1970), a questionnaire designed to meet only the self interests of the investigator is likely to win contempt rather than cooperation from the population surveyed. A further disadvantage mentioned by Treece and Treece (1973) and Best (1970), had to do with difficulty experienced by respondents in obtaining clarification if questions arose regarding statements included in the questionnaire.

Also problems might develop because the same words have different meanings for different people. According to Thiry (1977), the chief advantage of the mailed questionnaire over the personal interview is a reduction in the effect of investigator bias. Thiry further stated that maintaining anonymity among respondents is another major advantage.

Kerlinger (1964) decried the use of the mailed questionnaire, and stated that not knowing characteristics of the non-respondents tended to bias the sample. As a result, according to Kerlinger, valid generalizations cannot be made. However, Treece and Treece (1973) indicated that follow-up studies of non-respondents have shown that they differ very little from those who respond. Reasons for not responding were more often related to time, inconvenience, or forgetting to respond promptly. In addition, a certain percentage of the questionnaires cannot be delivered to the intended respondent for one reason or another.

Population

The sample for this survey was drawn from a known population who were identified by the National League for Nursing (N.L.N.) as accredited by that body. According to the NLN, 344 such programs existed in the United States in the Spring of 1982. In response to a request for such information, names and addresses of department heads were obtained from the NLN. This eliminated problems which might have developed from selecting a random sample. It did not, however, avoid problems that occurred as a result of changes in personnel, alterations

in structure of educational programs, and failure to respond. In this study, many of the subjects who could not answer the questionnaire returned a letter stating their reason for not completing the form. The majority of the study population was located in the continental United States. However, geographic distribution of respondents included Alaska, Hawaii, and Puerto Rico, as well.

An additional mailing was sent to non-respondents which substantially increased the number of returns. A chief characteristic of non-respondents was indicated to be the lack of existence (at the time of the study) of an upper division BSN completion program.

The sampled population had similar characteristics. Respondents were of similar educational backgrounds and possessed similar occupational interests. This eliminated difficulty associated with diversity of educational level and interests of respondents. Parten (1950) asserted that returns are greater when the respondents have a high interest in the subject under investigation or have strong agreement or disagreement with the propositions of the survey. Returns are also affected by such factors as the appearance of the questionnaire, prestige of the sender or sponsoring group, and personal characteristics of the respondents, such as age, sex, economic status, and education. Respondents indicated a strong interest in the subject matter. This was supported not only by a high response rate, but also by additional comments made on the questionnaires or in separate letters.

Instrumentation

No pre-tested survey instrument was available to the researcher therefore a self-made questionnaire was designed. The questionnaire,

developed for this study was designed to be self-administered. Objectives for the questionnaire design were to: (1) keep items clear and unambiguous, (2) present an uncluttered, easy to read questionnaire, (3) allow for contribution of statements regarding behaviors observed by respondent which were not specified in the survey instrument, (4) determine to what extent behaviors identified had been exhibited, (5) determine at what point in the educational program behaviors identified had first been observed, and (6) to keep the questionnaire as short as possible within study constraints. The questionnaire was developed from an original pool of fifty items generated from the literature, several research projects, and examination of other such instruments. The items were primarily closed-ended questions and included a Likert scale item. A basic assumption underlying the mailed questionnaire is that respondents will answer truthfully. A copy of the survey instrument is included in Appendix A.

The questionnaire was pre-tested with a selected group of returning RN students, then re-designed based on feedback gained from that group. The second draft was refined during a structured session with nursing educators who deal with returning students and with student representatives currently involved in the educational process. The third draft of the survey instrument was presented to a group of computer consultants, then refined to incorporate valuable suggestions gleaned from that session. The fourth draft of the questionnaire was presented to the major advisor and dissertation committee members. Suggested refinements were incorporated.

Data Collection Process

Questionnaires were mailed to 344 nursing educators selected by the procedure described earlier. A cover letter was included with the questionnaire explaining: the purpose of the study; the significance of the study to nursing education; and a commitment to share results of the study with respondent, if desire were indicated. A stamped self-addressed envelope was included to facilitate return of the questionnaire. Within three weeks, 147 questionnaires were returned. A second mailing was then sent to nonrespondents with another cover letter, questionnaire, and stamped, self-addressed envelope. The letter again stressed the importance of the study. See Appendix B for a copy of the second letter. Eighty-six additional questionnaire returns were received.

From the two mailings, 53 responses were not usable since the nursing program contacted did not meet the designated population characteristics. Some respondents had been identified as potential subjects prematurely by the NLN since their BSN programs had not been implemented at the time of the study. Other respondents had previously had such a program, but had discontinued it by the time of the survey. The overall response rate was 68 percent. Babbie (1973) cited 60 percent as a good response rate.

Analysis of Data

As stated previously, the purpose of this study was to determine the prevalence of display of behavior perceived by nursing educators to be manifestations of anger among RN student population and to explore methods which have been successful in ameliorating the situation. In

addition, the study explored the relationship between manifestations of anger and the time in the educational program that anger was first manifested. Limited demographic data was also collected.

The questionnaires returned were first subjected to an individual item analysis. During this analysis questionnaires were discovered which contained responses which were incomplete. This irregularity necessitated the deletion of some questionnaire items. These deletions account for the variable numbers of respondents shown in the tables in Chapter IV. However, the data recorded reveal that, in general, the respondents were most cooperative in completing the questionnaire as requested.

Thirty-seven variables were studied. Descriptive statistics established mean, median, mode, and standard deviation for each variable. In addition, linear regression was employed to illustrate at what point within the educational program behaviors perceived to result from feelings of anger were first observed. This produced a scattergram with the extent of anger plotted vertically on the Y axis and the semester in the program plotted horizontally on the X axis.

Computer analysis utilized the Statistical Package for the Social Sciences (SPSS). The primary reference for this version is the manual, SPSS, second edition, published by McGraw-Hill in 1975.

The last page of the questionnaire contained three items which were of an open-ended type. One item requested respondents to state behaviors they interpreted as resulting from feelings of anger which had not been identified in the list presented in the questionnaire. Another item invited respondents to identify times at which returning RN students had manifested anger other than during the four semesters

of enrollment in the educational program. The final item elicited

information regarding techniques which had been helpful in dealing with

the problem, if any had been found, in addition to the three identified

in the item.

CHAPTER IV

PRESENTATION OF FINDINGS

The data collected during this study are presented in summary

form in six major categories:

1. Data concerning the educational program represented by the

respondent.

2. Demographic data related to students in the upper division

BSN completion programs studied.

3. Data reporting educational programs completed prior to and

following involvement in BSN completion program and employment data.

4. Information concerning incidence of observation of manifes-

tations of anger by educators and setting in which the behavior was

manifested.

5. Data related to extent to which manifestations of anger has

been exhibited by returning RNs and at what point in the educational

program such behavior was displayed.

6. Information related to techniques reported as helpful in

ameliorating the situation.

The first portion of the questionnaire contained items which

were designed to elicit information about the year in which RNs were

first admitted to the program; what year the school received accredi-

tation from the National League for Nursing; how many graduates have

completed the program; and the length of time usually taken by students

to complete the program. A summary of this information appears in
Table I.

TABLE I

RESPONSES TO QUESTION CONCERNING THE EDUCATIONAL
PROGRAM REPRESENTED BY THE RESPONDENT

Variable	*n	Mean	Median	Mode	Standard Deviation
Year RNs First Admitted to the Program	171	1968	1972	1970	
Year NLN Accreditation Received	161	1970	1973	1979	
Number of Graduates Since Inception of Program	149	320	111	50	610.93
Length of Time in Years Students Enrolled in Program	142	2.43	2.21	2.0	1.06

* Not all respondents replied to each item.

An analysis of the data is summarized as follows:

1. Year in which RNs first admitted to the Program. An analysis
of Table I reveals that the range of years in which RNs were first
admitted to respondent programs is from 1928 to 1982. 1970 was the
year in which the greatest number of responding programs first admitted
RNs to a BSN completion program. Some respondents commented that their
BSN completion program once existed but had since been phased into a
generic baccalaureate program. Others informed the researcher that
their upper division BSN completion program is in the embryonic stages

of development. This particular type of educational program would appear to be in a state of flux.

2. Year the program received accreditation from the National League for Nursing. Range of years in which NLN accreditation was received by programs represented in the study population is from 1932 to 1982. 1979 was reported as the year in which the greatest number of responding programs received NLN accreditation. Given that such accreditation is possible following graduation of the first class, it might have been expected that a greater correlation would be evident between the year RNs were first admitted to the program and achievement of NLN accreditation.

3. Number of graduates who have completed the educational program. A wide range in size of programs surveyed is evident from the number of graduates reported. Four schools are apparently new as they have not yet had any students complete the program. The largest program sampled reported that 5,000 students had been graduated from their program since its inception. The least number reported was 0. The mean number of graduates reported was 320. The median number was 111.

4. Length of time usually taken by students to complete the program. Responses to this item varied from a minimum of one year to a maximum of seven years. The mean number of years spent in completing programs surveyed was reported to be 2.43 and the median was 2.21.

In summary, data presented in Table I indicates that RNs have been admitted to BSN completion programs from 1928 to the present. 1970 was reported to be the year that the greatest number of such educational programs began admitting RNs to BSN completion programs. One of the educational programs in the study population received NLN accreditation

in 1932 and one in 1982. Fifteen such programs received NLN accreditation in 1979. The number of graduates who have completed educational programs surveyed varied from zero to five thousand. The number of years the students devoted to involvement in BSN completion programs studied varied from one to seven years.

The subsequent sections will describe characteristics of students who have been involved in the educational programs surveyed. Information will also be presented relative to manifestations of anger exhibited by those students as perceived by nursing educators involved in BSN completion programs.

The second portion of the survey instrument requested information about RN students relative to their average age on completion of the program; the average age of the latest graduating class; sexual distribution of students currently enrolled; family structure of RN students; and enrollment status. A summary of this information is presented in Table II.

An analysis of the data is summarized as follows:

1. Average age of RN students on completion of program. Analysis of responses to this item reveals a range of ages from 22 to 45 years. The mean age reported was 30, the median 29, and the mode 30 years of age.

2. Average age of students in latest graduating class. A high degree of correlation became evident between the average age of students on completion of the program. This would seem to indicate that the population involved in BSN completion programs tends to remain fairly constant. Mean age of graduates in latest class was reported to be 29. The median age was 29, also. The mode was determined to be 30 years of age.

TABLE II

DEMOGRAPHIC DATA RELATED TO STUDENTS
IN THE UPPER DIVISION BSN
COMPLETION PROGRAMS
STUDIED

Variable	*n	Mean	Median	Mode	Standard Deviation
Average Age on Completion of Program	146	30.397	29.957	30	4.409
Average Age of Students in Last Graduating Class	137	29.569	29.739	30	5.941
Sexual Identity:					
Male	173	3.942%	1.632%	0%	8.371
Female	173	95.179%	98.361%	100%	12.276
Family Structure:					
Married, No Children	106	22.009	20.250	25.000	17.252
Married, With Children	104	43.596	40.000	50.000	25.172
Single	109	30.725	25.222	50.000	21.172
Divorced	100	7.890	5.000	0.0	9.225
Widowed	95	1.926	0.348	0.0	4.253

* Not all respondents replied to each item.

3. Sexual distribution of students currently enrolled. The
nursing profession remains populated by a majority of females, according
to data reported, even though males are becoming visible in greater
numbers, of late. The range reported was from two percent female to
100 percent with the mean as 95, the median 98 and the mode 100 percent.
The low of two percent female population was reported by a large school
whose population has traditionally been all male.

4. Family structure of RN students. Five types of family structure were identified in this item. They are as follows: Married, no children; Married, with children; single; divorced; and widowed. Specific data is not often collected by educational institutions relative to family structure. Therefore, approximate percentages were requested. Due to the imperfect nature of figures reported, what is presented in this category represents, at best, an educated guess. Again, due to approximations, totals proved to be greater than 100 percent. According to data reported by the study population, 22 percent of RN students are married with no children; 43 percent are married, with children; 30 percent are single; seven percent are divorced, and 1.9 percent are widowed.

5. Enrollment status. Approximate percentages were requested concerning whether RN students are enrolled on a full-time basis, part-time, day or evening classes. The mean of students attending classes on a full-time basis was reported to be 42; the median 34.87; and the mode 100. The mean of students attending on a part-time basis reported was 56.5, the median 64, and the mode zero. Of students attending day time classes, the mean reported was 65; the median 77; and the mode 100. Involvement in evening classes was indicated by a mean of 35.01; a median of 25.16; and a mode of zero. Some programs reported that only day classes were available in their program, others indicated that they offer week-end classes only. Therefore, it would appear that not all BSN completion programs have adapted their schedules to facilitate attendance by the adult learner who is married, has children, and perfers to attend college on a part-time basis. The fact that RN students persist in attending day time classes on a full-time basis

may be due to lack of viable options and may be evidence of a strong
degree of determination on the part of the adult learner to pursue the
identified goal regardless of inflexibility of educational institutions.

Items contained in the third section of the survey instrument
requested information concerning the basic nursing education program
completed by RNs who later pursue a BSN; the number of BSN completion
graduates who have pursued a Master's degree in nursing; and the number
of BSN completion graduates who have remained employed in nursing more
than one year. A summary of this data is presented in Table III.

TABLE III

DATA CONCERNING EDUCATIONAL PROGRAMS
COMPLETED PRIOR TO AND FOLLOWING
INVOLVEMENT IN BSN COMPLETION
PROGRAM AND EMPLOYMENT DATA

Variable	*n	Mean	Median	Mode	Standard Deviation
Original Program Completed:					
Diploma	157	44.79	49.69	50.0	21.71
Associate Degree	157	44.78	49.93	50.0	21.70
Number of Graduates Who Have Pursued Master's Degree in Nursing	107	26.69	10.45	2.0	48.618
Number of Graduates Who have Remained Employed in Nursing More Than One Year	98	91.66	95.40	100.00	93.882

* Not all respondents replied to each item.

An analysis of the data is summarized as follows:

1. Original nursing program completed by RN students. Analysis of responses to this item indicates a fairly even split between diploma and associate degree graduates who return to college to pursue a BSN degree.

2. Number of BSN completion graduates who have pursued Master's degree in nursing. Responses to this item elicited a wide range of responses. The mean indicated was 26.69; the median was 10.45 and the mode was 2.0.

3. Number of BSN completion graduates who have remained in nursing more than one year. The mean indicated was 91.66; the median 95.40 and the mode 100 percent. A high degree of job satisfaction was indicated by the fact that a large percentage of BSN degree completion graduates remain employed in nursing.

The fourth section of the questionnaire elicited information concerning the incidence of observation of manifestations of anger displayed by returning RN students and the setting in which the behavior was manifested. A summary of this information is displayed in Table IV.

An analysis of the data is summarized as follows:

1. In response to the question, "Have you or your faculty members observed manifestations of anger in RN students who return to complete the BSN?", an overwhelming majority responded in the affirmative. Of 170 responses, 152 indicated they had observed manifestations of anger in RN students.

2. Setting in which behavior was manifested. Settings identified in the structured list included: unscheduled group mettings; during

clinical conferences; acting out behavior in theory class (such as verbal abuse of instructor or fellow student); acting out behavior in clinical area; extreme tearfulness; skipping class; and, dropping out of program. Respondents were given an opportunity to identify other settings in which manifestations of anger had been manifested in addition to settings offered in the structured list. Respondents were further requested to estimate the number of RNs who had exhibited mechanisms of anger during their time in the educational program.

TABLE IV

RESPONSES TO QUESTION CONCERNING INCIDENCE
OF OBSERVATION OF MANIFESTATIONS OF
ANGER BY RN STUDENTS

Variable	*n	Mean	Median	Mode	Standard Deviation
ANGER MANIFESTED	170	1.10	1.05	1.00	0.30
SETTING:					
1. Unscheduled Group Meetings	154	0.30	0.22	0.0	0.46
2. During Clinical Conferences	154	0.33	0.25	0.0	0.47
3. In Theory Class	154	0.44	0.39	0.0	0.49
4. In Clinical Area	154	0.18	0.11	0.0	0.39
5. Extreme Tearfulness	154	0.18	0.11	0.0	0.38
6. Skipping Class	154	0.26	0.18	0.0	0.44
7. Dropping Out of Program	156	0.49	0.48	0.0	0.50
8. Other Manifestations	154	0.36	0.28	0.0	0.48
RNs who have exhibited anger during educational program	78	39.85	24.90	100.0	37.31

* Not all respondents replied to each item.

Settings identified most frequently in which manifestations of anger were displayed were theory class and dropping out of the program. Other manifestations of anger identified by respondents included: verbal and non-verbal demonstration of resistance to challenge exams; complaining behavior to advisors; verbal expressions of anger and frustration; frequent requests for special class times and clinical schedule, and, negative attitude in general. Estimations of the number of RNs who have exhibited mechanisms of anger during their time in the education program ranged from All or 100 percent to zero. The majority reported that some degree of anger had been manifested by 100 percent of their RN students.

The fifth section of the survey instrument presented items calculated to elicit data related to the extent to which manifestations of anger had been exhibited by returning RNs and at what point in the educational program the behavior was displayed. A summary of this information is presented in Table V and Table VI.

An analysis of the information is summarized as follows:

1. An open-ended statement was presented: "In your years of experience you have, no doubt, observed other behaviors in students which you interpreted as resulting from feelings of anger. Please state the behavior." Representative entries were: Criticism of program and/or faculty; verbal expression of anger to advisor, faculty, and in the community; emotional withdrawal; inappropriate affect; testing the teacher; resisting new learning if links not made between the old and the new thinking and approaches; criticize exams; minimal effort on assignments; encouraging other students to find fault; extreme criticism of school in general; complaints of not receiving credit for

TABLE V

RESPONSES TO QUESTION CONCERNING
EXTENT OF ANGER SHOWN

Category Label	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
Never	1	0.6	0.8	0.8
Almost Never	6	3.3	5.0	5.9
Occasionally	50	27.8	42.0	47.9
Often	44	24.4	37.0	84.9
Almost Always	15	8.3	12.6	97.5
Always	3	1.7	2.5	100.0
Missing	61	33.9	missing	100.00
Total	180	100.0	100.0	

Frequency

Mean	2.63	Std Err	0.08	Median	2.55
Mode	2.00	Std Dev	0.89	Variance	0.79
Kurtosis	0.40	Skewness	0.29	Range	5.00
Minimum	0.0	Maximum	5.00		
Valid Cases	119	Missing Cases	61		

TABLE VI

POINT IN THE EDUCATIONAL PROGRAM
ANGER WAS DISPLAYED

Category Label	Absolute Freq	Relative Freq (Pct)	Adjusted Freq (Pct)	Cum Freq (Pct)
First Semester	102	56.7	68.5	68.5
Second Semester	17	9.4	11.4	79.9
Third Semester	11	6.1	7.4	87.2
Fourth Semester	1	0.6	0.7	87.9
Other	18	10.0	12.1	100.0
Missing	31	17.2	Missing	100.0
Total	180	100.0	100.0	

Frequency

Mean	1.76	Std Err	0.11	Median	1.23
Mode	1.00	Std Dev	1.35	Variance	1.83
Kurtosis	1.26	Skewness	1.64	Range	4.00
Minimum	1.00	Maximum	5.00		

Valid Cases	149	Missing Cases	31

previous nursing courses; complaints about nursing challenge exams; passive behavior; attitude that they already know everything so don't need to learn anything new; inability to assume the role of learner; coming late to class; unresponsiveness in class; and overdependence on faculty member.

Many respondents offered the opinion that students are angry at the "system" which they believe asks unnecessary preparation of them. Others commented that they believed much of the resentment was due to a perceived lack of recognition of present expertise. Positive comments were also included. One respondent noted that RN students frequently offered constructive criticism and another pointed out that generic students often display mechanisms of anger, also.

2. A Likert scale directed respondents to indicate the extent to which anger has been exhibited. The range of available options presented was: 0-Never; 1-Almost Never; 2-Occasionally; 3-Often; 4-Almost Always; and, 5-Always. The frequency reported ranged from one percent-Never to 97 percent-Almost Always.

3. At what point in their program of study was the anger first manifested? Options offered were as follows: During first, second, third, or fourth semester or Other. By far the highest number of responses indicated the first semester as the time of the greatest display of anger. Comments included in the Other space included: prior to enrollment; when taking challenge exams; and during the first semester of clinical experience. Linear regression was employed to demonstrate frequency of behavior interpreted as resulting from feelings of anger in relation to time in the educational program when that behavior was manifested. This generated a scattergram which, with the

statistics, produced the Y intercept and the slope. $Y = B x + A$.

Where $A = 2.79150$ and $B = -0.07313$. See Appendix C for linear

regression and scattergram. A strong linear relationship between the

two variables is indicated by the value of r which nears -1.0. A

high degree of correlation was demonstrated between manifestations of

anger and the first semester in the educational program.

The sixth section of the questionnaire was designed to elicit

information concerning techniques which had proven helpful in dealing

with manifestations of anger which had been displayed by returning RN

students. A summary of responses is presented in Figure 1.
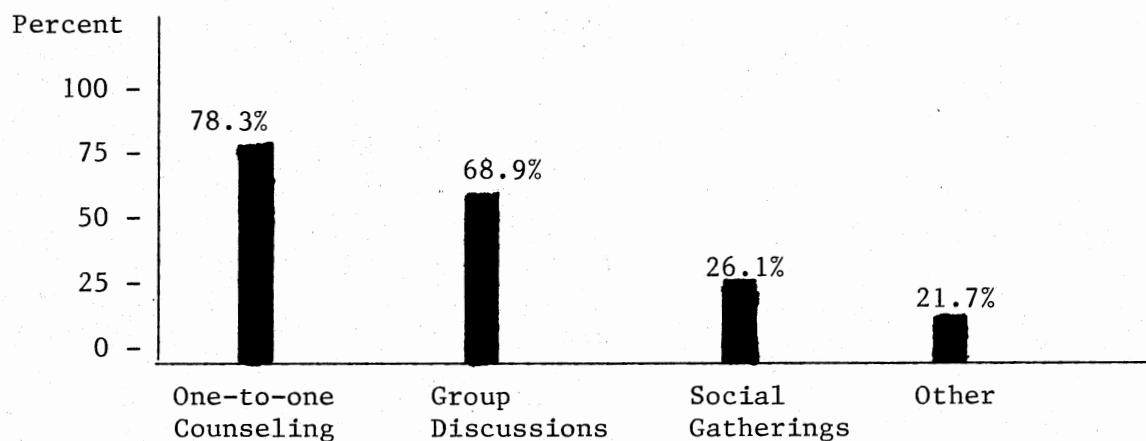
Figure 1. Comparison of Techniques Reported as Helpful in Dealing
With Anger

An analysis of the information is summarized as follows:

1. What techniques were helpful in dealing with the problem?

Techniques identified in the structured list included: One-to-one

counseling; group discussions; social gatherings; and, other. 78.3

percent of the respondents reported that one-to-one counseling had been helpful; 68.9 percent reported that group discussions; 26.1 percent related that social gatherings had been helpful for them and their student population. 21.7 percent responded that other measures had been helpful to nursing educators as they worked with returning students who displayed manifestations of anger.

Comments recorded in the "Other" section constituted a wide variety of suggestions. Representative statements included were: "Avoiding teaching what they already know; listening and responding to reasonable suggestions; confronting the issues in class; RN bridge course; use of socialization model; buddy system; requiring students to read a number of articles on RN to BSN and facilitating discussion; and straight forward attempts to help them with realistic problems." Other sugges- tions offered included: "having top-notch faculty work with them; encourage students to air their frustrations to counselors who are staff members in the Office of Student Services; and, to treat the students with respect as adult learners." One respondent shared the following comment: "As we have become confident as to what we are about the RNs have ceased manifesting anger--except for an occasional incident which is more likely to occur with the generic student."

Several educators took additional time to write a letter to share personal insight they had developed during their years of involvement with returning RN students. One such respondent observed that frustrations and resistance to change are often tied into loyalty to the RN's basic nursing program. She further stated that degrees of resistance to role change should be expected and that most of these feelings are worked through early in the program. Another educator

agreed that change of role from worker to student and expanding their
vision and knowledge for different role responsibilities in nursing are
hurdles for a few of them, but once these are overcome, they have few
difficulties. All in all, this respondent was of the opinion that RN
students seem to be highly motivated, committed, and quite self-directed
in pursuing their goals.

Another respondent concurred that anger was a significant problem
among registered nurse students. It was her belief that the anger was
something they come with, arising primarily because their earlier
preparation was not valued, or that it did not count much in institutions
where only academic credits earned in the college or university were
the recognized coin of the realm. Yet another respondent regarded
RN students as critical consumers who had less patience with the
bureaucratic system than most generic students; however, she posited
that this seemed to be a characteristic of the adult learner.

<u>Summary</u>

The purpose of the study was to determine the scope and perceived
causes of anger observed in the returning RN student and elicit infor-
mation about methods which have been helpful in dealing with that
emotion.

This study sought to answer the following questions:

1. What specific manifestations of anger by RN students have been
observed by nursing educators?

2. To what extent has such behavior been exhibited?

3. At what point in the program of study was anger first manifested?

4. What techniques are perceived as effective in dealing with the problem?

5. What principles of adult education could be applied to the learning situation in order to minimize negative emotions for all persons involved?

The approach involved extensive library research, development of a questionnaire and pretesting the instrument. A survey was conducted of 344 NLN accredited upper division BSN completion programs located in the United States. Computer analysis was performed on data received.

Summary of Questionnaire Phase

A total of 344 questionnaires were mailed out to nursing educators identified by the National League for Nursing as directors of upper division BSN completion programs. Sixty-six and twenty-eight hundredths percent of the study population responded. The following results were obtained from computer analysis of the data.

1. The range of years in which RNs were first admitted to respondent programs is from 1928 to 1982. 1970 was the year in which the greatest number first admitted RNs to a BSN completion program.

2. Range of years in which NLN accreditation was received is from 1932 to 1982. 1979 was the year in which the greatest number of responding programs received NLN accreditation.

3. The number of graduates who have completed programs surveyed ranged from 0 to 5,000. The mean was 320. The median was 111.

4. The length of time usually taken by students to complete the educational programs surveyed varied from one year to seven years. The mean was 2.43 years. The median was 2.21 years.

5. The average age of RN students on completion of the BSN programs surveyed ranged from 22 to 45 years. The mean age reported was 30. The median was 29 years.

6. The mean age of students in the latest graduating class was 29. The median was 29 years of age, also.

7. The population currently enrolled in BSN completion programs studied was 95 percent female.

8. Forty-three percent of students who were enrolled in BSN completion programs surveyed were married and had children.

9. According to respondents, 56.5 percent of the students who were enrolled in programs surveyed attended day classes on a part-time basis. Thirty-five percent attended night classes. Forty-two percent attended classes full-time.

10. Associate degree graduates and diploma graduates appeared to be equally represented in responding programs.

11. The mean indicated of BSN completion graduates who have gone on to pursue a Master's degree in nursing was 26.69 percent.

12. Ninety-five percent of BSN completion graduates reported have remained employed in nursing one year or longer.

13. Ninety-seven and five tenths percent of the respondents indicated they had observed manifestations of anger in returning RN students.

14. The setting reported as the most frequent site where anger was displayed was theory class and a high incidence of dropping out of the program was attributed to unresolved feelings of anger.

15. Ninety-seven and five tenths percent of respondent educators reported that anger had been displayed "Almost Always" by RN students.

16. Sixty-eight and five tenths percent of the responses indicated the first semester of involvement in the educational program as the time of greatest incidence of display of anger by returning RN students.

17. One-to-one counseling was indicated as the most frequently effective means of resolution of anger.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The first portion of Chapter V provides the conclusions drawn from the study. The final section contains implications for research and practice.

Conclusions

The following conclusions were based on the findings of this study and respond to the stated research questions:

1. Specific manifestations of anger exhibited by RN students, as reported by nursing educators, include both verbal and non-verbal behavior. Verbal manifestations of anger have been displayed in theory class, during clinical conferences, and during unscheduled group meetings. Non-verbal manifestations of reported anger ranged from skipping class to dropping out of the program.

2. According to survey respondents, manifestations of anger have been exhibited by 97.5 percent of returning RN students to some degree as stated in table V.

3. The point in the program of study during which manifestations of anger were first manifested was most frequently reported to be the first semester.

4. Techniques perceived as effective in dealing with the problem are one-to-one counseling, group discussions, and social gatherings.

5. Principles of adult education that appear to be appropriate for application to the learning situation in order to minimize negative emotions for all persons involved were as follows:

The adult educator must be a facilitator, consultant, a change-agent, a risk-taker, and a positive role model.

The adult learning climate must provide supportive interpersonal relations, collaborative planning to ensure relevance of content for learner, and regular feedback concerning progress in order to bolster self-confidence.

In summary, the concepts of anger, alienation, role, and change are seen as related to the process of education as it is unique to the returning RN student. When emotional energy of the learner is channeled into the educational process, rather than scattered in non-productive efforts out of frustration, the learning climate should be more rewarding and more tolerable for all concerned.

Implications

The results of this study have implications for research and practice. Some of the more important implications are as follows:

1. This study was carried out to determine the prevalence of display of mechanisms of anger among RN student population and to explore methods which have been successful in ameliorating the situation. An attempt was made to identify characteristics of RNs who return to pursue a baccalaureate degree in nursing. Data were obtained that may be analyzed at some future time and from another perspective.

2. The present study dealt with the perception of prevalence of anger among returning RN students from the viewpoint of nursing

educators. Future research should concentrate on opinions held by returning RN students themselves.

3. Research should be conducted to identify symptoms of a pre-anger state.

4. Future research should be directed toward identifying causes of anger and the method or methods calculated to prevent negative responses to anger which disrupt peoples lives.

5. Nursing educators must develop flexible admission policies for registered nurses who want to return to school. Recognition must be given to previous education and competencies developed in the occupational role.

6. An RN bridge course utilizing the socialization model must be offered to the returning student during their first semester back in school. Role and change theory should be presented in that course in an attempt to guide learners to develop insight concerning feelings they will be experiencing.

7. Avoid presenting redundant material. The returning student is highly motivated and demands relevant information.

8. Employ highly skilled educators to work with RN students.

9. Treat RN students with respect as adult learners.

10. The recommendation is made to accrediting bodies to develop flexible criteria consistent with emerging trends in nursing education.

11. A challenge is presented to professional nursing organizations to work toward alleviation of problems which plague individual nurses who seek upward educational mobility, partially in response to the policy statement issued by the American Nurses' Association.

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APPENDIXES

APPENDIX A

COVER LETTER AND SURVEY INSTRUMENT

MISSOURI *Southern State* COLLEGE

NEWMAN & DUQUESNE ROADS
PHONE 417-624-8100

JOPLIN, MISSOURI 64801

Dear Colleague:

<u>Your help is urgently needed</u>. As part of a project concerned with the <u>Returning Student Syndrome</u>, I am surveying nursing educators who are involved with upper division BSN completion programs.

The survey instrument was designed to require a minimum amount of your time. Several items request numbers or percentages. Approximate figures will be sufficient. Results of the survey will be shared with you if a desire is indicated. Your name or the identity of your school will not be utilized in reporting data.

The information you provide will assist nursing education to improve the process and make us more able to meet learning goals of individual nurses. Again, let me emphasize how very much I need your help. Your additional comments are welcome.

Please return this questionnaire in the enclosed stamped envelope by March 31, 1982. If you have any questions, please contact me at the above address.

Thank you in advance for your cooperation

Betty J. Ipock, RN, MSN
Director, Department of Nursing

Name of Respondent_____

Title_____

PLEASE ANSWER QUESTIONS IN SPACE TO LEFT OF THE STATEMENT:

1. _____ What year were RN's first admitted to your BSN completion program?
2. _____ What year was NLN accreditation received?
3. _____ What is the number of graduates from your BSN completion program since its inception?
4. _____ What is the average age of RN students on completion of program?
5. _____ What is the average age of RN students in last graduating class?
   What is the percentage of male/female RN students currently enrolled?
   6. _____ Male   7. _____ Female

Family structure of RN student (percentages):

8. _____ Married, no children   11. _____ Divorced
9. _____ Married, with children   12. _____ Widowed
10. _____ Single

Enrollment status of your RN students (percentages):

13. _____ Full-time
14. _____ Part-time   16. _____ Evening classes
15. _____ Day classes   17. _____ Length of time to complete
                                             program (in years)

Continued

Original nursing program completed by your RN students:

18. _____ Diploma
19. _____ Associate Degree
20. _____ Number of your BSN completion graduates who have pursued master's degree in nursing.
21. _____ Number of your BSN completion graduates who have remained employed in nursing more than one year.

Have you or your faculty members observed manifestations of anger in RN students who return to complete the BSN?

22. _____ Yes   23. _____ No

If Yes, where or how were MANIFESTATIONS OF ANGER most frequently exhibited? Check those which apply:

24. _____ UNSCHEDULED GROUP MEETINGS
25. _____ DURING CLINICAL CONFERENCES
26. _____ ACTING OUT BEHAVIOR IN THEORY CLASS (such as verbal abuse of instructor or fellow student)
27. _____ ACTING OUT BEHAVIOR IN CLINICAL AREA
28. _____ EXTREME TEARFULNESS
29. _____ SKIPPING CLASS
30. _____ DROPPING OUT OF PROGRAM
31. _____ OTHER (Please explain)_____
32. _____ NUMBER OF RN'S WHO HAVE EXHIBITED MECHANISMS OF ANGER DURING THEIR TIME IN YOUR PROGRAM.

In your years of experience you have, no doubt, observed other behaviors in students which you interpreted as resulting from feelings of anger. Please state the behavior: ....
_____

Please indicate on the following scale the extent to which the behavior has been exhibited: (Circle one).

0	1	2	3	4	5
Never	Almost Never	Occasionally	Often	Almost Always	Always

At what point in their program of study was the anger first manifested (Check one)

33. _____ During first semester
34. _____ During second semester
35. _____ During third semester
36. _____ During fourth semester
37. _____ Other (Please explain) _____

What techniques were helpful in dealing with the problem? Check those which apply.

38. _____ One-to-one counseling
39. _____ Group discussions
40. _____ Social gatherings
41. _____ Other (Please explain) _____
_____
(Please attach additional comments if desired)

Thank you for your cooperation with our study. If you would like a copy of a summary of the findings, please check the box ☐

APPENDIX B

REMINDER LETTER

MISSOURI *Southern State* COLLEGE

NEWMAN & DUQUESNE ROADS   JOPLIN, MISSOURI 64801
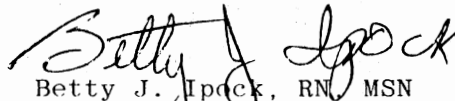
PHONE 417-624-8100

April 29, 1982

Dear Educator:

One month ago I sent you a survey instrument requesting your help in exploring an issue that is vital to nursing education. Your input is crucial to the success of the study.

I am sending a second questionnaire along with a stamped envelope in case the first one did not reach you. PLEASE COMPLETE IT AND PUT IT IN THE MAIL TODAY.

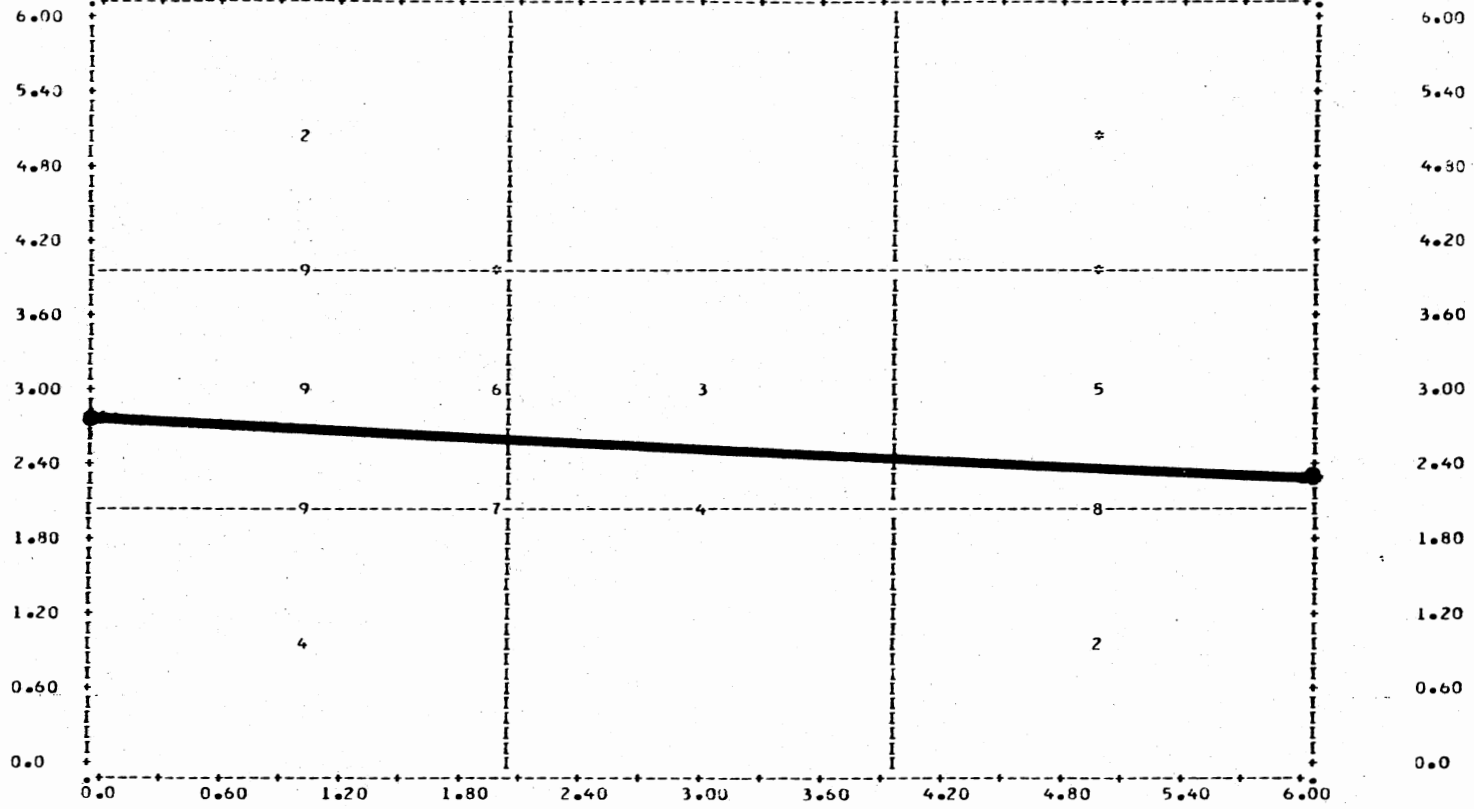Thank you for your cooperation, if you have already responded.

Sincerely,

Betty J. Ipock, RN, MSN
Director
Department of Nursing

BJI/lm

APPENDIX C

SCATTERGRAM--LINEAR REGRESSION

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FILE   NONAME   (CREATION DATE = 05/26/82)
SCATTERGRAM OF   (DOWN) Q32A      EXTENT OF ANGER SHOWN          (ACROSS) Q3337    FIRST POINT IN PROGRAM
                  0.30      0.90      1.50      2.10      2.70      3.30      3.90      4.50      5.10      5.70
```

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STATISTICS..

CORRELATION (R)-	-0.12189	R SQUARED	-	0.01486	SIGNIFICANCE	-	0.10230
STD ERR OF EST -	0.86945	INTERCEPT (A)	-	2.79150	SLOPE (B)	-	-0.07313
PLOTTED VALUES -	110	EXCLUDED VALUES-		0	MISSING VALUES -		70

106

2

VITA

Betty Dickman Ipock

Candidate for the Degree of

Doctor of Education

Thesis: ANGER IN THE RETURNING RN STUDENT: A DESCRIPTIVE SURVEY

Major Field: Occupational and Adult Education

Biographical:

   Personal Data: Born in Clinton, Missouri, August 15, 1930, the
      daughter of Mr. and Mrs. Alfred E. Dickman, Sr.

   Education: Received nursing diploma from St. Luke's Hospital
      School of Nursing, Kansas City, Missouri in 1951; received
      a Bachelor of Science in Nursing degree from Drury College,
      Springfield, Missouri, in 1973; received Master of Science
      degree in Mental Health Nursing from the University of Okla-
      homa in 1977; completed requirements for the Doctor of Educa-
      tion degree at Oklahoma State University in July, 1982.

   Professional Experience: Director, Department of Nursing, Missouri
      Southern State College, Joplin, Missouri, 1978 to present;
      Instructor of Associate Degree Nursing, Northeastern Oklahoma
      A & M College, Miami, Oklahoma, 1975-1978; Coordinator of
      Practical Nursing program, N.E.O. A & M College, 1974;
      Instructor of PN program, N.E.O. A & M College, 1970-1973;
      Supervisor, Miami Baptist Hospital, Miami, Oklahoma, 1969;
      Staff Nurse, Head Nurse, St. Luke's Hospital, Kansas City,
      Missouri, 1953-1956; Director of Nurses, Carlsbad Memorial
      Hospital, Carlsbad, New Mexico, 1952.

   Professional Organizations: Sigma Theta Tau; Phi Beta Kappa;
      American Nurses' Association; ANA Council of Advanced Nurse
      Practitioners in Psychiatric-Mental Health Nursing; National
      League for Nursing; American Association for Adult and Contin-
      uing Education.