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A COMPARISON OF PERSISTING AND NONPERSISTING NURSING
STUDENTS AT A JUNIOR COLLEGE

The University of Oklahoma

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GRADUATE COLLEGE

A COMPARISON OF PERSISTING AND NONPERSISTING NURSING
STUDENTS AT A JUNIOR COLLEGE

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SUBMITTED TO THE GRADUATE FACULTY
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degree of
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By
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Norman, Oklahoma
1984

A COMPARISON OF PERSISTING AND NONPERSISTING NURSING
STUDENTS AT A JUNIOR COLLEGE

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A COMPARISON OF PERSISTING AND NONPERSISTING NURSING
STUDENTS AT A JUNIOR COLLEGE

CHAPTER I

INTRODUCTION

Background of Study

Persistence of students in college programs is a national concern at all levels of postsecondary education. Institutions of higher learning have been confronted with the dilemma of students dropping out since the founding of Harvard in 1636. Since that time, students have withdrawn for a variety of reasons including voluntary withdrawal or withdrawal because of academic failure or infractions of rules.

Student persistence is not a new phenomenon. It is perhaps only a day, or even hours, newer than schools themselves. Student persistence was identified as a professional issue as early as 1872¹ when a scholarly paper entitled "The Early Withdrawls of Pupils from School; Its

¹Daniel Schrieber, "700,000 Dropouts," American Education 4 (June 1968): 6.

Causes and Its Remedies" was presented to the annual convention of the National Education Association.

Historically, professional educators typically viewed the "problem" of the dropout from the standpoint of the personal loss experienced by the student. However, in modern times the problems associated with the college dropout have been viewed as a loss to the institution, a loss of manpower available to society² and, finally, personal failure with which the dropout must live.

Interestingly, in recent years, research has led to the conclusion that dropping out may be a less serious matter than it was once considered to be, since many students return to their institution or re-enter other institutions. More explicitly, Blaine and McArthur³ recommend increased institutional flexibility to provide for what are referred to as "drop-ins" and "drop-outs".

National studies indicate that students leave college for myriad reasons, including academic, personal, environmental, financial, emotional, and/or psychological.⁴

Attrition of nursing students, estimated at one third of all students admitted to nursing programs, is a chronic

²John Vaizey, "The Costs of Wastage", Universities Quarterly 25 (Spring 1971): 139.

³Graham B. Blaine and Charles C. McArthur, Emotional Problems of the Student (New York: A Doubleday-Anchors Book, 1966), p. vii.

⁴Casmir J. Kowalski, "Comparison of Persisting and Nonpersisting Students at Indiana University" (D.Ed. dissertation, Indiana University, 1975), p. 5.

concern to professional educators involved in their education.⁵ A study by Tate,⁶ completed for the National League for Nursing reported that of seventy-three nursing programs affiliated with colleges and universities, the average drop out rate for all programs was forty-four percent and the rate was 30.5 percent for 864 nursing diploma programs. Moreover, a study by Vaughn,⁷ completed for the National League for Nursing, reported that between August, 1976 and July, 1981, a dropout rate of 32.2 percent occurred in the total of Basic RN Programs.

Reasons cited for high drop out rates in nurse's training programs are numerous and varied, ranging from academic failure to "personal reasons". Taylor and Associates,⁸ in an extensive survey of research studies which dealt with nursing program dropouts, found that academic failure was the major reason cited by nursing schools for high attrition rates.

⁵E. E. Levitt et al., "An Attempt to Develop an Objective Test Battery for the Selection of Nursing Students", Nursing Research 20 (May-June 1971): 225.

⁶Barbara L. Tate, Study of Attrition Ratios in Schools of Nursing (New York: National League of Nursing, Inc., 1961).

⁷John C. Vaughn, "Educational Preparation for Nursing -1981," Nursing and Health Care 3 (October 1982):447-455.

⁸C. W. Taylor et al., Selection and Recruitment of Nurses and Nursing Students: A Review of Research Studies and Practices (Salt Lake City: University of Utah Press, 1963).

Many factors may affect the academic success of an individual student. Lavin's⁹ review of the literature reported that intellectual factors, personality factors, and sociological determinants may affect the academic success of students.

Taylor¹⁰ et al., reported other reasons for high dropout rates; marriage, dislike of nursing, ill health, unsuitable personality, violation of rules, homesickness, and immaturity.

Knopke¹¹ indicated that the major reasons given by students leaving the nursing school at the University of Wisconsin - Madison were: changes in career, difficulties with one or more courses in the basic science component, perceived inability to work with sick people, and difficulties experienced in adjusting to the nursing school, the University campus, or both. Additionally, failing to maintain an adequate grade point average, thus becoming ineligible to continue in the nursing program, characterized a significant percentage of dropouts.¹²

Research in postsecondary education revealed that high school Grade Point Average (GPA) and high school

⁹D. E. Lavin, The Prediction of Academic Performance (New York: Russell Sage Foundation, 1965), pp. 45-46.

¹⁰C. W. Taylor et al., op. cit., p. 10.

¹¹Harry J. Knopke, "Predicting Student Attrition in a Baccalaureate Curriculum", Nursing Research 28 (July-August 1979): 225.

¹²Ibid., p. 225.

percentile rank have been consistent predictors of student success in undergraduate programs.¹³ Moreover, first-semester undergraduate GPA has been shown to be an accurate predictor of success or nonsuccess in subsequent undergraduate work because it reflects similarities in educational environment and performance measures.¹⁴

Starr, Betz, and Menne¹⁵ reported that overall satisfaction with the college environment was inversely related to whether students remained in the environment. Spady¹⁶ suggested that attitudes toward learning may be more important than the quantity and quality of previous academic-intellectual experience. Tetreault¹⁷ found that the period between twenty-four to twenty-six years of age may be crucial for internalizing values sufficient for persistence in nursing. While students in this age group

¹³Oscar T. Lenning, Philip E. Beal, and Ken Sauer, Retention and Attrition: Evidence for Action and Research (Boulder: National Center for Higher Education Management Systems, 1980), pp. 15-16.

¹⁴S. V. Owen and J. F. Feldhusen, "Effectiveness of Three Models of Multivariate Prediction of Academic Success in Nursing Education," Nursing Research 19 (November-December 1970): 518.

¹⁵Ann Starr, Ellen Betz, and John Menne, "Differences in College Student Satisfaction: Academic Dropouts, Non-Academic Dropouts, and Non-Dropouts," Journal of Counseling Psychology 19 (July 1972): 320.

¹⁶William G. Spady, "Dropouts from Higher Education: Toward an Empirical Model," Interchange 2 (Summer 1971): 60.

¹⁷A. I. Tetreault, "Selected Factors Associated with Professional Attitude of Baccalaureate Nursing Students," Nursing Research 25 (January-February 1976): 51.

tend to have very high professional attitudes, many students graduate from college programs before they reach this age.

The need to consider the variety of available student data in examining successful and unsuccessful students was summarized by Tinto.¹⁸ He maintained that attrition is a multidimensional process which results from the interaction between the individual and the institution and which is influenced by the characteristics of both elements. Given individual characteristics, prior experiences, and commitments, the individual's integration into the academic and social systems of the college most directly related to continuance in that college.

Seminole Junior College began an Associate Degree Registered Nursing Program in the fall of 1972 and during the first twelve years of existence had a nonpersistence rate of 43 percent. The nonpersistence rate for the years of 1979-1983 was 39.3 percent.

The nursing program at Seminole Junior College required the following for admission into the nursing program: 1) full admission into the college, 2) prerequisite to the first clinical nursing course was a reading level of 15 on the Nelson-Denny Reading Scale or enrollment in READ 1103 (Reading Improvement) until the student achieved a reading level of 15, and 3) the science

¹⁸Vincent Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research 45 (Winter 1975): 94.

division required a minimum grade of "C" in General Biology 1114 or a passing score on the Biology CLEP Exam as a prerequisite to microbiology, anatomy and physiology, and nursing physical science which were required of nursing students.

Significance of the Study

One approach to better understanding the non-persistence problem is to examine the characteristics of both persisters and nonpersisters. By investigating the characteristics of these two groups, valuable data can be obtained which can be utilized to better orient and educate students so that they can persist to graduation. Knowledge of problems encountered by students while in college, the effects of academic integration into the college, and the effects of social integration into the college may be useful in deterring potential dropouts.

The Seminole Junior College Nursing Program experienced a problem with student dropouts, and limited specific information existed regarding factors involved in student persistence in the nursing program. Thus, a study focusing on the dropout problem and identification of strategies to predict and control the dropout rate in nursing at Seminole Junior College was needed.

This study was designed to identify information relevant to understanding the variety of factors associated

with nonpersistence of students in the Nursing Program at Seminole Junior College. Accordingly, the study examined the following factors: 1) student demographic characteristics; 2) American College Test (ACT) scores, Nelson-Denny Reading Levels, grades obtained in science classes, overall GPA; 3) factors which may affect a persister or a nonpersister; and 4) factors related to academic and social integration into college.

Assuming that the total college climate, both social and academic, at Seminole Junior College is idiographic as compared to that at other colleges and universities, and, that students in the nursing program at Seminole Junior College are a unique group, additional information may be needed about specific characteristics associated with students withdrawing from Seminole Junior College's Nursing Program.

The conclusions and recommendations of this study are now available for use in strengthening and improving existing programs and/or to create new programs to prevent problems which may lead to decisions to drop out of the Nursing Program at Seminole Junior College.

Brown¹⁹ reported that a primary goal of colleges and universities was to assist each student in fully developing

¹⁹Robert D. Brown, Student Development in Tomorrow's Higher Education - A Return to the Academy (Washington: American Personnel Association, 1972), p. 7.

his potential. Trent and Medsker²⁰ indicated that individuals who have college degrees enjoy a better life both financially and socially. Further, Gibson²¹ maintained that institutions of higher education were to be concerned with not only teaching individuals how to make a living but also how to live.

Kowalski²² reported that only 10 percent of the students who leave college prior to earning a degree have specific occupational preparation. This waste occurs at a time when skilled manpower is needed; currently, there is a national need for additional personnel in the field of nursing.

Lawrence A. Pervin²³ argued that colleges have the responsibility to their dropouts to help insure that dropping out becomes profitable rather than traumatic for the student. He further maintained that this requires the college to take an interest in the individual's current situation and future life goals.

²⁰James W. Trent and Leland L. Medsker, Beyond High School: A Study of 10,000 High School Graduates. (Berkeley: Center for Research on Development in Higher Education, 1968), p. 126.

²¹Raymond C. Gibson, The Challenge of Leadership in Higher Education (Dubuque: William C. Brown Co., 1969), pp. 1-362.

²²Kowalski, op. cit., p. 7.

²³Lawrence A. Pervin, "The Later Academic, Vocation, and Personal Success of the College Dropouts," The College Dropout and the Utilization of Talent (Princeton: Princeton Press, 1966), p. 37.

Researchers continue to examine and explain problems which culminate in student decisions to dropout of college. A vast amount of wasted talent may result when students forsake educational goals and fail to avail themselves of prerequisite learning for "living and making a living".

The present study was intended to identify factors which contribute to attrition. Once contributing factors to attrition are identified, necessary strategies can be employed to reduce the rate of attrition. Some potential results of a decrease in attrition include: 1) increased utilization of available student talent; 2) increased opportunity for students to develop academic potential more fully; 3) increased opportunity for occupational preparation by students; 4) increased supply of skilled manpower to the field of nursing; and, 5) increased opportunity for self-actualization on the part of students.

Statement of Purpose

The purpose of this study was to determine selected differences in students who complete the Associate Degree in Nursing at Seminole Junior College (persisters) as compared to students who were admitted to the nursing program at Seminole Junior College but failed to complete the program (nonpersisters).

Pursuant to the purpose in the study, the following research questions were posed:

1. Do students who complete the program and those who do not complete the program differ on the basis of selected student demographic characteristics?
2. Do students who complete the program and those who do not complete the program differ on the basis of importance ratings of academic, employment, financial, personal circumstances, program related, family related, commuter, or scheduling problems?
3. Do students who complete the program and those who do not complete the program differ on the basis of importance ratings of peer-group interactions, interactions with faculty, faculty concern for student development and teaching, academic and intellectual development, or institutional and goal commitments?
4. Do students who complete the program and those who do not complete the program differ on the basis of American College Testing scores, Nelson-Denny Reading Level, grades obtained in science classes, and overall GPA?

Summary

Available national research indicated that persistence of students in nursing programs of study was low. Additionally, examination of college records at Seminole Junior College indicated that many students who enrolled in the nursing program of study at the college failed to persist to the completion of an Associate Degree in Nursing.

Many reasons for nonpersistence are advanced by research authorities. The purpose of the research reported in this document is to define differences and/or likenesses which exist between persisting and nonpersisting students in the nursing program of study at Seminole Junior College.

CHAPTER II

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

Introduction

Research conducted since the 1930's indicated that approximately 50 percent of students entering colleges and universities do not complete degree requirements, and thus do not receive their diplomas.

While noncompletion of the diploma has been a major concern to all institutions of postsecondary education, the focus of this review was concerned with nonpersistence in junior and community colleges in general, and nonpersistence of students in nursing programs in particular.

Theoretical Framework

The Tinto Model of Attrition,¹ as depicted in Figure 1, was used as the theoretical framework in the study. The model postulates that colleges are comprised of both social and academic systems and that for the student to

¹Vincent Tinto, "Dropout From Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research 45 (Winter, 1975):89-125.

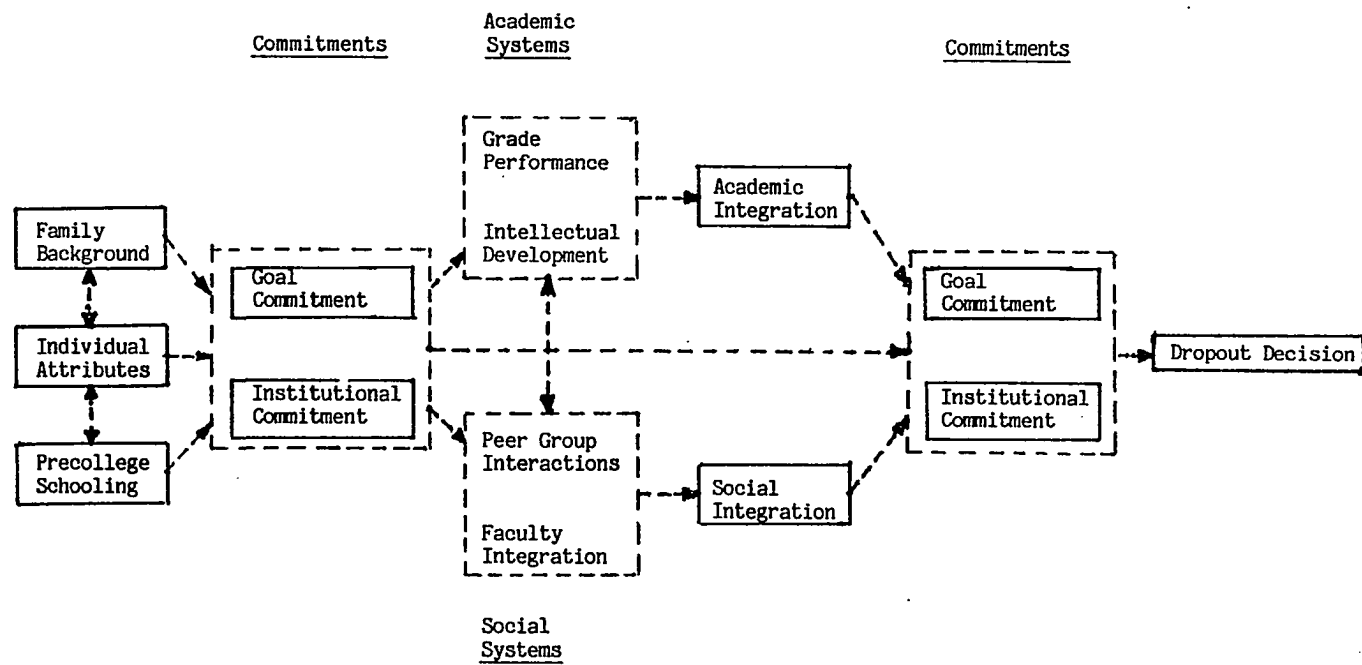


Figure 1. Tinto's Model of Attrition.

persist, he/she must become integrated into both systems. It is possible for a student to be integrated into one of the systems and yet not be integrated into the other system. A student can be integrated into the social sphere of the college and still dropout because of insufficient integration into the academic domain of the college. Conversely, a student may succeed in the academic domain and still dropout because of insufficient integration into the social life of the institution.

The mind-set which culminates in the student dropping out of college seems to exist for some time before the student actually drops out. Tinto² suggested that dropping out of college might be viewed as a longitudinal process of interaction between the individual and the academic and social systems of the college during which a person's experience in those systems (as measured by his normative and structural integration) continually modify his goals and institutional commitment in ways which lead to persistence or to nonpersistence.

Tinto³ further suggested that individuals enter institutions of higher education with a variety of attributes (e. g., race, ability), precollege experiences (e.g., grade point averages, academic, and social attainments) and family backgrounds (e. g., social status

²Ibid., p. 94.

³Ibid., p. 94.

attributes, value climates, expectational climates), each of which may have a direct and indirect impact upon student performance in college. More important, these backgrounds, characteristics, and attributes also influence the development of the educational expectations and commitments the individual brings into the college environment.

In a summary of his model of attrition, Tinto stated, "...given individual characteristics, prior experiences, and commitments, it is the individual's integration into the academic and social systems of the college that most directly relates to continuance in that college."⁴

Student Attrition Review: General

Summerskill,⁵ in a major synthesis of attrition research, reviewed a myriad of earlier studies. The review included thirty-five different attrition studies which were conducted throughout various colleges from 1913 to 1962. The findings indicated that American colleges, on the average, lose approximately one-half of their students prior to the time of graduation. The major contribution of the Summerskill review was in the discovery that most research had been carried-out on institutional and administrative factors associated with student dropouts, with minimal

⁴Ibid., p. 96.

⁵J. Summerskill, "Dropouts from College," N. Sanford (Ed.), The American College (New York: Wiley, 1962), p. 630.

attention provided to psychological or sociological processes that are prone to spur attrition rates.

A comprehensive and significant study by Astin⁶ in a four-year follow-up of the class of 1970 in both two- and four-year colleges across the nation, found that community colleges tended to experience higher rates of dropout than did four-year institutions. Additionally, Astin found this difference to be associated with lower student motivation and academic preparation. Thornton⁷ reported that at least one-half of the students entering community colleges dropped out prior to completion. Thornton found that this contributed to the shattering of the educational goal of a universal post high school education for interested students. Trent and Medskar,⁸ in a study which included community colleges, confirmed that approximately 50 percent of entering freshmen dropped out prior to the sophomore year.

A summary of attrition studies at Santa Fe Community College, Florida revealed that the most common reasons given for nonpersistence in college were financial, personal, or

⁶Alexander W. Astin, Predicting Academic Performance in College (New York: The Free Press, 1971), pp. 23-31.

⁷J. W. Thornton, The Community College (New York: John Wiley and Sons, Inc., 1966), pp. 155-56.

⁸James W. Trent and Leland L. Medskar, Beyond High School (Berkeley: Center for Research and Development in Higher Education, 1968), pp. 78-81.

employment related.⁹ Bosson and Burnett¹⁰ found that students in lower socioeconomic classes were more likely to drop out of college than their more privileged classmates.

Characteristics of Persisters and Nonpersisters

Summerskill¹¹ identified biological and social, academic, motivational, adjustment, illness and injury, and financial factors as contributors to nonpersistence. According to Tinto,¹² of all the characteristics related to nonpersistence, the most important pertain to family and individual characteristics, precollege education, and student expectations of educational success.

Demographic Factors

Age at entering college. Generally, the literature indicated that age, in itself, did not affect

⁹A. Bromley, Two Attrition Studies at Santa Fe Community College (Gainesville, Florida: Santa Fe Community College, 1972).

¹⁰Doris S. Bosson and C. W. Burnett, "What Happens to the Withdrawal Student," Junior College Journal (June 1970):34.

¹¹Summerskill, op. cit., pp. 631-647.

¹²Tinto, op. cit., p. 99.

nonpersistence. However, Pierson¹³ suggested that older students encountered more obstacles, such as personal or financial problems, in pursuing educational goals than did younger students.

Sex. Research indicated that men and women tended to withdraw at about the same rate. However, the reasons for withdrawing may be different. The evidence indicated that nonacademic reasons are most often given for female nonpersistence. Summerskill¹⁴ reported the primary cause of female nonpersistence to be marriage. Conversely, studies by Astin¹⁵ and Cope¹⁶ indicated that sex of the individual appeared to be related to persistence in that a higher proportion of men finished college degree programs than did women. However, a greater proportion of women who dropped out tended to do so voluntarily rather than as a result of academic dismissals.¹⁷

Hometown location and size. Research indicated that hometown location and size were factors which may contribute to nonpersistence of college students. The significance of

¹³Rowland R. Pierson, "Age Versus Academic Success in College Students," School and Society (August 1948):94-95.

¹⁴Summerskill, op. cit., pp. 631-633.

¹⁵Alexander W. Astin, "College Dropouts: A National Profile," ACE Research Reports 7 (February 1972):1-49.

¹⁶Robert G. Cope et al., "An Investigation of Entrance Characteristics Related to Types of College Dropouts," Final Report (May 1972).

¹⁷William G. Spady, "Dropouts from Higher Education: Toward an Empirical Model," Interchange 2 (1971):38-62.

size and location per se raised questions in that there were differences in the quality of schools, K-12, in various sized cities and towns. Additionally, cultural opportunities differed among cities and towns. Because of these environmental differences, students from diverse areas differed both culturally and educationally. Attrition occurred when differences between the college and hometown environments resulted in educational and/or cultural incompatibility.

Precollege schooling. Secondary school grades were generally recognized as the stronger predictors for student success in college. Summerskill¹⁸ found that college nonpersisters had lower grade point averages in secondary schools than did persisters. Astin¹⁹ reported that performance in high school as measured by grade average or rank in class could be used as a predictor of future college persistence. Nelson²⁰ further suggested that characteristics of the high schools were important in the determination of student's motivation, aspirations, and expectations for college education.

¹⁸Summerskill, op. cit., pp. 634-635.

¹⁹Alexander W. Astin, Predicting Academic Performance in College (New York: Free Press, 1971).

²⁰J. Nelson, "High School Context and College Plans: The Impact of Social Structure on Aspirations," American Sociological Review 37 (1972):143-148.

Scholastic Aptitude. Sewell and Shah²¹ found that measured ability was almost twice as important in accounting for college student nonpersistence as was the social status of the family. When compared with measures of ability, as reported on standardized tests, high school grade performance tended to be a better predictor of student success in college.²² In sixteen of nineteen investigations on the relationships between scholastic aptitude and college student nonpersistence, research indicated that scores were lower for the nonpersisters. However, not all cases were statistically significant, and substantial evidence indicated that attrition might be reduced by raising entrance scores.

Academic Performance in College. College grades were found to be important determinants of college student nonpersistence. Numerous studies on grades and nonpersistence revealed that a significant relationship existed between college grades earned and student persistence. Moreover, approximately one-third of college nonpersistence was attributed to the attainment of poor grades. Additionally, low grades at the beginning of college work were highly predictive of nonpersistence of

²¹W. Sewell and V. Shah, "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," Sociology of Education 40 (Winter 1976):1-23.

²²Astin, op. cit., p. 25

students. White²³ supported the use of first semester grade point averages as important factors for identification of potential nonpersisters. Research indicated that the lower the grade point average, the more likely a student could be predicted to drop out.

Motivation. The absence of motivational forces such as appropriate goals and interest were shown to account for a significant number of dropouts.²⁴ Most studies typically attributed student attrition to the following reasons: lack of interest in college, lack of interest in studies, marriage, job transfer, military service, and employment.

Blai²⁵ suggested that motivational levels were lower for junior college students. Although his study was speculative, it noted that additional effort was needed to understand the community college student's reasons for persistence or nonpersistence.

Extraneous factors give impetus to change or cause conflict which affect student motivation. Extraneous factors included marriage, military service, illness or

²³James H. White, "Individual and Environmental Factors Associated with Freshman Attrition at a Multi-Campus Community College" (Ed.D. dissertation, George Washington University, 1972), pp. 22-23.

²⁴Harry Arthur Stafford, "Dropouts in the Florida Community Colleges: A Statewide Follow-up Study" (Ed.D. disseration, University of Florida, 1974), p. 19

²⁵Boris Blai, Jr, Two-Year College Dropouts--Why Do They Leave? Who Are They? How Many? (Bryn Mowr, Penn.: Harcum Junior College, 1972), p. 13.

death in the family, or job transfer. According to Jones and Dennison,²⁶ the college student is highly responsive to psychological and sociological forces. Additionally, lack of interest, finances, health, academic problems, moving from the area, family problems, and marriage were cited as reasons for nonpersistence.

Adjustment. Personal, emotional, and social adjustments were found to contribute to college student nonpersistence. Additional study may be required to determine the extent to which these factors contribute to nonpersistence.²⁷

Illness and Injury. Research studies indicated that on the average, medical reasons were responsible for eight percent of the dropouts. Jones and Dennison²⁸ found that illness and injury were relatively minor contributors to nonpersistence.

Finances. Summerskill²⁹ found personal financial difficulty to be one of three most important factors contributing to attrition. Some degree of caution must be taken in regard to the personal finance factor because research indicated that some students use this as the stated

²⁶Gordon Jones and John D. Dennison, A Comparative Study of Persisters and Nonpersister College Students (Vancouver, B. C.: Vancouver City College, 1972), p. 67.

²⁷Summerskill, op. cit. pp.643-645.

²⁸Jones and Dennison, op. cit., p. 68.

²⁹Summerskill, op. cit., pp. 631-647.

reason for dropping out when it is assumed to be more acceptable than lack of motivation or ability. Stafford,³⁰ listed the "socially acceptable" factor as one of the leading attributes associated with nonpersistence as related to personal finance. Research by Jones and Dennison³¹ concurred with the findings of Summerskill.

Socioeconomic factors

Socioeconomic factors were found to be positively correlated with student persistence. The family socioeconomic status appeared to be inversely related to nonpersistence and, specifically, children from higher status families exhibited lower rates of nonpersistence than did children of lower status families even when controlling for intelligence.³²

An attrition model suggested by Sewell, Haller, and Ohlendorf³³ proposed that predetermined social, structural, and psychological factors, defined as socioeconomic status and mental ability, affect the youth's academic performance and the influence that significant others have on him.

³⁰Stafford, op cit., p. 21

³¹Jones and Dennison, op. cit., p. 49.

³²Sewell and Shah, op. cit., pp. 1-23.

³³William H. Sewell, Archibald O. Haller, and George W. Ohlendorf, "The Educational and Early Occupational Status Attainment Process: Replication and Revision," American Sociological Review 35 (December 1970):1015.

Additionally, the influence of others, and possibly his own ability, affected the student's level of educational and occupational aspirations. Moreover, the levels of student aspiration affected educational and occupational status attainment by means of intervening behavior mechanisms.

Family Background. Tinto³⁴ reported that the likelihood of an individual dropping out of college was related to the characteristics of the family. According to Sewell³⁵ in a study of 9,000 randomly selected high school students, children from lower status families exhibited higher rates of dropout than did children of higher status families, regardless of intelligence. Parental income, father's and mother's educational attainment, and father's occupation were used in the study. Additionally, enormous differences in educational opportunity were found to be present between various socioeconomic groups. Sewell³⁶ found that differences were great regardless of the socioeconomic indices used and regardless of how restrictively or broadly opportunity for higher education was defined; whether opportunity was defined to mean college entry, college graduation, professional or graduate study,

³⁴Tinto, op cit., p. 99.

³⁵William H. Sewell, "Inequality of Opportunity for Higher Education," American Sociological Review 36 (October 1971):794.

³⁶Ibid., p. 794.

or simply continuation in any kind of formal education beyond high school.

Family Commitment. According to Hackman and Dysinger,³⁷ the commitment of a student and his parents to the attainment of a college education was an important factor in the determination of student persistence during the freshman year of college. Additionally, student home and family were found to be extremely important in the determination of the student reaction to the college experience.

Student Commitment and Goals. A study by Astin,³⁸ indicated that students who dropped out of college tended to come from lower socioeconomic background, had lower ranks in high school, planned initially to get lower college degrees, and applied for relatively fewer scholarships than did students who persist. Additionally, research indicated that nonpersisters tended to be more aloof, self-centered, and assertive than persisters.

³⁷J. Richard Hackman and Wendell S. Dysinger, "Research Notes: Commitment to College as a Factor in Student Attrition," Sociology of Education 43 (Summer 1970):311.

³⁸Alexander W. Astin, The College Environment (Washington, D. C.: The American Council on Education, 1968), p. 219.

A study by Marks³⁹ reported that nonpersisters demonstrated lower ability, poorer high school performance, and lower mean first term Grade Point Average (GPA) than did persisters. Moreover, the conclusion was that students with poor high school preparation or low scholastic aptitude experienced higher incidence of college withdrawal.

A study by Coker⁴⁰ reported that, based on scholastic aptitude, persisting students tended to achieve significantly higher mean scores on all subscales of the American College Testing Program (ACT) than did either of two nonpersisting subgroups (academic nonpersisters and nonacademic nonpersisters).

Social Integration. Tinto⁴¹ indicated that individual decisions regarding persistence in college may be affected by a person's integration into the social system of the college. Social integration occurs primarily through informal peer group associations, semiformal extracurricular activities, and interaction with faculty and administrative personnel of the college.

³⁹Edmond Marks, "Student Perceptions of College Persistence, and their Intellectual, Personality and Performance Correlates," Journal of Educational Psychology 58 (1967):220.

⁴⁰David L. Coker, Diversity of Intellectual and Non-Intellectual Characteristics Between Persisting and Non-Persisting Students Among Campuses (Washington, D. C.: HEW, 1968), p. 100.

⁴¹Tinto, op. cit., p. 107.

Attrition of Students in Nursing Programs

Attrition of nursing students is a chronic concern to those involved in their education. A study by Levitt⁴² et al., indicated that as many as one-third of all students admitted to nursing programs of study failed to complete the program. Tate⁴³ reported, in a study completed for the National League of Nursing, that for 73 nursing programs associated with colleges and universities the average dropout rate was 44 percent. Additionally, for 864 nursing programs which offered a diploma upon completion of training rather than a college degree, the rate of nonpersistence was 30.5 percent. Vaughn⁴⁴ found that the graduation rate was on the decline because fewer students were admitted to nursing programs. Moreover, graduation rates for associate degree programs showed a one percent decline for 1980 and was expected to plunge in 1984-85 years.

Review of pertinent literature revealed that reasons cited for high nonpersistence rates in nurse's training program are numerous and varied, ranging from academic

⁴²E. E. Levitt et al., "An Attempt to Develop an Objective Test Battery for the Selection of Nursing Students," Nursing Research 20 (May-June 1971):225.

⁴³Barbara L. Tate, Study of Attrition Ratios in Schools of Nursing (New York: National League of Nursing, Inc., 1961).

⁴⁴John C. Vaughn, "Educational Preparation for Nursing-1980," Nursing and Health Care 2 (September 1981):387-388.

failure to personal reasons. Taylor⁴⁵ et al., in an extensive survey of research studies which dealt with nonpersistence in nursing programs, found that academic failure was the major reason cited by nursing schools for high attrition rates. Moreover, marriage, dislike of nursing, ill health, unsuitable personality, violation of rules, homesickness, and immaturity were reported as other reasons for nonpersistence.

Knopke⁴⁶ reported that reasons given by students leaving the nursing school at the University of Wisconsin-Madison included: changes in career, difficulties with one or more courses in the basic science component, perceived inability to work with sick people, and difficulties experienced in adjusting to college life. Additionally, many students experienced inadequate grade point averages which prevented continuation in the nursing program.

Research revealed that a variety of factors affected the academic success of individual students. Lavin⁴⁷ reported that intellectual factors, personality factors, and

⁴⁵C. W. Taylor et al., Selection and Recruitment of Nurses and Nursing Students: A Review of Research Studies and Practices (Salt Lake City: University of Utah Press, 1963), p. 10.

⁴⁶Harry J. Knopke, "Predicting Student Attrition in a Baccalaureate Curriculum," Nursing Research 28 (July-August 1979):225.

⁴⁷D. E. Lavin, The Prediction of Academic Performance (New York: Russell Sage Foundation, 1965), pp. 45-46.

sociological determinants affected the academic success of students in general. Moreover, literature involving nursing students revealed similar influences in regard to these factors.

Alichnie and Bellucci⁴⁸ reported that dissatisfaction with the college environment was influential in determining whether students withdrew during earlier stages of schooling; but the longer the student stayed within the environment, the less important satisfaction became in determining further continuation.

Monro,⁴⁹ in a study involving 129 associate degree and 234 bachelor degree students, found that socioeconomic status had a direct effect on both persistence in the institution and persistence in higher education. Further, the study indicated a substantial effect of ethnicity on persistence of associate degree students in higher education with whites more likely to remain in school than nonwhites. Moreover, high school grades were shown to be better predictors of academic integration than was measured aptitude. Interestingly, the Monro study suggested that low self-esteem was positively related to persistence for

⁴⁸M. Christine Alichini and Joseph L. Bellucci, "Prediction of Freshman Students Success in a Baccalaureate Nursing Program," Nursing Research 30 (January-February 1981):50.

⁴⁹Barbara Hazard Monro, "Dropouts from Nursing Education: Path Analysis of a National Sample," Nursing Research 29 (November-December 1980):375-376.

associate degree students and negatively related to persistence for baccalaureate students and, for both groups, perceived parental aspirations had the strongest direct effect on educational aspirations.

Monro⁵⁰ reported that educational aspirations were related to college persistence. Furthermore, the study indicated that educational aspirations of both parents and students had a greater effect on goal commitment than did academic integration. However, academic integration had a much stronger direct effect on institutional commitment than did social integration.

Monro⁵¹ indicated that loss of interest in nursing and financial difficulties, especially for nonwhites, were given as major reasons for nonpersistence. Additionally, integration into the academic system of the institution appeared to be more important than integration into the social system.

Hutcheson⁵² et al., reported, from a sample of 261 nursing students, that the higher the father's educational attainment, the more likely attrition was to occur. Conversely, the higher the mother's occupational status, the

⁵⁰Ibid., p. 376.

⁵¹Ibid., p. 377.

⁵²John D. Hutcheson, Jr., LaRetta M. Garland, and Linda S. Lowe, "Antecedents of Nursing School Attrition: Attitudinal Dimensions," Nursing Research 28 (January-February 1979):58-62.

less likely attrition was to occur. Since the study included predominately female students (98%), perhaps, the results indicated some form of role modeling.

Additionally, Hutcheson⁵³ et al., suggested that greater family responsibilities of older students adversely affected their grades and that lower grades contributed to nonpersistence. However, some older students were reported to be tenacious enough to persist.

Davidhizar⁵⁴ reported that positive teacher-student relationships are crucial to learning. Moreover, Davidhizar suggested that the relationship between student-teacher is analagous to the relationship of counselor to counselee in that both are helping situations.

Summary

The review of literature suggested that persistence and/or nonpersistence are due to a number of interrelated factors. Reported factors which contributed to persistence and/or nonpersistence included: student characteristics; conflicts between the student and the institution; and various sociological factors.

Research indicated that individual characteristics were among the more important contributing factors to

⁵³Ibid., p. 62.

⁵⁴Ruth E. Davidhizar, "Helping Students Help Themselves," Nursing and Health Care 3 (March 1982):138.

persistence. Past educational experiences; scholastic aptitude; and college grade point achievement influenced the success of the college student. Studies cited family influence as a major contributor to the persistence of the college student. Furthermore, educational attainment and socioeconomic status of parents influenced persistence and/or nonpersistence of students.

CHAPTER III

METHODOLOGY

Introduction

This chapter reports the methodology used in the study including: theoretical model, research design, instrument development, pilot study, questionnaire design, questionnaire validity and reliability, population, research hypotheses, data collection, display of data and statistical treatment, definition of terms, limitations and delimitations of the study, and a study summary.

Theoretical Model

College students persist or withdraw from college for a variety of reasons. There appeared to be a dearth of information regarding factors involved in the withdrawal of students from nursing programs in general, and in particular, the program of study at Seminole Junior College. Only general information about persisting and nonpersisting students could be identified through faculty members, workers in student personnel services, and by reviewing the literature and research from other institutions. Thus, a

study concerned with nonpersistence specific to the nursing program of study at Seminole Junior College seemed appropriate. The Tinto Model of Attrition¹ as listed in Chapter Two was selected as the theoretical model upon which the research design was based. Figure 1 depicts the Tinto Model of Attrition.

Research Design

It was felt that the most useful data could be obtained by asking students directly about their personal backgrounds; their perceptions concerning factors which influenced their retention in the nursing program, or, dropping out of the program; and, their perceptions of integration into the social and academic community of the college. Accordingly, the survey mode of research was chosen. This research method allowed for personal expression by both persisting and nonpersisting students in regard to a variety of variables. Factors studied included: student demographic characteristics; perceptions of factors which contributed to the students' nonpersistence or affected the persisting student while in the nursing program; and, students' perceptions of their academic and social integration into the college.

¹Vincent Tinto, "Droupouts From Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research 45 (Winter, 1975):89-125.

Questionnaire research and other self-reporting devices have been criticized by some. However, the questionnaire method possesses advantages in gathering useful data related to demographic characteristics and more phenomenological/introspective analysis.

Instrument Development

The essential elements of the Tinto Student Attrition Model, a review of literature, and information gathered from the college course, Research on the College Student, were utilized as the framework for development of an original questionnaire which consisted of significant variables related to persisting and nonpersisting students. Additionally, variables in question thirty-five (35) of the questionnaire were adapted from an instrument developed by attrition specialists, Ernest T. Pascarella and Patrick T. Terenzini.² The initial version of the questionnaire was evaluated by a panel of judges consisting of faculty members from education, nursing, and science. The questionnaire was then administered to five nursing students. Based upon the evaluations of the panel of judges and the nursing students, the initial questionnaire was revised. Revision included

²Ernest T. Pascarella and Patrick T. Terenzini, "Predicting Freshman Persistence and Voluntary Dropout Decisions from a Theoretical Model," Journal of Higher Education 51 (1980): 60-65.

rephrasing and restructuring some items. The revised version was used in the pilot study.

Pilot Study

A pilot study was conducted to facilitate data collection and to ascertain potential respondent problems which might subsequently occur. Five nursing students were selected at random and were asked to complete the revised questionnaire. Participants were asked to make comments or suggestions regarding the clarity of items and the data collection instrument. These comments and suggestions were evaluated and incorporated into the final questionnaire.

Questionnaire Design

The questionnaire used in the study consisted of a single form, printed on colored paper. The questionnaire printed on blue paper was mailed to persisting students and the questionnaire printed on yellow paper was mailed to nonpersisting students. The print size was reduced and each questionnaire was printed on both sides of two sheets of legal sized paper. A copy of the questionnaire is included in Appendix I.

Questionnaire Validity and Reliability

The questionnaire possessed content validity. Borg and Gall³ contended that content validity is the degree to which sample items in the questionnaire represent content which the questionnaire is designed to measure. Moreover, content validity is concerned with the issue of whether the variables included in a survey represent those desired about a constellation of phenomena surrounding a research problem; in this instance the phenomena were student persisters and nonpersisters in a college nursing program. Each item in the questionnaire dealt with some aspect of student's persistence or nonpersistence in the Nursing Program of Study at Seminole Junior College and no attempt was made to disguise items.

A degree of reliability was established by consulting with a panel of faculty members in the construction of the pilot questionnaire and the final questionnaire. The final questionnaire was field tested with a sample of nursing students who were not included in the final study. These students were retested and a reliability coefficient of .85 was obtained. Brown,⁴ et al, indicated that a coefficient of reliability of .632 to be significant at the .05 level.

³Walter R. Borg and M. D. Gall, Educational Research, Third Edition, (New York: Longman, 1979), pp. 212-213.

⁴Foster Lloyd Brown, Jimmy R. Amos, and Oscar G. Mink, Statistical Concepts, A Basic Program, 2nd Ed., (New York: Harper and Row, Publishers, 1975), pp. 57-58.

Since nothing in the contents of the questionnaire was deemed offensive, threatening, or incriminating, it was assumed that the respondents were truthful in their responses. The cover letter enclosed with each questionnaire explained the purpose of the study, assured the respondent that all information was confidential, and that individual information would be compiled into group data. Each questionnaire was assigned a number to ensure confidentiality of the respondents. Since the questionnaire design was based on a review of literature and attempted to collect data on variables related to persistence and nonpersistence, it was assumed that the questionnaire was sufficiently comprehensive.

Population

This was a population study and included all students who were officially admitted to the nursing program, between the Fall Semester of 1979 and the Spring Semester of 1983, but did not finish the nursing program degree, and were not currently enrolled in the program; and students who graduated from the nursing program between 1980 and 1983, and were awarded an Associate Degree in Nursing.

The study design was ex post facto descriptive, and examined the total population of persisting and nonpersisting students in the nursing program of study at

Seminole Junior College for the academic years, 1979 through 1983.

Names and addresses of persisting and nonpersisting students were obtained from the Nursing Division of Seminole Junior College. Additional data were collected on both persisters and nonpersisters from the Records and Admissions Office of Seminole Junior College.

From the records it was determined that eighty-five (85) students had graduated from the nursing program between 1980 and 1983, and, that fifty-five (55) students had dropped out of the nursing program between the Fall Semester of 1979 and the Spring of 1983. This constituted a nonpersistence rate of 39.3 percent. Interestingly, there was a steady decline in nonpersistence over the same four-year period. Table 1 provides frequency distributions of persisters and nonpersisters in the nursing program of study.

The minimum questionnaire return levels used in this study were based upon percentage returns for representativeness in descriptive research population studies as recommended by Shannon.⁵ In order to ensure an adequate number of responses it was determined that eighty (80) percent of the persisting students and sixty-five (65)

⁵John R. Shannon, "Percentages of Returns of Questionnaires in Reputable Educational Research," Journal of Educational Research 42 (October, 1948):140.

TABLE 1

FREQUENCY DISTRIBUTION OF PERSISTERS AND NONPERSISTERS
IN THE NURSING PROGRAM OF STUDY

	Total N=140	Persisters N=85		Nonpersisters N=55	
Year	N	N	%	N	%
1979-80	33	18	54.5	15	45.5
1980-81	36	21	58.3	15	41.7
1981-82	27	17	63.0	10	37.0
1982-83	<u>44</u>	<u>29</u>	66.0	<u>15</u>	34.0
Total	140	85		55	

percent of the nonpersisting student questionnaires would be required as a minimum return.

Research Hypotheses

Hypothesis one addressed the effect of demographic characteristics on persistence and nonpersistence of students in the nursing program of study at Seminole Junior College. It was anticipated that demographic characteristics had an influence on persistence or nonpersistence of students in the nursing program of study. The null hypothesis in regard to this variable states:

Ho₁ There are no statistically significant differences between persisters and

nonpersisters on demographically related characteristics.

Hypothesis two addressed the perceptions of persisting and nonpersisting students regarding academic employment, financial, personal, program related, family, and commuting problems encountered while enrolled in the nursing program of study. The null hypothesis in regard to these variables states:

Ho₂ There are no statistically significant differences between persisters and nonpersisters on the basis of importance ratings of academic, employment, financial, personal circumstances, program related, family related, or commuter problems.

Hypothesis three was related to perceptions of persisting and nonpersisting students regarding peer group interactions, interactions with faculty, faculty concern for student development and teaching, academic and intellectual development, and institutional and goal commitments.

The null hypothesis in regard to these variables states:

Ho₃ There are no statistically significant differences between persisters and nonpersisters on the basis of importance ratings of peer-group interaction, interactions with faculty, faculty concern

for student development and teaching,
academic and intellectual development, or
institutional and goal commitments.

Hypothesis four related to differences between persisters and nonpersisters in regard to A.C.T. scores, scores on the Nelson-Denny Reading Placement Exam, grades obtained in required science courses, and overall college grade point average (GPA). The null hypothesis in regard to these variables states:

Ho₄ There are no statistically significant differences between persisters and non-persisters on the basis of A.C.T. Scores, Nelson Denny Reading Level, grades received in required science classes, and overall grade point average (GPA).

Data Collection

Questionnaires were mailed to eighty-five (85) persisting students and fifty-five (55) nonpersisting students. Ten days after the initial mailing, a second questionnaire was mailed to each nonrespondent. In each mailing, a self-addressed, stamped envelope and directions for completing the questionnaire were included. After a period of lapsed time phone calls were made to remind remaining nonrespondents. Copies of the initial letter for

the first mailing and the letter for the second mailing are included in Appendices II and III.

Of the eighty-five (85) persisting students surveyed, sixty-seven (67) or 78.8 percent responded by completing and returning usable questionnaires. Of the fifty-five (55) nonpersisting students surveyed, thirty-four (34) or 61.8 percent responded with usable questionnaires. One questionnaire of persisters and two questionnaires of nonpersisters were deemed incomplete and unusable for the study. Table 2 depicts the percentages and number of returned, usable questionnaires.

Display of Data and Statistical Treatment

Data from persistent and nonpersistent student questionnaires and data from the Office of Admissions and Records were punched onto data processing cards. Analysis of these data required frequency displays of responses of both student cohorts for comparative purposes. The Statistical Package for the Social Sciences⁶ (SPSS) at the University of Oklahoma Computing Center was used for data analysis.

Chi-squares were used to compare and test each variable. The Chi-square is a test of statistical

⁶Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, Karen Steinbrenner, and Dale H. Bent, Statistical Package for the Social Sciences, 2nd Ed., (New York: McGraw Hill, 1975), pp. 181-248.

TABLE 2

SUMMARY OF TOTAL QUESTIONNAIRES MAILED AND RETURNS
RECEIVED FROM PERSISTING AND NONPERSISTING
NURSING PROGRAM STUDENTS

	Persisting Student Questionnaires			Nonpersisting Student Questionnaires		
	Mailed N=85		Returned N=67	Mailed N=55		Returned N=34
	N	%	%	N	%	%
Returns after:						
1st Mailing	46	54.1	68.7	13	23.6	38.2
2nd Mailing	8	9.4	11.9	10	18.2	29.4
Phone Calls	13	15.3	19.4	11	20.0	32.4
	67	78.8	100.0	34	61.8	100.0

significance, which determines whether a systematic relationship exists between two variables. Cell frequencies were used to determine relationships present between the variables, by row and column totals. The expected cell frequencies were then compared with actual values found in tables. Degrees of freedom were used to ascertain probability of Chi-square values.

According to Huck, "...descriptive statistics are concerned only with characteristics of the set of data obtained by the researcher, inferential statistics are concerned with generalizations to a population larger than

the set of data obtained by the researcher."⁷ In that the present study involved the collection of data from a select population, descriptive statistical methods were pertinent. The Chi-square test is commonly used when the research data are in the form of frequency counts rather than interval scores.

Linton, Gallo, and Logan⁸ indicate that all expected frequencies must be five or more for contingency tables with one degree of freedom (one-way with two levels, or 2 X 2). Moreover, all expected frequencies must be two or greater for contingency tables having more than one degree of freedom (2 X 3 or larger). When expected frequency is less than two for the Chi-square with more than one degree of freedom, the number of categories may be collapsed to produce categories in which all expected frequencies are greater than two. Tables included within the present study do not include collapsed data. This procedure was followed to ensure greater clarity to the reader in regard to the qualitative nature of responses.

⁷Schuyler W. Huck, William H. Cormier, and William C. Bounds, Jr., Reading Statistics and Research (New York: Harper and Row, Publishers, 1974), p. 19.

⁸Marigold Linton, Phillip S. Gallo, Jr., and Cheryl A. Logan, The Practical Statistician-Simplified Handbook of Statistics (Monterey: Brooks/Cole Publishing Company, 1975), p. 62.

CROSSTABS,⁹ a subprogram of the Statistical Package of Social Sciences (SPSS), was used to compute probability coefficients. The 0.05 level of significance was selected to identify statistically significant difference observed on computed Chi-square values. Additionally, T-TEST, a subprogram of SPSS, was used to compute Student's t and probability levels to determine whether or not the differences between two sample means were significant. The T-TEST was used on the following variables: Grades Obtained in Science Classes, Nelson-Denny Reading Levels, ACT Scores, and Overall Grade Point Averages.

Definitions of Terms

The following terms were defined as indicated for the purpose of this study:

Persisting student. A student who was officially admitted to the nursing program of study at Seminole Junior College and continued in the program until he/she received an Associate of Science Degree in Nursing.

Nonpersisting student. A former student who was officially admitted to the nursing program of study at Seminole Junior College but failed to continue the program until he/she received an Associate of Science Degree in Nursing.

⁹Ibid., pp. 218-248.

Seminole Junior College. A small, comprehensive junior college located in east central Oklahoma.

ACT. American College Testing Program.

GPA. Grade Point Average based on a scale of 0.00 to 4.0, with 4.0 representing the highest possible score.

Nelson-Denny. A test given to determine level of comprehension and rate of reading. The scale represents grade-level equivalency. Example: 12.0 represents twelveth grade level.

College. This term is used interchangeably with the terms nursing school or institution of higher education.

Nursing Program of Study. A curriculum which leads to an Associate of Science Degree in Nursing and the opportunity to sit for the State Nursing Board Exams for Registered Nurse.

Limitations and Delimitations of the Study

1. The term nonpersister as defined for use in this study applied only to those students who do not complete the nursing program of study at Seminole Junior College.
2. The data were collected from Seminole Junior College nursing program of study students only. The conclusions are necessarily only supported by these data. Accordingly, these data should be applied

with caution to other Nursing Programs of Study.

3. The study was primarily descriptive in nature. Accordingly, significance of statements is associational in nature and is not predictive. Moreover, use of data contained herein should be limited to general cause and effect conclusions.

Summary

This chapter was concerned with describing the basic methodology used in this study. Included in this chapter were: a brief discussion of the theoretical model used in the research design; instrumentation development; the pilot study; final questionnaire design; questionnaire validity and reliability; population; research hypotheses; data collection; a display of data and statistical treatment; a definition of terms; and, the limitations and delimitations of the study.

CHAPTER IV

FINDINGS IN THE STUDY

The purpose in this study was to analyze selected differences in students who completed the Associate Degree in Nursing at Seminole Junior College (persisters) as compared with students who were admitted to the Nursing Program at Seminole Junior College but failed to complete the program (nonpersisters). The findings in the comparison of persisting to nonpersisting nursing students at Seminole Junior College are reported in this chapter.

The first null hypothesis findings presented are those which center on differences, if any, in persisters and nonpersisters in the Nursing Program on selected demographic characteristics shared by both groups in the study.

The second null hypothesis findings presented are those related to differences, if any, in persisters and nonpersisters in the Nursing Program based upon the student's perceptions of the extent to which: Academic, Employment, Financial, Personal, Family, and Commuting Problems affected the student's success in the Nursing Program.

The third null hypothesis findings presented are those which ascertain differences, if any, in persisters and nonpersisters in the Nursing Program based upon the student's perceptions of selected factors contributing to their academic and social integration into the College setting. Comparisons were made on the following: Peer-Group Interactions, Interactions with Faculty, Faculty Concern for Student Development and Teaching, Academic and Intellectual Development, and Institutional and Goal Commitment.

The fourth and final null hypothesis findings presented are those which address the differences, if any, in persisters and nonpersisters in the Nursing Program based upon: ACT Test Scores, the Nelson-Denny Reading Test Scores, Grades Obtained in College Science Coursework, and Overall College Grade Point Average.

The findings are presented in two sections in this chapter. In the first section, an overview of all data comparing persisting and nonpersisting Nursing Program students are presented. The second section deals only with statistically significant items in which the Chi-square statistic was utilized. Interpretations and discussion were provided for each section of the data presented.

The study focused on observed significant differences on selected variables between persisting and nonpersisting nursing program students at Seminole Junior College. Individuals in this population study were compared on the

basis of their responses to each item in the questionnaire described in Chapter Three.

Research Hypothesis One

Ho₁ There are no statistically significant differences between the persisters and nonpersisters on each of the selected demographic variables used in the study.

Table 3 depicts that the null hypothesis of no statistically significant differences between Nursing Program persisters and nonpersisters was rejected on the following selected demographic characteristics of the student: Age Upon Leaving Seminole Junior College (item 1); Mother's Educational Level (item 14); Status of Student Enrollment, Part-Time/Full-Time (item 18); Employment Status of the Student (item 19); and, Grade Point Average of the Student (item 21).

While statistically significant differences were not observed on all demographic variables, frequency cell responses in a number of variables deserve discussion.

Data in Table 3 reveal a statistically significant difference in the age at which persister and nonpersister students left the college. The data indicated that little difference was found between the persisters and nonpersisters on sex; the vast majority of students were female, a parsimonious finding which coincides with national

TABLE 3

SELECTED DEMOGRAPHIC CHARACTERISTICS FOR
PERSISTING AND NONPERSISTING NURSING STUDENTS

Item	Persisting N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
1. <u>AGE</u>						
(Upon leaving SJC)						
19-24 Yrs.	14	20.9	7	20.6	4	X ² =13.0453 p= 0.0111*
25-29	24	35.8	7	20.6		
30-35	13	19.4	6	17.6		
36-40	9	13.4	1	2.9		
41 & Above	7	10.4	13	38.2		
2. <u>SEX</u>						
Female	58	86.6	30	88.2	1	X ² = 0.0000 p= 1.0000
Male	9	13.4	4	11.8		
3. <u>RACE</u>						
American Indian	6	9.1	5	15.2	3	X ² = 3.61281 p= 0.3064
Black	2	3.0	2	6.1		
Hispanic	0	0.0	1	3.0		
White	58	87.9	25	75.6		
4. <u>MARITAL STATUS</u>						
(Upon Leaving SJC)						
Married	40	59.7	18	52.9	3	X ² = 3.78221 p= 0.2860
Single	12	17.9	4	11.8		
Divorced	12	17.9	7	20.6		
Other	3	4.5	5	14.7		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 3-Continued

Item	Persisting ^a N=67 f %		Nonpersisting N=34 f %		df	Chi-Square & Probability
5. <u>CHANGE OF MARITAL STATUS</u> (While at SJC)						
Yes	13	19.4	6	17.6	1	X ² = 0.000 p= 1.0000
No	54	80.6	28	82.2		
6. <u>VETERAN</u>						
Yes	4	6.2	1	3.0	1	X ² = 0.03183 p= 0.8584
No	61	93.8	32	97.0		
7. <u>HIGH SCHOOL GRADUATE</u>						
Yes	56	83.6	28	82.4	1	X ² = 0.000 p= 1.000
No	11	16.4	6	17.6		
8 <u>GED</u>						
Yes	10	15.2	9	26.5	1	X ² = 1.20503 p= 0.2723
No	56	84.8	25	73.5		
9. <u>STUDENT TENURE AT SJC</u>						
1 Semester	0	0.0	6	17.6	3	X ² = 52.29588 p= 0.0000
1 Year	0	0.0	15	44.1		
2 year	49	73.1	9	26.5		
3 years or more	18	26.9	4	11.8		
10. <u>TIME SINCE LEAVING SJC</u>						
Less than 1 year	23	34.3	11	34.4	3	X ² = 0.48850 p= 0.9214
1-2 Years	29	43.3	14	43.8		
3-4 Years	14	20.9	7	21.9		
5 or More Years	1	1.5	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 3-Continued

Item	Persisting aN=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
11. CITIZENSHIP						
Oklahoma Resident	62	92.5	33	97.1	2	X ² = 2.31789 p= 0.3138
Out-of-State Resident	1	1.5	1	2.9		
12. HOMETOWN POPULATION						
Under 2,500	17	27.0	7	22.6	3	X ² = 1.56742 p= 0.6668
2,500- 9,999	27	42.9	17	54.6		
10,000-49,999	18	28.6	7	22.6		
50,000-99,999	0	0.0	0	0.0		
Over 100,000	1	1.6	0	0.0		
13. FATHER'S EDUCATION						
Did not complete high school	46	75.4	24	80.0	4	X ² = 2.93940 p= 0.5680
Graduated high school	4	6.6	2	6.7		
Did some college work	7	11.5	2	6.7		
Received a BA/BS	0	0.0	1	3.3		
Received an advanced degree	4	6.6	1	3.3		
14. MOTHER'S EDUCATION						
Did not complete high school	22	32.8	23	67.6	4	X ² =14.48653 p= 0.0059**
Graduated high school	26	38.8	6	17.6		
Did some college work	16	23.9	4	11.8		
Received a BA/BS	0	0.0	1	2.9		
Received an advanced degree	3	4.5	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 3-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
15. <u>PARENT'S INCOME</u>						
Below \$5,000	4	6.7	2	6.1	5	X ² = 2.22422 p= 0.8173
\$5,000-9,999	6	10.0	4	12.1		
\$10,000-19,999	6	10.0	2	6.1		
\$20,000-30,000	8	13.3	2	6.1		
Above \$30,000	5	8.3	2	6.1		
Does not apply	31	51.7	21	63.6		
16. <u>PERSONAL INCOME</u>						
Below \$5,000	15	22.7	6	18.2	5	X ² = 4.29222 p= 0.5082
\$5,000-9,999	11	16.7	11	33.3		
\$10,000-19,999	14	21.2	7	21.2		
\$20,000-30,000	15	22.7	4	12.1		
Above \$30,000	2	3.0	1	3.0		
Does not apply	9	13.6	4	12.1		
17. <u>LIVING ARRANGEMENTS</u>						
In Seminole with parents	3	4.5	0	0.0	3	X ² = 2.31239 p= 0.5102
Outside Seminole with parents	7	10.4	2	6.1		
In Seminole away from parents	17	25.4	8	24.2		
Outside Seminole away from parents	40	59.7	23	69.7		
18. <u>STUDENT ENROLLMENT</u>						
Full-time	60	89.6	24	70.6	2	X ² = 6.32121 p= 0.0424*
Part-time	4	6.0	4	11.8		
Both Full-time and Part-time	3	4.5	6	17.6		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 3-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
19. <u>EMPLOYMENT STATUS</u>						
Did not work	28	41.8	15	45.5	4	X ² =10.28509 p= 0.0359*
Worked:						
1-10 hrs./wk.	4	6.0	2	6.1		
11-20 hrs./wk.	14	20.9	5	15.2		
21-35 hrs./wk.	14	20.9	1	3.0		
36 hrs./wk. plus	7	10.4	10	30.3		
20. <u>FINANCIAL AID</u>						
None	24	35.8	11	32.3		Financial Aid Section Used YES/NO Format
Scholarship	13	19.4	3	8.8		
Loan	26	38.8	14	41.1		
Work-Study	5	7.5	0	0.0		
Other	21	31.3	12	35.2		
21. <u>GRADE POINT AVERAGE</u>						
3.50-4.00	14	20.9	3	9.4	4	X ² =12.95061 p= 0.0115*
3.00-3.49	33	49.3	10	31.3		
2.50-2.99	17	25.4	11	34.4		
2.00-2.49	3	4.5	6	18.8		
1.50-1.99	0	0.0	2	6.3		
22. <u>TIMES CHANGED MAJOR</u>						
None	64	95.5	29	85.3	2	X ² =3.27256 p=0.1947
One	2	3.0	3	8.8		
Two	1	1.5	2	5.9		
23. <u>MILES COMMUTED</u>						
0-10	10	14.9	5	14.7	4	X ² =0.56153 p=0.9672
11-20	18	26.9	9	26.5		
21-30	11	16.4	7	20.6		
31-40	11	16.4	4	11.8		
41-50	17	25.4	9	26.5		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 3-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>24. NUMBER OF CHILDREN IN HOME</u>						
One	13	31.7	8	40.0	2	X ² = 0.40950 p= 0.8149
Two	21	51.2	9	45.0		
Three	7	17.1	3	15.0		
<u>25. HIGH SCHOOL ACADEMIC RANK</u>						
Upper one-fourth	27	42.9	13	39.4	3	X ² = 0.81772 p= 0.8452
Upper one-half	27	42.9	14	42.4		
Lower one-half	6	9.5	5	15.2		
Lower one-fourth	3	4.8	1	3.0		
<u>26. EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL</u>						
One	16	24.6	5	15.2	4	X ² =2.52895 p=0.6395
Two	17	26.2	9	27.3		
Three	7	10.8	5	15.2		
Four or More	5	7.7	1	3.0		
None	20	30.8	13	39.4		
<u>27. EXPECTED OUTSIDE CONTACTS WITH FACULTY</u>						
None	27	40.9	12	35.3	4	X ² =4.45664 p=0.3477
One to three	21	31.8	17	50.0		
Four to six	13	19.7	3	8.8		
Seven to nine	1	1.5	1	2.9		
More than nine	4	6.1	1	2.9		
<u>28. DEGREE EXPECTATION</u>						
Associate	20	30.3	14	43.8	3	X ² =4.35988 p=0.2251
Bachelors	29	43.9	15	46.9		
Masters	14	21.2	3	9.4		
Doctorate	3	4.5	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05
** <.01

TABLE 3-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>29. FURTHER NURSING EDUCATION</u>						
Associate	7	10.6	4	12.1	3	X ² =0.82077 p=0.8445
Bachelors	6	9.1	2	6.1		
Masters	1	1.5	0	0.0		
None of the above	52	78.8	27	81.8		
<u>30. SJC COLLEGE SELECTION RANK</u>						
First choice	53	79.1	25	73.5	2	X ² =0.51450 p=0.7732
Second Choice	13	19.4	8	23.5		
Third Choice	1	1.5	1	2.9		
<u>31. INFLUENCE TOWARD NURSING</u>						
Father	4	5.9	3	8.8		Influence Toward Nursing Section YES/NO Format
Mother	15	22.3	6	17.6		
Brother	0	0.0	1	2.9		
Sister	2	2.9	3	8.8		
Other	22	32.8	9	26.4		
None	32	47.7	19	55.8		
<u>32. FAMILY- WORK IN HEALTH FIELD</u>						
Father	1	1.4	3	8.8		Family Work Section used a Yes/NO Format
Mother	18	26.8	10	29.4		
Brother	2	2.9	0	0.0		
Sister	16	23.8	7	20.5		
Other	10	14.9	9	26.4		
None	32	47.7	12	35.2		

^aN may not equal reported cases in all columns due to missing values.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

TABLE 3-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
33. <u>STUDENT- WORK IN HEALTH FIELD</u>						
Hospital	37	55.2	19	55.8		Student Work Section used YES/NO Format
Clinic	2	2.9	2	5.8		
Nursing Home	15	22.3	8	23.5		
Other	4	5.9	3	8.8		
None	20	29.8	11	32.3		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

trends. Racial differences between the two groups tended to agree with national trends in that lesser success rates were in evidence by Blacks, Hispanics, and American Indian students. A greater ratio of students of these racial backgrounds experienced nonpersistence than their counterpart Anglo/White peers. With regard to marital status upon leaving the College Nursing Program, ratios for each group were very similar; ratios were similar for students whose marital status changed while enrolled at the College. The ratio of Nonveteran student persisters as compared to Nonveteran student nonpersisters was two to one in favor of persisting Nonveterans. Logically, few persisters or nonpersisters were Veterans. Minimal differences were found in the success rate of the high

school graduate as compared to the nonhigh school graduate. Interestingly, a greater percentage of General Educational Development (GED) students was noted among nonpersisters, than was noted among persisting students who also possessed the GED; a small percentage of students who possessed neither the GED nor the high school diploma persisted in the program. This type of student was typically the older "adult learner" who tended to possess the maturity and ambition to succeed regardless of prior level of formal education.

Data in Table 3 depict that students with a minimum of two years of residence at the college tended to persist in greater numbers than students with less time enrolled at the college. Nearly one-fourth of the persisting students required three or more years to finish the nursing program of study. Ratios of students on the variable "time since leaving the college" were about the same for persisters as compared to nonpersisters. Citizenship in Oklahoma revealed slight differences for persisters as compared to nonpersisters. Too, differences between persisters and nonpersisters, based on a sliding scale of population size of hometown, were minimal. Like percentages appeared for each group of students with regard to the educational level of the fathers. Statistically significant differences were found between persisters and nonpersisters with regard to the levels of education of the mother, with mothers of

nonpersisters twice as likely to not have completed a high school education as compared to the mothers of persisters. The data reveal that mothers of persisters possessed more advanced levels of education than did the mothers of nonpersisters.

The data denote that the family income levels of persisters and nonpersisters were very similar with minor differences found in income levels between \$10,000 and \$30,000 per annum. Personal income of persisters and nonpersisters showed some inconsistency. On the lower end of the range, \$5,000 to \$9,000 per annum, nonpersisters exceeded by a two to one ratio, the persisters. Persisters in the \$20,000 to \$30,000 range exceeded by a two to one ratio the nonpersisters.

Data in Table 3 reveal that a greater percentage of persisters lived with their parents, either in Seminole or outside Seminole, than did nonpersisters. The percentages were about even for each group living on their own, either in the community, or in another community. A statistically significant difference was found between persisters and nonpersisters regarding the enrollment status of the two groups. Nearly 20 percent more of the persisters were full-time students than nonpersisters; moreover, greater numbers of nonpersisters were part-time students than were persisters. A statistically significant difference was found between persisters and nonpersisters regarding the

working status of the two groups. Percentages were about the same for each group of students when neither group worked in some form of employment; yet, persisters who worked between 11 and 35 hours per week were evident in greater numbers than nonpersisters in the same work week range. Nonpersisters working 36 or more hours per week outnumbered persisters by a ratio of three to one.

Persisting students in the nursing program who did not receive financial aid of any kind exceeded nonpersisting students by a ratio of two to one. Persisting students with scholarships exceeded nonpersisting students by a ratio of six to one. Twice the number of persisters were receiving loans than were nonpersisters; and, while a small number of the persister cohort were on work study, none of the nonpersisters were assigned work study positions.

The data in Table 3 indicate that persister students achieved grade point averages in the range from 3.00 to 4.00, by a ratio of almost three to one over nonpersisters, when the grading scale was averaged for four of the five grade ranges included in the questionnaire. These differences in grade point averages were statistically significant between the two groups of students. A greater number of persisters declared no change in their college major than did nonpersisters. There were few differences between persisters and nonpersisters with regard to the number of miles commuted to the college campus. While there

were minor percentage differences in the number of children living at home for both the persisters and the nonpersisters, the differences appeared to be nominal.

Differences between persisters and nonpersisters on high school academic rank were minimal. The greatest variation existed in the lower one-half and one-fourth ranks of the high school class. A greater percentage of persisters than nonpersisters were involved in one extracurricular activity in high school. Both groups were similar in degree of extracurricular involvement when more than one event was noted. Persister students in the Nursing Program were less expectant of outside involvement/contact with faculty than nonpersisters. However, one-half of the nonpersisters as compared to only one-third of the persisters expected outside contact with faculty from one to three times per week.

Data in Table 3 indicate a greater percentage of nonpersisters expect to receive the Associate Degree than persister students. However, an equal percentage of each group expected to receive the Bachelors Degree. A greater percentage of persisters expected to receive the Masters and Doctorate than did nonpersisters. Interestingly, more nonpersisters than persisters expected to further their nursing education. The percentage of persisters and nonpersisters who selected Seminole Junior College as a first, second, or third choice were about the same in

proportion. Nearly eight out of ten students in each group ranked Seminole Junior College as their first institutional choice. More than twice as many persisters as nonpersisters stated that the mother in the family was an influence on their selection of nursing as a program of study. The majority of students in each group stated that no one influenced them in their career choice. The preponderance of nonpersister students stated that no one influenced them in their career choice of nursing.

Family members of nonpersisters: father, mother, brother, sister, others; were reported in greater numbers to have worked in the health field as compared to persisters. Persisters worked in greater numbers in health field settings, e. g. hospitals, clinics, than did their counterpart nonpersister peers.

Research Hypothesis Two

Ho₂ There are no statistically significant differences between the persisters and nonpersisters on the basis of importance ratings on Academic, Employment/Financial, Personal, Program, Family, or Commuter Problems.

Data in Table 4 depict that the null hypothesis of no statistically significant differences between Nursing Program persisters and nonpersisters was rejected on the following selected variables related to: Academic, Employment, Financial, Personal, Program, Family, or Commuter Problems: Course Difficulty (item 2), Break from Studies (item 5), Irrelevant Course Work (item 6), Study Time-Consuming (item 18), Conflict with Nursing Personnel (item 23), Tired of School (item 24), Concern of Nursing Personnel (item 27), and Quality of Nursing Classes (item 30), Nursing Program Demanding (item 34), and Lack of Transportation (item 48).

While statistically significant differences were not observed on all variables in the hypothesis, frequency cell responses in a number of the variables deserve discussion.

Academic Variables, Hypothesis Two:

Data in Table 4 depict that persister nursing students generally agreed with nonpersisting nursing students in the proportionate percentages regarding their views about Academic Performance as a rationale for persistence or nonpersistence in the Nursing Program. However, nonpersisters, by a ratio of three to two over persisters, did not believe that Course Difficulty influenced their decision to terminate the program of studies. Understandably, Ease of Coursework was not a

TABLE 4

PERCEPTIONS OF PERSISTING AND NONPERSISTING NURSING PROGRAM STUDENTS
Regarding: Academic, Employment/Financial, Personal, Program
Related, Family, and Commuting Problems Encountered,
While Enrolled in the Nursing Program of Study

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
1. <u>ACADEMIC PERFORMANCE</u>						
Not a Reason/Affect	31	47.7	19	55.9	3	X ² = 1.288826 p= 0.7319
Minor Reason/Affect	18	27.7	8	23.5		
Moderate Reason/Affect	12	18.5	4	11.8		
Major Reason/Affect	4	6.2	3	8.8		
2. <u>COURSE DIFFICULTY</u>						
Not a Reason/Affect	34	51.5	26	76.5	3	X ² = 9.39085 p= 0.0245*
Minor Reason/Affect	21	31.8	3	8.8		
Moderate Reason/Affect	10	15.2	3	8.8		
Major Reason/Affect	1	1.5	2	5.9		
3. <u>COURSE EASY</u>						
Not a Reason/Affect	55	83.3	33	97.1	3	X ² = 4.26852 p= 0.2339
Minor Reason/Affect	6	9.1	1	2.9		
Moderate Reason/Affect	4	6.1	0	0.0		
Major Reason/Affect	1	1.5	0	0.0		
4. <u>STUDY TECHNIQUES</u>						
Not a Reason/Affect	22	33.3	17	50.0	3	X ² = 3.82819 p= 0.2806
Minor Reason/Affect	16	24.2	4	11.8		
Moderate Reason/Affect	20	30.3	8	23.5		
Major Reason/Affect	8	12.1	5	14.7		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
5. <u>BREAK FROM STUDIES</u>						
Not a Reason/Affect	25	37.3	24	70.6	4	X ² =11.59979 p= 0.0206*
Minor Reason/Affect	18	26.9	2	5.9		
Moderate Reason/Affect	16	23.9	6	17.6		
Major Reason/Affect	7	10.4	2	5.9		
6. <u>IRRELEVANT COURSEWORK</u>						
Not a Reason/Affect	43	65.2	31	91.2	3	X ² =14.37828 p= 0.0024**
Minor Reason/Affect	19	28.8	0	0.0		
Moderate Reason/Affect	2	3.0	3	8.8		
Major Reason/Affect	2	3.0	0	0.0		
7. <u>CUT CLASS</u>						
Not a Reason/Affect	56	84.8	31	91.2	3	X ² = 4.14626 p= 0.2461
Minor Reason/Affect	7	10.6	2	5.9		
Moderate Reason/Affect	0	0.0	1	2.9		
Major Reason/Affect	3	4.5	0	0.0		
8. <u>UNABLE TO CONCENTRATE</u>						
Not a Reason/Affect	34	52.3	19	55.9	3	X ² = 1.17267 p= 0.7596
Minor Reason/Affect	20	30.8	8	23.5		
Moderate Reason/Affect	6	9.2	5	14.7		
Major Reason/Affect	5	7.7	2	5.9		
9. <u>NONCLASSROOM INTERACTION</u>						
Not a Reason/Affect	53	81.5	30	88.2	3	X ² = 1.68919 p= 0.6393
Minor Reason/Affect	5	7.7	2	5.9		
Moderate Reason/Affect	6	9.2	1	2.9		
Major Reason/Affect	1	1.5	1	2.9		

^aN may not equal reported cases in all columns due to missing values.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
10. <u>BACKGROUND FOR COURSES</u>						
Not a Reason/Affect	43	65.2	25	73.5	4	X ² = 6.48920 p= 0.1655
Minor Reason/Affect	15	22.7	3	8.8		
Moderate Reason/Affect	3	4.5	5	14.7		
Major Reason/Affect	4	6.1	1	2.9		
11. <u>COMPETITION WITH STUDENTS</u>						
Not a Reason/Affect	53	80.3	29	85.3	3	X ² = 2.87922 p= 0.4106
Minor Reason/Affect	9	13.6	3	8.8		
Moderate Reason/Affect	4	6.1	1	2.9		
Major Reason/Affect	0	0.0	1	2.9		
12. <u>COURSE SCHEDULING</u>						
Not a Reason/Affect	52	78.8	31	91.2	3	X ² = 4.14182 p= 0.2466
Minor Reason/Affect	8	12.1	1	2.9		
Moderate Reason/Affect	3	4.5	0	0.0		
Major Reason/Affect	3	4.5	2	5.9		
13. <u>JOB CONFLICT WITH STUDIES</u>						
Not a Reason/Affect	35	53.0	22	66.7	3	X ² = 3.71053 p= 0.2945
Minor Reason/Affect	9	13.6	3	9.1		
Moderate Reason/Affect	15	22.7	3	9.1		
Major Reason/Affect	7	10.6	5	15.2		
14. <u>MILITARY SERVICE</u>						
Not a Reason/Affect	62	96.9	33	100.0	2	X ² = 1.05296 p= 0.5907
Minor Reason/Affect	1	1.6	0	0.0		
Moderate Reason/Affect	0	0.0	0	0.0		
Major Reason/Affect	1	1.6	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* < .05

** < .01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
15. <u>INSUFFICIENT FINANCES</u>						
Not a Reason/Affect	33	50.8	20	60.6	3	X ² = 7.69973 p= 0.0526
Minor Reason/Affect	12	18.5	1	3.0		
Moderate Reason/Affect	13	20.0	4	12.1		
Major Reason/Affect	7	10.8	8	24.2		
16. <u>INSUFFICIENT FINANCIAL AID</u>						
Not a Reason/Affect	47	72.3	27	84.4	3	X ² = 4.87632 p= 0.1811
Minor Reason/Affect	4	6.2	1	3.1		
Moderate Reason/Affect	11	16.9	1	3.1		
Major Reason/Affect	3	4.6	3	9.4		
17. <u>CHILD CARE COST</u>						
Not a Reason/Affect	55	84.6	28	84.8	3	X ² = 0.22479 p= 0.9735
Minor Reason/Affect	3	4.6	2	6.1		
Moderate Reason/Affect	4	6.2	2	6.1		
Major Reason/Affect	3	4.6	1	3.0		
18. <u>STUDY TIME-CONSUMING</u>						
Not a Reason/Affect	14	21.2	18	56.3	3	X ² =12.30934 p= 0.0064**
Minor Reason/Affect	27	40.9	6	18.8		
Moderate Reason/Affect	19	28.8	6	18.8		
Major Reason/Affect	6	9.1	2	6.3		
19. <u>HOME RESPONSIBILITIES</u>						
Not a Reason/Affect	22	33.8	11	32.4	3	X ² = 2.04943 p= 0.5622
Minor Reason/Affect	13	20.0	5	14.7		
Moderate Reason/Affect	17	26.2	7	20.6		
Major Reason/Affect	13	20.0	11	32.4		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

* < .05

** < .01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
20. <u>EMOTIONAL PROBLEMS</u>						
Not a Reason/Affect	27	40.9	13	38.2	3	X ² = 3.30511 p= 0.3469
Minor Reason/Affect	17	23.5	8	23.5		
Moderate Reason/Affect	15	22.7	5	14.7		
Major Reason/Affect	7	10.6	8	23.5		
21. <u>ILLNESS</u>						
Not a Reason/Affect	43	66.2	16	50.0	3	X ² = 7.80128 p= 0.0503
Minor Reason/Affect	10	15.4	3	9.4		
Moderate Reason/Affect	6	9.2	3	9.4		
Major Reason/Affect	6	9.2	10	31.3		
22. <u>CONFLICT WITH COLLEGE AUTHORITIES</u>						
Not a Reason/Affect	56	86.2	28	84.8	3	X ² = 3.04203 p= 0.3852
Minor Reason/Affect	5	7.7	3	9.1		
Moderate Reason/Affect	3	4.6	0	0.0		
Major Reason/Affect	1	1.5	2	6.1		
23. <u>CONFLICT WITH NURSING PERSONNEL</u>						
Not a Reason/Affect	48	73.8	17	51.5	3	X ² = 9.24436 p= 0.0262*
Minor Reason/Affect	9	13.8	4	12.1		
Moderate Reason/Affect	6	9.2	6	18.2		
Major Reason/Affect	2	3.1	6	18.2		
24. <u>TIRED OF SCHOOL</u>						
Not a Reason/Affect	37	56.1	29	87.9	3	X ² =10.36590 p= 0.0157*
Minor Reason/Affect	17	25.8	3	9.1		
Moderate Reason/Affect	8	12.1	1	3.0		
Major Reason/Affect	4	6.1	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>25. UNFORSEEN CATASTROPHE</u>						
Not a Reason/Affect	51	78.5	28	84.8	3	X ² = 6.18439 p= 0.1030
Minor Reason/Affect	7	10.8	1	3.0		
Moderate Reason/Affect	0	0.0	2	6.1		
Major Reason/Affect	7	10.8	2	6.1		
<u>26. CONCERN OF COLLEGE PERSONNEL</u>						
Not a Reason/Affect	54	83.1	26	83.9	3	X ² = 1.05767 p= 0.7873
Minor Reason/Affect	5	7.7	3	9.7		
Moderate Reason/Affect	5	7.7	1	3.2		
Major Reason/Affect	1	1.5	1	3.2		
<u>27. CONCERN OF NURSING PERSONNEL</u>						
Not a Reason/Affect	51	78.5	19	59.4	3	X ² =11.22389 p= 0.0106*
Minor Reason/Affect	3	4.6	1	3.1		
Moderate Reason/Affect	9	13.8	4	12.5		
Major Reason/Affect	2	3.1	8	25.0		
<u>28. CONFLICT WITH PEERS</u>						
Not a Reason/Affect	57	87.7	28	87.5	3	X ² = 2.76513 p= 0.4293
Minor Reason/Affect	5	10.8	2	6.3		
Moderate Reason/Affect	1	1.5	1	3.1		
Major Reason/Affect	0	0.0	1	3.1		
<u>29. SOCIAL RELATIONSHIPS</u>						
Not a Reason/Affect	57	87.7	32	97.0	3	X ² = 3.99998 p= 0.2615
Minor Reason/Affect	5	7.7	0	0.0		
Moderate Reason/Affect	2	3.1	0	0.0		
Major Reason/Affect	1	1.5	1	3.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>30. QUALITY OF NURSING CLASSES</u>						
Not a Reason/Affect	35	52.2	18	52.9	3	X ² =10.68370 p= 0.0136*
Minor Reason/Affect	16	23.9	3	8.8		
Moderate Reason/Affect	14	20.9	6	17.6		
Major Reason/Affect	2	3.0	7	20.6		
<u>31. QUALITY OF OTHER CLASSES</u>						
Not a Reason/Affect	39	59.1	29	85.3	3	X ² = 7.25623 p= 0.0642
Minor Reason/Affect	19	28.8	4	11.8		
Moderate Reason/Affect	7	10.6	1	2.9		
Major Reason/Affect	1	1.5	0	0.0		
<u>32. CONFLICT WITH INSTRUCTORS</u>						
Not a Reason/Affect	50	76.9	27	81.8	3	X ² = 5.77499 p= 0.1231
Minor Reason/Affect	6	9.2	1	3.0		
Moderate Reason/Affect	7	10.8	1	3.0		
Major Reason/Affect	2	3.1	4	12.1		
<u>33. NURSING PROGRAM IMPERSONAL</u>						
Not a Reason/Affect	49	75.4	23	67.6	3	X ² = 6.29949 p= 0.0979
Minor Reason/Affect	10	15.4	6	17.6		
Moderate Reason/Affect	6	9.2	2	5.9		
Major Reason/Affect	0	0.0	3	8.8		
<u>34. NURSING PROGRAM DEMANDING</u>						
Not a Reason/Affect	19	28.8	21	63.6	3	X ² =17.06664 p= 0.0007**
Minor Reason/Affect	27	40.9	4	12.1		
Moderate Reason/Affect	16	24.2	3	9.1		
Major Reason/Affect	4	6.1	5	15.2		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>35. CREDITS WOULD NOT TRANSFER</u>						
Not a Reason/Affect	44	66.7	23	67.6	3	X ² = 0.28707 p= 0.9624
Minor Reason/Affect	8	12.1	3	8.8		
Moderate Reason/Affect	5	7.6	3	8.8		
Major Reason/Affect	9	13.6	5	14.7		
<u>36. LACK OF INTEREST</u>						
Not a Reason/Affect	58	89.2	31	91.2	3	X ² = 1.09090 p= 0.7793
Minor Reason/Affect	5	7.7	3	8.8		
Moderate Reason/Affect	1	1.5	0	0.0		
Major Reason/Affect	1	1.5	0	0.0		
<u>37. PERSONAL GOALS DIFFERENT</u>						
Not a Reason/Affect	53	81.5	28	82.4	3	X ² = 2.50455 p= 0.4745
Minor Reason/Affect	11	16.9	5	14.7		
Moderate Reason/Affect	1	1.5	0	0.0		
Major Reason/Affect	0	0.0	1	2.9		
<u>38. UNSUITABLE PERSONALITY</u>						
Not a Reason/Affect	59	90.8	31	91.2	3	X ² = 0.37405 p= 0.9455
Minor Reason/Affect	3	4.6	1	2.9		
Moderate Reason/Affect	2	3.1	1	2.9		
Major Reason/Affect	1	1.5	1	2.9		
<u>39. DISLIKE FOR NURSING PROGRAM</u>						
Not a Reason/Affect	55	84.6	24	70.6	3	X ² = 4.74074 p= 0.1918
Minor Reason/Affect	7	10.8	4	11.8		
Moderate Reason/Affect	1	1.5	2	5.9		
Major Reason/Affect	2	3.1	4	11.8		

^aN may not equal reported cases in all columns due to missing values.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>40. DISLIKE FOR NURSING</u>						
Not a Reason/Affect	59	90.8	32	94.1	3	X ² = 1.66741 p= 0.6442
Minor Reason/Affect	3	4.6	2	5.9		
Moderate Reason/Affect	1	1.5	0	0.0		
Major Reason/Affect	2	3.0	0	0.0		
<u>41. BABYSITTING PROBLEMS</u>						
Not a Reason/Affect	53	81.5	32	94.1	3	X ² = 3.67482 p= 0.2988
Minor Reason/Affect	7	10.8	1	2.9		
Moderate Reason/Affect	3	4.6	0	0.0		
Major Reason/Affect	2	3.1	1	2.9		
<u>42. MARITAL STATUS CHANGED</u>						
Not a Reason/Affect	55	84.6	28	82.4	3	X ² = 1.50981 p= 0.6800
Minor Reason/Affect	5	7.7	2	5.9		
Moderate Reason/Affect	4	6.2	2	5.9		
Major Reason/Affect	1	1.5	2	5.9		
<u>43. BECAME PREGNANT OR BORE CHILD</u>						
Not a Reason/Affect	60	92.3	31	91.2	3	X ² = 5.02765 p= 0.1698
Minor Reason/Affect	2	3.1	0	0.0		
Moderate Reason/Affect	2	3.1	0	0.0		
Major Reason/Affect	1	1.5	3	8.8		
<u>44. TIME FOR CHILDREN</u>						
Not a Reason/Affect	44	67.7	27	79.4	3	X ² = 3.17462 p= 0.3655
Minor Reason/Affect	12	18.5	4	11.8		
Moderate Reason/Affect	7	10.8	1	2.9		
Major Reason/Affect	2	3.1	2	5.9		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>45. SUPPORT FROM SPOUSE</u>						
Not a Reason/Affect	48	75.0	23	69.7	3	x ² = 2.45773 p= 0.4830
Minor Reason/Affect	5	7.8	4	12.1		
Moderate Reason/Affect	2	3.1	3	9.1		
Major Reason/Affect	9	14.1	3	9.1		
<u>46. SUPPORT FROM CHILDREN</u>						
Not a Reason/Affect	51	81.0	31	93.9	3	x ² = 3.32805 p= 0.3438
Minor Reason/Affect	7	11.1	1	3.0		
Moderate Reason/Affect	3	4.8	1	3.0		
Major Reason/Affect	2	3.2	0	0.0		
<u>47. SUPPORT FROM PARENTS</u>						
Not a Reason/Affect	57	89.1	33	100.0	3	x ² = 3.89011 p= 0.2736
Minor Reason/Affect	3	4.7	0	0.0		
Moderate Reason/Affect	2	3.1	0	0.0		
Major Reason/Affect	2	3.1	0	0.0		
<u>48. LACK OF TRANSPORTATION</u>						
Not a Reason/Affect	49	75.4	31	91.20	3	x ² = 8.14118 p= 0.0432*
Minor Reason/Affect	8	12.3	0	0.0		
Moderate Reason/Affect	5	7.7	0	0.0		
Major Reason/Affect	3	4.6	3	8.8		
<u>49. COMMUTING EXPENSE</u>						
Not a Reason/Affect	34	52.3	23	67.6	3	x ² = 3.24076 p= 0.3560
Minor Reason/Affect	14	21.5	3	8.8		
Moderate Reason/Affect	7	10.8	4	11.8		
Major Reason/Affect	10	15.4	4	11.8		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

TABLE 4-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
50. <u>ROAD OR WEATHER CONDITIONS</u>						
Not a Reason/Affect	36	55.4	26	76.5	3	$\chi^2 = 4.67889$
Minor Reason/Affect	17	26.2	4	11.8		$p = 0.1969$
Moderate Reason/Affect	8	12.3	2	5.9		
Major Reason/Affect	4	6.2	2	5.9		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

*<.05

**<.01

distinct rationale for continuing or dropping the program of study by either persisters or nonpersisters. Interestingly, a much greater percentage of nonpersisters believed that Study Techniques were not a reason for dropping the program of study, as compared to students who persisted in the program. Nonpersisting Nursing Program students believed by a ratio of two to one more that persisting students, that a Break from Studies was not a reason for dropping out of the program. More than 90 percent of the nonpersisting students listed Irrelevant Coursework as not being a rationale for discontinuing the Nursing Program. Both persisting and nonpersisting students generally agreed in equal proportions that Cutting Classes was not a reason for continuing with or dropping out of the program. Nonpersisting students approaching 25 percent of the respondents believed that

their Inability to Concentrate, to a minor degree, affected their decision to discontinue the program of study. Nearly 20 percent of the nonpersisters indicated their Inability to Concentrate from a moderate to a major degree affected their decision to drop out. Both persisting and nonpersisting Nursing Program students generally believed that their Nonclassroom Interaction with Faculty had little to do with their persistence in the program of study. Less than 20 percent of persisters and nonpersisters believed that their Background for the Nursing Program Coursework was either a moderate or a major reason for persistence or nonpersistence in the program. Similarly, both groups of students did not believe to any great extent that the Competition with Other Students affected their degree of success in the Nursing Program of study. Too, Course Scheduling was not perceived by either group as a strong rationale for their success or failure in the program.

Employment/Financial Problem Variables, Hypothesis Two:

Data in Table 4 indicate that nearly 25 percent of the nonpersisters perceived that Job Conflict with their Studies affected their decision to drop out of the Nursing Program of study. However, a similar ratio for this variable was listed by persisting students. Both groups of students cited in almost unanimous fashion that Military Service was neither a reason to persist nor drop out of the

program of study. The data in Table 4 do not reveal a statistically significant difference between persisters and nonpersisters with regard to the Insufficient Finance variable. More than 50 percent of each group felt that Insufficient Finance was not a problem. Similar percentages were found for each group regarding Insufficient Financial Aid; however, between 12 and 20 percent of each group saw this as a moderate to major problem.

Data in Table 4 indicate that both persisters and nonpersisters, in the vast majority, did not feel that Child Care Costs were a reason for their continuance or discontinuance in the program of study.

Personal Problems Variables, Hypothesis Two:

More than 25 percent of the nonpersisters, and like numbers of persisters listed Time-Consuming Study as a moderate to major reason for continuing or discontinuing the program of study. More than 50 percent of the nonpersisters perceived that Home Responsibilities were a moderate to major reason for their terminating the program. Nearly 70 percent of nonpersisters believed that Home Responsibilities played some role in their discontinuing the program. More than 60 percent of the nonpersisters listed Emotional Problems as a minor to major reason affecting their decision to discontinue the program of study. Like percentages were reported by persisters, negating any significant difference

between the percentages of the two groups. Illness was listed by more than 40 percent of the nonpersisters as a moderate to major reason for nonpersistence in the program.

Data in Table 4 indicate that the vast majority of persisters and nonpersisters perceived that Conflict with College Authorities was not a reason for their continuance or discontinuance in the program. However, 15 percent of the nonpersisting students felt that such conflict was a minor to major rationale for their dropping out of the Nursing Program. The data depict a statistically significant difference between persisters and nonpersisters with regard to the Conflict with Nursing Personnel. Moreover, a statistically significant difference was found to exist between persisters and nonpersisters on the variable, Tired of School. The majority of each group did not feel an Unforeseen Catastrophe affected their enrollment status in the program. Too, less than 15 percent of each group saw Concern of College Personnel as an issue affecting their enrollment status in the Nursing Program. However, a statistically significant difference existed between the persisters and nonpersisters on the Concern of Nursing Personnel variable. Data indicate that the majority of both persisters and nonpersisters did not feel Conflict with Peers affected their enrollment status in the Nursing Program. Too, the vast majority of each group of students

saw Social Relationships as a minimal influence on their status in the program.

Program Problem Variables, Hypothesis Two

A statistically significant difference was found to exist between the two student groups on the Quality of Nursing Classes variable. Interestingly, the majority of each group saw Quality of Other Classes as having a minimal influence on their enrollment status in the Nursing Program. Nonpersisters and persisters generally felt that Conflict with Instructors did not influence their Program status, yet more than 15 percent of the nonpersisters believed this to be a moderate to major issue for them. Between 25 and 35 percent of each group of students believed that the Impersonality of the Nursing Program affected their status in the Program; the greater percentage of nonpersisters fell into that category of responses. More than 30 percent of the nonpersisters believed that the Nursing Program demands affected their status in the Program; fewer numbers of persisters felt this was an issue. Small, but like, percentages of persisters and nonpersisters perceived that Transfer of Credit was a problem affecting their enrollment status. The vast majority of each student group indicated that Lack of Interest in the Program affected their status to a degree. Too, the majority of each group did not believe that an unsuitable personality or that their

Personal Goals were different to the extent that their enrollment in the Program was affected. Moreover, the vast majority of each student group believed that their Dislike for the Nursing Program at the College affected their continuance in the program of study. As expected, the majority of each group did not believe that they had a dislike for the field of Nursing which affected their continuance.

Family Problem Variables, Hypothesis Two:

Data in Table 4 indicate that neither persisters nor nonpersisters believed to any great extent that Babysitting Problems influence their status in the Nursing Program. Moreover, less than 20 percent of either group believed that a Change in their Marital Status was a factor in their success in the program. A very small percentage of each group believed that their Pregnancy or Bearing a Child affected their status in the Nursing Program. Yet, more than 20 percent of the persisters and about 20 percent of the nonpersisters saw the amount of Time Available for their Children as an enrollment issue. Between 70 and 75 percent of each group indicated that Support from their Spouse was not a reason for problems in the Nursing Program. Too, like percentages of each group did not believe that Support from their Children was a problem affecting their status in the Nursing Program. The vast majority of each group indicated

that Support from Parents was not a problem affecting them in the program.

Commuting Problems, Hypothesis Two:

Data in Table 4 indicate that nearly 25 percent of the persisters agreed that Lack of Transportation was a minor to major problem for them. A small percentage of nonpersisters saw this as a problem. As expected, large percentages of each group believed that Commuting Expense posed a problem for them. Larger percentages of both persisters and nonpersisters believed that Road or Weather Conditions affected them in the continuance or discontinuance of the Nursing Program.

Research Hypothesis Three:

Ho₃ There are no statistically significant differences between the persisters and nonpersisters on the basis of importance ratings of: Peer Group Interactions, Interactions with Faculty, Faculty Concern for Student Development and Teaching, Academic and Intellectual Development, or Institutional Goal Commitments.

Data in Table 5 depict that the null hypothesis of no statistically significant differences between Nursing

Program persisters and nonpersisters was rejected on the following selected variables related to Peer Group Interactions, Interactions with Faculty, Faculty Concern for Student Development and Teaching, Academic and Intellectual Development, or Institutional Goal Commitments: Close Peer Relationships (item 1), Difficulty in Making Friends (item 5), Peer Willingness to Listen (item 6), Faculty Influence on Student Goals and Aspirations (item 10), Close Personal Relationships with Faculty (item 11), Student Satisfaction with Intellectual Development (item 18), Satisfaction with Academic Experience (item 20), Likely to Attend a Cultural Event (item 23), To Graduate Important (item 25), Right Decision to Attend SJC (item 26), and Likely to Register at College Ensuing Fall (item 27).

While statistically significant differences were not observed on all variables in the hypothesis, frequency cell responses in a number of variables deserve discussion.

Peer Group Interaction Variables, Hypothesis Three:

Data in Table 5 reveal that statistically significant differences were found to exist between persisters and nonpersisters on: Close Peer Relations; Satisfaction with Peer Relations; and Satisfaction with Peer Friendship variables. The vast majority of persister and nonpersister Nursing Program students indicated that Interpersonal Relationships with Other Students had a positive influence

TABLE 5

PERCEPTIONS OF PERSISTING AND NONPERSISTING NURSING PROGRAM STUDENTS
Regarding: Peer Group Interactions, Interaction with Faculty,
Faculty Concern for Student Development and Teaching, Academic
and Intellectual Development, and Institutional Goal Commitments,
while Enrolled in the Nursing Program of Study

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>1. CLOSE PEER RELATIONSHIPS</u>						
Strongly Disagree	0	0.0	1	3.1	4	X ² =12.89961 p= 0.0118*
Disagree	2	3.0	2	6.2		
Agree	40	60.6	12	37.5		
Strongly Agree	20	30.3	8	25.0		
No Opinion	4	6.1	9	28.1		
<u>2. SATISFACTION WITH PEER FRIENDSHIPS</u>						
Strongly Disagree	0	0.0	0	0.0	3	X ² = 7.54500 p= 0.0564
Disagree	1	1.5	3	9.1		
Agree	44	66.7	16	48.5		
Strongly Agree	17	25.8	8	24.2		
No Opinion	4	6.1	6	18.2		
<u>3. INTERPERSONAL RELATIONSHIPS: OTHER STUDENTS</u>						
Strongly Disagree	0	0.0	0	0.0	3	X ² = 4.43942 p= 0.2178
Disagree	3	4.5	5	15.2		
Agree	33	50.0	12	36.4		
Strongly Agree	18	27.3	8	24.2		
No Opinion	12	18.2	8	24.2		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>4. INFLUENCE ON INTELLECTUAL GROWTH</u>						
Strongly Disagree	0	0.0	0	0.0	3	X ² = 4.63615 p= 0.2005
Disagree	3	4.5	5	15.2		
Agree	33	50.0	14	42.4		
Strongly Agree	14	21.2	4	12.1		
No Opinion	16	24.2	10	30.3		
<u>5. MAKING FRIENDS DIFFICULT</u>						
Strongly Disagree	29	43.9	10	31.3	4	X ² =12.96374 p= 0.0115*
Disagree	33	50.0	12	37.5		
Agree	3	4.5	4	12.5		
Strongly Agree	0	0.0	3	9.4		
No Opinion	1	1.5	3	9.4		
<u>6. PEER WILLINGNESS TO LISTEN</u>						
Strongly Disagree	27	40.9	8	24.2	4	X ² =12.10263 p= 0.0166*
Disagree	26	39.4	12	36.4		
Agree	5	7.6	9	27.3		
Strongly Agree	5	7.6	0	0.0		
No Opinion	3	4.5	4	12.1		
<u>7. PEER VALUES DIFFERENT</u>						
Strongly Disagree	9	13.6	6	17.6	4	X ² = 1.09315 p= 0.8954
Disagree	23	34.8	10	29.4		
Agree	9	13.6	3	8.8		
Strongly Agree	5	7.6	3	8.8		
No Opinion	20	30.3	12	35.3		
<u>8. NONCLASSROOM FACULTY INFLUENCE ON PERSONALITY</u>						
Strongly Disagree	1	1.5	1	3.0	4	X ² = 0.85679 p= 0.9307
Disagree	7	10.8	5	15.2		
Agree	26	40.0	11	33.3		
Strongly Agree	13	20.0	7	21.2		
No Opinion	18	27.7	9	27.3		

^aN may not equal reported cases in all columns due to missing values.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>9. NONCLASSROOM FACULTY INFLUENCE ON INTELLECTUAL GROWTH</u>						
Strongly Disagree	0	0.0	2	6.1	4	$\chi^2= 7.30643$ p= 0.1206
Disagree	8	12.1	3	9.1		
Agree	30	45.5	11	33.3		
Strongly Agree	14	21.2	5	15.2		
No Opinion	14	21.2	12	36.4		
<u>10. FACULTY INFLUENCE ON STUDENT GOALS AND ASPIRATIONS</u>						
Strongly Disagree	1	1.5	1	3.0	4	$\chi^2=11.31232$ p= 0.0233*
Disagree	4	6.1	8	24.2		
Agree	32	48.5	7	21.2		
Strongly Agree	10	15.2	4	12.1		
No Opinion	19	28.8	13	39.4		
<u>11. CLOSE PERSONAL RELATIONSHIPS WITH FACULTY</u>						
Strongly Disagree	4	6.1	3	9.4	4	$\chi^2=10.47261$ p= 0.0332*
Disagree	14	21.2	8	25.0		
Agree	28	42.4	8	25.0		
Strongly Agree	14	21.2	3	9.4		
No Opinion	6	9.1	10	31.3		
<u>12. SATISFACTION WITH INTERACTION WITH FACULTY</u>						
Strongly Disagree	2	3.0	1	3.1	4	$\chi^2= 4.51886$ p= 0.3403
Disagree	8	12.1	2	6.3		
Agree	34	51.5	12	37.5		
Strongly Agree	12	18.2	7	21.9		
No Opinion	10	15.2	10	31.3		
<u>13. FACULTY NOT INTERESTED IN STUDENTS</u>						
Strongly Disagree	20	30.3	8	24.2	4	$\chi^2= 5.92278$ p= 0.2050
Disagree	28	42.4	9	27.3		
Agree	8	12.1	10	30.3		
Strongly Agree	6	9.1	3	9.1		
No Opinion	4	6.1	3	9.1		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

* < .05

** < .01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
14. <u>FEW OUTSTANDING FACULTY</u>						
Strongly Disagree	15	22.7	4	12.1	4	$\chi^2 = 9.14811$ p= 0.0575
Disagree	20	30.3	8	24.2		
Agree	16	24.2	12	36.4		
Strongly Agree	4	6.1	7	21.2		
No Opinion	11	16.7	2	6.1		
15. <u>FACULTY NOT WILLING TO SPEND TIME</u>						
Strongly Disagree	17	25.8	5	15.6	4	$\chi^2 = 3.89172$ p= 0.4209
Disagree	26	39.4	10	31.3		
Agree	11	16.7	9	28.1		
Strongly Agree	7	10.6	6	18.8		
No Opinion	5	7.6	2	6.3		
16. <u>FACULTY INTEREST OTHER THAN ACADEMIC</u>						
Strongly Disagree	1	1.5	2	6.1	4	$\chi^2 = 2.5581$ p= 0.6347
Disagree	5	7.6	3	9.1		
Agree	35	53.1	14	42.4		
Strongly Agree	15	22.7	7	21.2		
No Opinion	10	15.2	7	21.2		
17. <u>FACULTY INTERESTED IN TEACHING</u>						
Strongly Disagree	1	1.5	1	2.9	4	$\chi^2 = 1.10901$ p= 0.8928
Disagree	4	6.1	2	5.9		
Agree	39	59.1	17	50.0		
Strongly Agree	16	24.2	11	32.4		
No Opinion	6	9.1	3	8.8		
18. <u>STUDENT'S SATISFACTION WITH INTELLECTUAL DEVELOPMENT</u>						
Strongly Disagree	1	1.5	3	9.1	4	$\chi^2 = 10.62675$ p= 0.0311*
Disagree	2	3.1	6	18.2		
Agree	41	63.1	16	48.5		
Strongly Agree	14	21.5	6	18.2		
No Opinion	7	10.6	2	6.1		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

* <.05

** <.01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
19. <u>ACADEMIC INFLUENCE ON INTELLECTUAL GROWTH</u>						
Strongly Disagree	0	0.0	1	3.0	3	X ² = 4.98781 p= 0.1727
Disagree	43	65.2	21	63.6		
Agree	19	28.8	6	18.2		
Strongly Agree	4	6.1	5	15.2		
No Opinion	0	0.0	0	0.0		
20. <u>SATISFACTION WITH ACADEMIC EXPERIENCE</u>						
Strongly Disagree	0	0.0	3	9.4	4	X ² =14.22108 p= 0.0066*
Disagree	4	6.1	4	12.5		
Agree	45	68.2	12	37.5		
Strongly Agree	13	19.7	7	21.9		
No Opinion	4	6.1	6	18.8		
21. <u>COURSES INTELLECTUALLY STIMULATING</u>						
Strongly Disagree	21	31.8	6	18.2	4	X ² = 5.22500 p= 0.2650
Disagree	26	39.4	10	30.3		
Agree	11	16.7	9	27.3		
Strongly Agree	4	6.1	4	12.1		
No Opinion	4	6.1	4	12.1		
22. <u>INTEREST IN IDEAS AND INTELLECTUAL MATTERS</u>						
Strongly Disagree	0	0.0	1	3.0	4	X ² = 4.69412 p= 0.3201
Disagree	2	3.0	3	9.1		
Agree	37	56.1	14	42.4		
Strongly Agree	18	27.3	9	27.3		
No Opinion	9	13.6	6	18.2		
23. <u>LIKELY TO ATTEND CULTURAL EVENT</u>						
Strongly Disagree	4	6.2	4	12.1	4	X ² = 9.62996 p= 0.0471*
Disagree	20	30.8	10	30.3		
Agree	25	38.5	6	18.2		
Strongly Agree	8	12.3	2	6.1		
No Opinion	8	12.3	11	33.3		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>24. ACADEMIC PERFORMANCE SATISFACTION</u>						
Strongly Disagree	3	4.5	5	14.7	4	X ² = 5.71612 p= 0.2214
Disagree	8	12.1	4	11.8		
Agree	45	68.2	17	50.0		
Strongly Agree	8	12.1	5	14.7		
No Opinion	2	3.0	3	8.8		
<u>25. TO GRADUATE IMPORTANT</u>						
Strongly Disagree	0	0.0	5	15.6	3	X ² =18.88472 p= 0.0003*
Disagree	0	0.0	0	0.0		
Agree	27	40.9	7	21.9		
Strongly Agree	39	59.1	17	53.1		
No Opinion	0	0.0	3	9.4		
<u>26. RIGHT DECISION TO ATTEND SJC</u>						
Strongly Disagree	0	0.0	2	6.3	4	X ² =16.54039 p= 0.0024*
Disagree	1	1.5	5	15.6		
Agree	28	42.4	9	28.1		
Strongly Agree	35	53.0	12	37.5		
No Opinion	2	3.0	4	12.5		
<u>27. REGISTER AT SJC IN ENSUING SEMESTER</u>						
Strongly Disagree	31	47.7	9	27.3	4	X ² =20.25945 p= 0.0004*
Disagree	24	36.9	6	18.2		
Agree	2	3.1	6	18.2		
Strongly Agree	1	1.5	6	18.2		
No Opinion	7	10.8	6	18.2		
<u>28. NOT IMPORTANT TO GRADUATE FROM SJC</u>						
Strongly Disagree	37	58.7	11	35.5	4	X ² = 7.86284 p= 0.0967
Disagree	13	20.6	8	25.8		
Agree	2	3.2	5	16.1		
Strongly Agree	3	4.8	1	3.2		
No Opinion	8	12.7	6	19.4		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 5-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>29. MAJOR UNDECIDED</u>						
Strongly Disagree	41	63.1	17	53.1	4	X ² = 4.14384 p= 0.3869
Disagree	16	24.6	9	28.1		
Agree	1	1.5	3	9.4		
Strongly Agree	1	1.5	0	0.0		
No Opinion	6	9.2	3	9.4		
<u>30. GOOD GRADES IMPORTANT</u>						
Strongly Disagree	49	74.2	25	75.8	3	X ² = 1.25676 p= 0.7394
Disagree	14	21.1	7	21.2		
Agree	0	0.0	0	0.0		
Strongly Agree	2	3.0	0	0.0		
No Opinion	1	1.5	1	3.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

on their personal growth, attitudes, and values. A majority of each group of students believed that their Interpersonal Relations had a positive influence on their Intellectual Growth. A statistically significant difference was found to exist between the persisters and nonpersisters with regard to the variable Making Friends is Difficult. Too, statistically significant differences were found to exist between the two groups of students on Peer Willingness to Listen variable. Interestingly, nearly one half of both persisters and nonpersisters agreed that the Values of their Peers were Different.

Interaction with Faculty Variables, Hypothesis Three:

Data in Table 5 indicate that the majority of persisters and nonpersisters indicated they believed that Non-Classroom Faculty Interaction had a positive influence on their personal growth, values, and attitudes. Too, the majority of each group of students believed that Non-Classroom Faculty Interaction had a positive influence on their Intellectual Growth. Table 5 reveals that there was a statistically significant difference between the persisters and nonpersisters on the two following variables: Faculty Influence on Student Goals and Aspirations, and Close Personal Relationships with Faculty. The vast majority of persisters and nonpersisters agreed that they were satisfied with Interaction with Faculty.

Faculty Concern for Student Development and Teaching, Hypothesis Three:

Data in Table 5 indicate that nearly 50 percent of the nonpersisters and a slightly lesser percentage of persisters agreed that Faculty Interest in student welfare was limited. More than 50 percent of the nonpersisting Nursing Program students indicated that Few of the Faculty were Generally Outstanding or Superior Teachers; almost 50 percent of the persisters agreed with the nonpersisters on this issue. More than 65 percent of the persisters believed

that Faculty were Willing to Spend Time Out of Class to discuss problems and issues with them; however, more than 50 percent of the nonpersisters believed faculty were not willing to spend the time with them. The vast majority of both persisters and nonpersisters agreed that most faculty they had contact with were Interested in Helping Students Grow in more than just academic areas. The vast majority of each group of students agreed that most faculty with whom they had contact were genuinely interested in teaching.

Academic and Intellectual Development Variables, Hypothesis Three:

The data in Table 5 indicate a statistically significant difference between persisters and nonpersisters with regard to their views on Satisfaction with their Intellectual Development while Enrolled at the College. Inexplicably, more than 60 percent of each group of Nursing Program students did not agree that their academic experience at the college had a positive influence on their Intellectual Growth and Interest in Ideas. Interestingly, the data indicate a statistically significant difference existed between the persisters and nonpersisters with regard to Student Satisfaction with their Academic Experience at the college. More than 50 percent of the nonpersisters indicated that Few of their Courses at the college had been Intellectually Stimulating; the persisters disagreed in

similar numbers. More than 80 percent of both persisters and nonpersisters indicated their Interest in Intellectual Matters had increased since their coming to the college. A statistically significant difference was found to exist between persisters and nonpersisters with regard to the students Likelihood of Attending a Cultural Event as a result of attending the College. More than 50 percent of both persisters and nonpersisters indicated they believed they had Performed Academically as well as they had anticipated.

Institutional and Goal Commitments, Hypothesis Three:

All persisters, but only two thirds of the nonpersisters agreed that it was important for them to graduate from the College. The vast majority of the persisters and 70-plus percent of the nonpersisters indicated they had made the Right Decision to Attend the College. Nearly 90 percent of the persisters, and more than 60 percent of the nonpersisters indicated it would be unlikely that they would Register at the College in the ensuing fall term. Less than 10 percent of the persisters and 20 percent of the nonpersisters agreed that it was not Important for them to Graduate from the college. Less than 20 percent of both persisters and nonpersisters believed that they had no idea what they wanted to Major in at the College. Finally, the vast majority of both persisters and

nonpersisters indicated that Getting Good Grades was Important to them.

Research Hypothesis Four:

Ho₄ There are no statistically significant difference between the persisters and nonpersisters on the basis of ACT Scores, Nelson-Denny Reading Test Levels, Grades Obtained in College Science Classes, and Overall College Grade Point Averages.

Table 6 depicts that the null hypothesis of no statistically significant differences between nursing program persisters and nonpersisters was rejected on selected variables related to: Grades Earned in College Science Classes, and Overall College Grade Point Average.

While statistically significant differences were not observed on all variables in the hypothesis, measures of central tendencies in a number of the variables deserve discussion.

Grades Earned in College Science Courses, Hypothesis Four:

Data in Table 6 indicate that persister and nonpersister Nursing Program students earned grades which were not significantly different in General Biology. Conversely, there existed statistically significant

TABLE 6

COMPARISON OF PERSISTING AND NONPERSISTING NURSING PROGRAM
STUDENTS ON: Grades Obtained in College Science Classes
and Overall College Grade Point Average

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>1. GENERAL BIOLOGY GRADE^b</u>						
C	18	27.7	13	39.4	2	X ² = 1.38637 p= 0.5000
B	26	40.0	11	33.3		
A	21	32.3	9	27.3		
<u>2. ANATOMY AND PHYSIOLOGY GRADE</u>						
D	0	0.0	3	17.6	3	X ² =13.55845 p= 0.0036*
C	14	20.9	5	29.4		
B	43	64.2	7	41.2		
A	10	14.9	2	11.8		
<u>3. MICROBIOLOGY GRADE</u>						
D	0	0.0	3	13.0	3	X ² =14.76300 p= 0.0020*
C	19	28.4	11	47.8		
B	40	59.7	9	39.1		
A	8	11.9	0	0.0		
<u>4. PHYSICAL SCIENCE I GRADE</u>						
D	0	0.0	3	18.8	3	X ² =16.75310 p= 0.0008*
C	32	47.8	10	62.5		
B	26	38.8	3	18.8		
A	9	13.4	0	0.0		

^aN may not equal reported cases in all columns due to missing values.

^bBased on 4.0 Scale: 0=F; 1=D; 2=C; 3=B; 4=A.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 6-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>5. PHYSICAL SCIENCE II GRADE</u>						
D	0	0.0	2	18.2	3	X ² = 16.89592 p= 0.0007*
C	33	49.3	8	72.7		
B	26	38.8	1	9.1		
A	8	11.9	0	0.0		
<u>6. GRADE POINT AVERAGE</u>						
3.50-4.00	14	20.9	3	9.4	4	X ² =12.95061 p= 0.0115*
3.00-3.49	33	49.3	10	31.3		
2.50-2.99	17	25.4	11	34.4		
2.00-2.49	3	4.5	6	18.8		
1.50-1.99	0	0.0	2	6.3		

^aN may not equal reported cases in all columns due to missing values.

^bBased on 4.0 Scale: 0=F; 1=D; 2=C; 3=B; 4=A.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

differences between persisters and nonpersisters with regard to grades in Anatomy and Physiology, Microbiology, Physical Science I, and Physical Science II.

Nelson-Denny Reading Test Scores, Hypothesis Four:

While data in Table 7 indicate no significant differences between persisters and nonpersisters on the Nelson-Denny Reading Test, it is interesting to note that the average score for each group was between 15.23 and 15.66 grade levels; the median scores were between 15.14 and

15.15; the modal score was 15.10 for each group; and the range was between 13.0 and 22.0 for persisters and 12.6 and 18.5 for nonpersisters.

ACT Subtest and Composite Scores, Hypothesis Four

Table 7 indicates no significance between persisters and nonpersisters on ACT Subtest scores or ACT Composite scores. The average ACT English Subtest scores were 15.79 and 17.80, respectively, for nonpersisters and persisters; the median scores were 15.5 and 17.80; the modal scores were 23.0 and 17.0; and, the range was between 8.0 and 31.0 for the persisters, and 8.0 and 23.0 for the nonpersisters.

The average ACT Math Subtest scores were 12.13 and 12.20 for the persisters and nonpersisters; the median scores were 12.25 and 12.50, respectively; the modal scores were 15.0 and 11.0; and, the range was between 1.00 and 27.0 for persisters, and 1.0 and 23.0 for the nonpersisters.

The average ACT Social Science Subtest scores were 16.58 and 15.67, respectively, for persisters, and nonpersisters; the median scores were 15.75 and 14.5; the mode scores were 20.0 and 18.0; and the range was between 4.0 and 28.0 for the persisters, and 5.0 and 28.0 for the nonpersisters.

The average ACT Natural Science Subtest scores were 19.75 and 18.46, respectively, for persisters and

TABLE 7

COMPARISONS OF PERSISTING AND NONPERSISTING NURSING PROGRAM STUDENTS
Regarding: Nelson-Denny Reading Levels and ACT Scores

	N	Sum X	Mean	Median	Mode	Range	df	X ²	Probability
<u>NELSON-DENNY READING LEVEL</u>									
Persister	66	1033.3	15.66	15.14	15.1	13.0-22.0	35	41.93010	0.1955
Nonpersiter	34	517.9	15.23	15.15	15.1	12.6-18.5			
<u>ACT SCORE - ENGLISH SUBTEST</u>									
Persister	59	1050.0	17.80	17.80	17.0	8.0-31.0	18	19.25151	0.3765
Nonpersister	24	379.0	15.79	15.50	23.0	8.0-23.0			
<u>ACT SCORE - MATH SUBTEST</u>									
Persister	59	716.0	12.13	12.25	15.0	1.0-27.0	23	24.17448	0.3942
Nonpersister	24	293.0	12.20	12.50	11.0	1.0-23.0			
<u>ACT SCORE - SOCIAL SCIENCE SUBTEST</u>									
Persister	59	978.0	16.58	15.75	20.0	4.0-28.0	25	19.87509	0.7533
Nonpersister	24	376.0	15.67	14.50	18.0	5.0-28.0			

N= number of cases; df= degrees of freedom; X²=chi-squares.

TABLE 7-Continued

	N	Sum X	Mean	Median	Mode	Range	df	χ^2	Probability
<u>ACT SCORE - NATURAL SCIENCE SUBTEST</u>									
Persister	59	1165.0	19.75	19.08	17.0	11.0-33.0	24	27.30582	0.2904
Nonpersister	24	443.0	18.46	18.25	18.0	8.0-31.0			
<u>ACT SCORE - COMPOSITE</u>									
Persister	59	961.0	16.29	15.63	12.0	8.0-28.0	21	17.31320	0.6920
Nonpersister	24	374.0	15.58	15.75	16.0	6.0-26.0			

N= number of cases; df= degrees of freedom; χ^2 =chi-squares.

nonpersisters. The median scores were 19.08 and 18.25; the modal scores were 17.0 and 18.0; and the range was between 11.0 and 33.0 for the persisters, and 8.0 and 31.0 for the nonpersisters.

The average ACT Composite Scores were 16.29 and 15.58, respectively, for persisters and nonpersisters; the median scores were 15.63 and 15.75; the modal scores were 12.0 and 16.0; and the range was between 8.0 and 28.0 for the persisters and 6.0 and 26.0 for the nonpersisters.

Overall Earned College Grade Point Average, Hypothesis Four:

Data in Table 6 indicated statistically significant differences were found to exist between persisters and nonpersisters in the Nursing Program with regard to Overall Earned Grade Point Average.

Significant Chi-squares

As noted in the preceding section, this section addresses a presentation and brief discussion of items found to be statistically significant at or below the 0.05 level.

Student Demographics

The data in Table 8 contain information related to significant differences found regarding the demographics of persisting and nonpersisting Nursing Program students. Five

TABLE 8

SIGNIFICANT CHI-SQUARES RELATED
TO DEMOGRAPHIC VARIABLES

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
1. <u>AGE</u>						
(Upon leaving SJC)						
19-24 Yrs.	14	20.9	7	20.6	4	X ² =13.0453 p= 0.0111*
25-29	24	35.8	7	20.6		
30-35	13	19.4	6	17.6		
36-40	9	13.4	1	2.9		
41 & Above	7	10.4	13	38.2		
2. <u>MOTHER'S EDUCATION</u>						
Did not complete high school	22	32.8	23	67.6	4	X ² =14.48653 p= 0.0059**
Graduated high school	26	38.8	6	17.6		
Did some college work	16	23.9	4	11.8		
Received a BA/BS	0	0.0	1	2.9		
Received an ad- vanced degree	3	4.5	0	0.0		
3. <u>STUDENT ENROLLMENT</u>						
Full-time	60	89.6	24	70.6	2	X ² = 6.32121 p= 0.0424*
Part-time	4	6.0	4	11.8		
Both Full-time and Part-time	3	4.5	6	17.6		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 8-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>4. EMPLOYMENT STATUS</u>						
Did not work	28	41.8	15	45.5	4	$\chi^2=10.28509$
Worked:						$p= 0.0359^*$
1-10 hrs./wk.	4	6.0	2	6.1		
11-20 hrs./wk.	14	20.9	5	15.2		
21-35 hrs./wk.	14	20.9	1	3.0		
36 hrs./wk. plus	7	10.4	10	30.3		
<u>5. GRADE POINT AVERAGE</u>						
3.50-4.00	14	20.9	3	9.4	4	$\chi^2=12.95061$
3.00-3.49	33	49.3	10	31.3		$p= 0.0115^*$
2.50-2.99	17	25.4	11	34.4		
2.00-2.49	3	4.5	6	18.8		
1.50-1.99	0	0.0	2	6.3		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* < .05

** < .01

items generated a significant Chi-square for student demographic factors.

Nonpersisting nursing program students were significantly older than persisting students. Nearly 40 percent of the nonpersisters were grouped in the age category of 41 years of age or older. Approximately 10 percent of the persisters fell into the 41 years of age or older grouping. A significantly greater number of the mothers of nonpersisting nursing students did not complete

high school diplomas. One-third of the mothers of persisting students did not complete the high school diploma, whereas, nearly two-thirds of the nonpersister's mothers did not finish high school. Twice the number of persisting student's mothers had attempted, or completed a program of study beyond high school. Persisting nursing students were enrolled as fulltime students to a significantly greater extent than nonpersisting students. A significantly greater number of nonpersisting students who worked while in college, were employed more hours per week than persisting students. Nearly one-third of the nonpersisting students were employed 36 or more hours per week. Persisting nursing program students earned significantly higher Grade Point Averages (GPA) than did nonpersisters. More than 70 percent of the persisters earned GPAs in the range between 3.00 and 4.00 as compared to just over 40 percent of the nonpersisters.

Reasons for Continuing or Dropping out of the Nursing Program

The data in Table 9 contain information related to significant differences found regarding reasons why persisting and nonpersisting students remained in, or dropped out of the Nursing Program. Ten items generated significant Chi-squares.

TABLE 9

SIGNIFICANT CHI-SQUARES AS RELATED TO PERCEPTIONS OF PERSISTING
AND NONPERSISTING NURSING PROGRAM STUDENTS Regarding:
Academic, Employment/Financial, Personal, Program Related,
Family, and Commuting Problems Encountered, While
Enrolled in the Nursing Program of Study

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>1. COURSE DIFFICULTY</u>						
Not a Reason/Affect	34	51.5	26	76.5	3	$\chi^2= 9.39085$ p= 0.0245*
Minor Reason/Affect	21	31.8	3	8.8		
Moderate Reason/Affect	10	15.2	3	8.8		
Major Reason/Affect	1	1.5	2	5.9		
<u>2. BREAK FROM STUDIES</u>						
Not a Reason/Affect	25	37.3	24	70.6	4	$\chi^2=11.59979$ p= 0.0206*
Minor Reason/Affect	18	26.9	2	5.9		
Moderate Reason/Affect	16	23.9	6	17.6		
Major Reason/Affect	7	10.4	2	5.9		
<u>3. IRRELEVANT COURSEWORK</u>						
Not a Reason/Affect	43	65.2	31	91.2	3	$\chi^2=14.37828$ p= 0.0024**
Minor Reason/Affect	19	28.8	0	0.0		
Moderate Reason/Affect	2	3.0	3	8.8		
Major Reason/Affect	2	3.0	0	0.0		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

*<.05

**<.01

TABLE 9-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>4. STUDY TIME-CONSUMING</u>						
Not a Reason/Affect	14	21.2	18	56.3	3	$\chi^2=12.30934$ $p= 0.0064^{**}$
Minor Reason/Affect	27	40.9	6	18.8		
Moderate Reason/Affect	19	28.8	6	18.8		
Major Reason/Affect	6	9.1	2	6.3		
<u>5. CONFLICT WITH NURSING PERSONNEL</u>						
Not a Reason/Affect	48	73.8	17	51.5	3	$\chi^2= 9.24436$ $p= 0.0262^*$
Minor Reason/Affect	9	13.8	4	12.1		
Moderate Reason/Affect	6	9.2	6	18.2		
Major Reason/Affect	2	3.1	6	18.2		
<u>6. TIRED OF SCHOOL</u>						
Not a Reason/Affect	37	56.1	29	87.9	3	$\chi^2=10.36590$ $p= 0.0157^*$
Minor Reason/Affect	17	25.8	3	9.1		
Moderate Reason/Affect	8	12.1	1	3.0		
Major Reason/Affect	4	6.1	0	0.0		
<u>7. CONCERN OF NURSING PERSONNEL</u>						
Not a Reason/Affect	51	78.5	19	59.4	3	$\chi^2=11.22389$ $p= 0.0106^*$
Minor Reason/Affect	3	4.6	1	3.1		
Moderate Reason/Affect	9	13.8	4	12.5		
Major Reason/Affect	2	3.1	8	25.0		
<u>8. QUALITY OF NURSING CLASSES</u>						
Not a Reason/Affect	35	52.2	18	52.9	3	$\chi^2=10.68370$ $p= 0.0136^*$
Minor Reason/Affect	16	23.9	3	8.8		
Moderate Reason/Affect	14	20.9	6	17.6		
Major Reason/Affect	2	3.0	7	20.6		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X^2 =chi-squares, p=probability score.

* $<.05$

** $<.01$

TABLE 9-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
9. <u>NURSING PROGRAM DEMANDING</u>						
Not a Reason/Affect	19	28.8	21	63.6	3	$\chi^2=17.06664$ p= 0.0007**
Minor Reason/Affect	27	40.9	4	12.1		
Moderate Reason/Affect	16	24.2	3	9.1		
Major Reason/Affect	4	6.1	5	15.2		
 10. <u>LACK OF TRANSPORTATION</u>						
Not a Reason/Affect	49	75.4	31	91.20	3	$\chi^2= 8.14118$ p= 0.0432*
Minor Reason/Affect	8	12.3	0	0.0		
Moderate Reason/Affect	5	7.7	0	0.0		
Major Reason/Affect	3	4.6	3	8.8		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, χ^2 =chi-squares, p=probability score.

* <.05

** <.01

A significantly greater percentage of nonpersisting students as compared to persisting students reported that the level of difficulty of college course work was not a reason which affected them in deciding to drop out of the program. Interestingly, nearly 50 percent of the persisting students believed that course difficulty did affect them while in the Nursing Program. A significantly greater number of nonpersisting Nursing Program students as compared to persisting students reported that a temporary break from college studies did not affect them in their decision to drop out of the program. More than 60 percent of the

persisting students reported that the need for a temporary break from college studies did affect them while in the Nursing Program. A significantly greater number of nonpersisting students as compared to persisting students reported that the perceived irrelevancy of college course work did not affect their decision to drop out of the program. Whereas, 35 percent of the persisting students reported that irrelevancy of college course work had from a minor to a major affect on them while enrolled in the program. A significantly greater percentage of nonpersisting Nursing Program students as compared to persisters did not believe that the time required in courses of study affected their decision to drop out. Conversely, almost 80 percent of the persister students reported that time required in the courses of study had from a minor to a major affect upon them. Significantly greater numbers of nonpersisting Nursing Program students indicated conflict with Nursing Program personnel was a minor to major reason for their withdrawal from the program. Conversely, nearly 74 percent of persister students reported that conflict with college Nursing Program personnel was not a problem for them. Significantly greater numbers of nonpersisting nursing students as compared to persisting students reported that their becoming tired of the work required in the college was not a reason for their dropping out. Whereas, almost 45 percent of the persisters indicated that becoming

tired of college work did affect them while in the Nursing Program. A significantly greater number of persisting Nursing Program students as compared to nonpersisters reported that the concern of college nursing personnel for students did not affect them in the program of studies. One-fourth of the nonpersisters reported that the concern of college Nursing Program personnel for students was a major reason for their nonpersistence. A significantly greater number of nonpersisting Nursing Program students as compared to persisting students reported that the quality of Nursing Program classes was a major reason for their decision to drop out. A significantly greater number of nonpersister Nursing Program students as compared to persisters did not believe that the demands of the Nursing Program affected their decision to drop out. Significant numbers of nonpersister nursing students as compared to persisting students reported that the availability of transportation did not affect them in deciding to drop out of the program of studies.

Importance of Interpersonal Relations with Groups/Individuals

The data in Table 10 contain information related to significant differences found between persisting and nonpersisting nursing program students regarding interpersonal/sociological relations and their affect on

TABLE 10

SIGNIFICANT CHI-SQUARES AS RELATED TO PERCEPTIONS OF PERSISTING AND NONPERSISTING NURSING PROGRAM STUDENTS Regarding: Peer Group Interactions, Interaction with Faculty, Faculty Concern for Student Development and Teaching, Academic and Intellectual Development, and Institutional Goal Commitments, while Enrolled in the Nursing Program of Study

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>1. CLOSE PEER RELATIONSHIPS</u>						
Strongly Disagree	0	0.0	1	3.1	4	X ² =12.89961 p= 0.0118*
Disagree	2	3.0	2	6.2		
Agree	40	60.6	12	37.5		
Strongly Agree	20	30.3	8	25.0		
No Opinion	4	6.1	9	28.1		
<u>2. MAKING FRIENDS DIFFICULT</u>						
Strongly Disagree	29	43.9	10	31.3	4	X ² =12.96374 p= 0.0115*
Disagree	33	50.0	12	37.5		
Agree	3	4.5	4	12.5		
Strongly Agree	0	0.0	3	9.4		
No Opinion	1	1.5	3	9.4		
<u>3. PEER WILLINGNESS TO LISTEN</u>						
Strongly Disagree	27	40.9	8	24.2	4	X ² =12.10263 p= 0.0166*
Disagree	26	39.4	12	36.4		
Agree	5	7.6	9	27.3		
Strongly Agree	5	7.6	0	0.0		
No Opinion	3	4.5	4	12.1		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* <.05

** <.01

TABLE 10-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>4. FACULTY INFLUENCE ON STUDENT GOALS AND ASPIRATIONS</u>						
Strongly Disagree	1	1.5	1	3.0	4	X ² =11.31232 p= 0.0233*
Disagree	4	6.1	8	24.2		
Agree	32	48.5	7	21.2		
Strongly Agree	10	15.2	4	12.1		
No Opinion	19	28.8	13	39.4		
<u>5. CLOSE PERSONAL RELATIONSHIPS WITH FACULTY</u>						
Strongly Disagree	4	6.1	3	9.4	4	X ² =10.47261 p= 0.0332*
Disagree	14	21.2	8	25.0		
Agree	28	42.4	8	25.0		
Strongly Agree	14	21.2	3	9.4		
No Opinion	6	9.1	10	31.3		
<u>6. STUDENT'S SATISFACTION WITH INTELLECTUAL DEVELOPMENT</u>						
Strongly Disagree	1	1.5	3	9.1	4	X ² =10.62675 p= 0.0311*
Disagree	2	3.1	6	18.2		
Agree	41	63.1	16	48.5		
Strongly Agree	14	21.5	6	18.2		
No Opinion	7	10.6	2	6.1		
<u>7. SATISFACTION WITH ACADEMIC EXPERIENCE</u>						
Strongly Disagree	0	0.0	3	9.4	4	X ² =14.22108 p= 0.0066*
Disagree	4	6.1	4	12.5		
Agree	45	68.2	12	37.5		
Strongly Agree	13	19.7	7	21.9		
No Opinion	4	6.1	6	18.8		
<u>8. LIKELY TO ATTEND CULTURAL EVENT</u>						
Strongly Disagree	4	6.2	4	12.1	4	X ² = 9.62996 p= 0.0471*
Disagree	20	30.8	10	30.3		
Agree	25	38.5	6	18.2		
Strongly Agree	8	12.3	2	6.1		
No Opinion	8	12.3	11	33.3		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

* < .05

** < .01

TABLE 10-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>9. TO GRADUATE IMPORTANT</u>						
Strongly Disagree	0	0.0	5	15.6	3	X ² =18.88472 p= 0.0003*
Disagree	0	0.0	0	0.0		
Agree	27	40.9	7	21.9		
Strongly Agree	39	59.1	17	53.1		
No Opinion	0	0.0	3	9.4		
<u>10. RIGHT DECISION TO ATTEND SJC</u>						
Strongly Disagree	0	0.0	2	6.3	4	X ² =16.54039 p= 0.0024*
Disagree	1	1.5	5	15.6		
Agree	28	42.4	9	28.1		
Strongly Agree	35	53.0	12	37.5		
No Opinion	2	3.0	4	12.5		
<u>11. REGISTER AT SJC IN ENSUING SEMESTER</u>						
Strongly Disagree	31	47.7	9	27.3	4	X ² =20.25945 p= 0.0004*
Disagree	24	36.9	6	18.2		
Agree	2	3.1	6	18.2		
Strongly Agree	1	1.5	6	18.2		
No Opinion	7	10.8	6	18.2		

^aN may not equal reported cases in all columns due to missing values.
f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

continuance or discontinuance of the program of study.

Eleven items generated significant Chi-squares.

Significantly greater percentages of nonpersisting Nursing Program students as compared to persisting students had no opinion regarding the establishment of close personal relationships with other college students. However, between 60 and 90 percent of nonpersisters and persisters agreed to

some degree that they had established such relationships. A significant number of persisting Nursing Program students as compared to nonpersisters did not believe they experienced any problems in making friends while enrolled in the program. Nonpersisting students as compared to persisters were more likely to disagree that peers were willing to listen when they had a personal problem. A significant number of persisting Nursing Program students as compared to nonpersisting students believed that their interaction with faculty outside the classroom had a positive influence on their career goals and aspirations. A significantly greater percentage of persisting students as compared to nonpersisters reported that they had established a close working relationship with at least one faculty member. A significantly greater number of persisting as compared with nonpersisting students believed that they were satisfied with their intellectual development. Significantly greater percentages of persisting as compared to nonpersisting students reported that they were satisfied with the college academic experience. Significantly greater numbers of persisting as compared to nonpersisting students reported that they would likely attend a college sponsored cultural event. A significantly greater number of persisting as compared to nonpersisting students reported it would be important for them to graduate from college. Significantly greater numbers of persisting as compared to nonpersisting

students felt their choice of college was the correct one. A significantly greater number of nonpersisting as compared to persisting students reported their intention to enroll at the college for the ensuing semester.

Earned Grade Point in College Science Classes and
Overall College Grade Point Average

The data in Table 11 contain information related to significant Chi-squares regarding the differences between persisters and nonpersisters in the Nursing Program on factors related to grade point averages.

Persisting Nursing Program students as compared to nonpersisting students scored significantly higher on grade point averages in college science coursework, including General Biology, Anatomy and Physiology, Microbiology, Physical Science I, and Physical Science II; and, overall college grade point averages.

T - Test Results

The T-Test was used to compare the mean scores of persisting and nonpersisting nursing program students in regard to required Science Course Grades, Nelson-Denny Reading Level Scores, ACT Scores, and Overall Grade Point Averages to determine whether significant differences

TABLE 11

SIGNIFICANT CHI-SQUARES AS RELATED TO PERSISTING AND NONPERSISTING
NURSING PROGRAM STUDENTS ON: Grades Obtained in College
Science Classes and Overall College
Grade Point Average

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
<u>1. ANATOMY AND PHYSIOLOGY GRADE^b</u>						
D	0	0.0	3	17.6	3	$\chi^2=13.55845$ p= 0.0036*
C	14	20.9	5	29.4		
B	43	64.2	7	41.2		
A	10	14.9	2	11.8		
<u>2. MICROBIOLOGY GRADE</u>						
D	0	0.0	3	13.0	3	$\chi^2=14.76300$ p= 0.0020*
C	19	28.4	11	47.8		
B	40	59.7	9	39.1		
A	8	11.9	0	0.0		
<u>3. PHYSICAL SCIENCE I GRADE</u>						
D	0	0.0	3	18.8	3	$\chi^2=16.75310$ p= 0.0008*
C	32	47.8	10	62.5		
B	26	38.8	3	18.8		
A	9	13.4	0	0.0		
<u>4. PHYSICAL SCIENCE II GRADE</u>						
D	0	0.0	2	18.2	3	$\chi^2= 16.89592$ p= 0.0007*
C	33	49.3	8	72.7		
B	26	38.8	1	9.1		
A	8	11.9	0	0.0		

^aN may not equal reported cases in all columns due to missing values.

^bBased on 4.0 Scale: 0=F; 1=D; 2=C; 3=B; 4=A.

f=frequency counts, %=percentages, X^2 =chi-squares, p=probability score.

* <.05

** <.01

TABLE 11-Continued

Item	Persisting ^a N=67		Nonpersisting N=34		df	Chi-Square & Probability
	f	%	f	%		
5. <u>GRADE POINT AVERAGE</u>						
3.50-4.00	14	20.9	3	9.4	4	X ² =12.95061 p= 0.0115*
3.00-3.49	33	49.3	10	31.3		
2.50-2.99	17	25.4	11	34.4		
2.00-2.49	3	4.5	6	18.8		
1.50-1.99	0	0.0	2	6.3		

^aN may not equal reported cases in all columns due to missing values.

^bBased on 4.0 Scale: 0=F; 1=D; 2=C; 3=B; 4=A.

f=frequency counts, %=percentages, X²=chi-squares, p=probability score.

*<.05

**<.01

existed. The results of these comparisons are reported in Table 12.

Data in Table 12 indicate that five items have two-tailed probability quotients, from the pooled variance estimate, which fell below the .05 level of significance. Those items which were noted to be below the .05 level of significance were: Anatomy and Physiology Grades, Microbiology Grades, Physical Science I Grades, Physical Science II Grades, and Overall Grade Point Averages.

Data from Table 12 indicate that eleven items have two-tailed probability quotients, from the pooled variance estimate, which fell below the .05 level of significance. Those items which were noted to be above the .05 level of significance were: General Biology Grades, Nelson-Denny

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
							T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
G1 GENERAL BIOLOGY GRADE												
GROUP 1	33	2.8788	0.820	0.143	1.11	0.714	-0.59	96	0.326	-0.97	61.60	0.325
GROUP 2	65	3.0462	0.779	0.097								
G2 ANATOMY AND PHYSIOLOGY GRADE												
GROUP 1	17	2.4706	0.543	0.229	2.47	0.011	-2.54	82	0.013	-1.96	19.40	0.063
GROUP 2	67	2.9403	0.600	0.073								
G3 MICROBIOLOGY GRADE												
GROUP 1	23	2.2609	0.689	0.144	1.24	0.491	-3.74	86	0.000	-3.54	34.95	0.001
GROUP 2	67	2.8358	0.618	0.075								
G4 PHYSICAL SCIENCE I GRADE												
GROUP 1	16	2.0000	0.632	0.159	1.25	0.649	-3.40	81	0.001	-3.64	24.82	0.001
GROUP 2	67	2.6567	0.706	0.087								
G5 PHYSICAL SCIENCE II GRADE												
GROUP 1	11	1.9091	0.539	0.163	1.65	0.374	-3.27	76	0.002	-3.92	15.97	0.001
GROUP 2	67	2.6269	0.693	0.085								
G6 NELSON DENNY SCORE												
GROUP 1	34	15.2324	1.157	0.198	2.21	0.015	-1.29	98	0.199	-1.46	91.02	0.148
GROUP 2	66	15.6561	1.720	0.212								
G7 ENGLISH ACT SCORE												
GROUP 1	24	15.7917	4.559	0.531	1.01	0.941	-1.82	81	0.072	-1.42	42.56	0.076
GROUP 2	59	17.7966	4.540	0.591								
G8 MATH ACT SCORE												
GROUP 1	24	12.2883	6.022	1.229	1.83	0.894	0.05	81	0.960	0.85	42.16	0.960
GROUP 2	59	12.1356	5.935	0.773								
G9 SOCIAL SCIENCE ACT SCORE												
GROUP 1	24	15.4583	6.494	1.326	1.13	0.766	-0.68	81	0.499	-0.70	45.23	0.489
GROUP 2	59	16.5763	6.906	0.899								
G10 NATURAL SCIENCE ACT SCORE												
GROUP 1	24	18.4583	5.949	1.214	1.28	0.445	-0.97	81	0.333	-0.92	38.42	0.362
GROUP 2	59	19.7458	5.261	0.685								
G11 COMPOSITE ACT SCORE												
GROUP 1	24	15.9833	4.736	0.967	1.09	0.754	-0.54	81	0.350	-0.92	41.05	0.362
GROUP 2	59	16.6271	4.529	0.590								
G12 GRADE POINT AVERAGE												
GROUP 1	32	2.8125	1.061	0.180	1.72	0.065	3.60	57	0.001	3.27	46.79	0.002
GROUP 2	67	2.1194	0.808	0.099								

TABLE 12. T-TEST COMPARISONS OF PERSISTERS WITH NONPERSISTERS IN REGARD TO: SCIENCE COURSE GRADES, NELSON-DENNY READING SCORES, AND OVERALL GRADE POINT AVERAGES.

Scores, English ACT Subtest Scores, Math ACT Subtest Scores, Social Science ACT Subtest Scores, Natural Science ACT subtest Scores and Composite ACT Scores.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this Chapter is to present in summary form the background of the present study; to present methods and procedures of the study; to present summary findings of the study; to present conclusions of the study; to present recommendations based on the conclusions; and to close with a discussion on the usefulness of the Tinto Model.

Summary of Background

The problem of attrition of nursing students as well as students in other programs of study has been a national concern at all levels of education. Between 1979 and 1983, the nursing programs of study at Seminole Junior College experienced a nonpersistence rate of 39.3 percent. Limited, specific, and up-to-date information was available about nonpersisting nursing students at Seminole Junior College. Data were not available regarding comparisons of persisting and nonpersisting nursing students. Thus, it appeared that a study concerned with student attrition in the nursing program of study at Seminole Junior College was needed.

The present study examined the responses of populations of persisting and nonpersisting Seminole Junior College nursing students with regard to: demographic characteristics; perceptions of students involving academic, employment, financial, personal circumstances, program related, family related, and commuter problems; perceptions of students with regard to peer group interactions, interactions with faculty, faculty concern for student development and teaching, academic and intellectual development and institutional and goal commitments; and, ACT scores, Nelson-Denny reading levels, grade received in required science classes, and overall grade point averages.

Methods and Procedures

From college nursing division records it was determined that eighty-five (85) students had graduated from the nursing program between 1980 and 1983, and, that fifty-five (55) students had dropped out of the nursing program between the Fall Semester of 1979 and the Spring Semester of 1983. This constituted a nonpersistence rate of 39.3 percent. The survey form of research was selected to obtain pertinent information. The procedure in the study involved the use of populations of eighty-five (85) persisting and fifty-five (55) nonpersisting Nursing Program Students.

Based on a review of information gathered in a pilot questionnaire and guidance by a panel of judges, slight modifications were incorporated into a final questionnaire. Questionnaires and a self-addressed, stamped envelope were mailed to persisting and nonpersisting students.

Of the eighty-five (85) persisting students surveyed, sixty-eight (68) or 80.0 percent responded. Of the fifty-five (55) nonpersisting students surveyed, thirty-six (36) or 65.4 percent responded. However, one questionnaire of persisters and two questionnaires of nonpersisters were deemed incomplete and unusable for the study. Several follow up procedures were used to obtain an adequate number of responses. Frequency counts, percentages, and Chi-squares were computed from the various characteristics at the University of Oklahoma Computing Center. Additionally, T-Tests were computed for the variables related to required science course grades, Nelson-Denny Reading Levels, ACT Scores and overall grade point average.

Summary of Findings

As stated in Chapter I, the purpose of this study was to determine selected differences in students who completed the Associate Degree in Nursing at Seminole Junior College (persisters) as compared to students who were admitted to the nursing program at Seminole Junior College but failed to complete the program of study (nonpersisters).

Pursuant to the purpose in the study, four (4) null hypotheses, including 113 items, were tested for significant differences. Of those items tested, 27 items were found to be significant at .05 level of confidence, and, 86 were found to be insignificant.

Regarding null hypothesis one, of no significant differences between persisters and nonpersisters on selected demographic variables; five items were rejected and twenty-eight were accepted. The five significant demographic factors were: (1) Age Upon Leaving Seminole Junior College; (2) Mother's Educational Level; (3) Status of Student Enrollment, Part-time/Full-time; (4) Employment Status, Hours Worked per Week; (5) and Overall Grade Point Average of the Student.

The twenty-eight insignificant demographic factors were: (1) Sex; (2) Race; (3) Marital Status Upon Leaving SJC; (4) Change of Marital Status While at SJC; (5) Veteran; (6) High School Graduate; (7) GED; (8) Student Tenure at SJC; (9) Time Since Leaving SJC; (10) Citizenship; (11) Hometown Population; (12) Father's Education; (13) Parent's Income; (14) Personal Income; (15) Living Arrangements; (16) Financial Aid; (17) Times Changed Major; (18) Miles Commuted; (19) Number of Children in Home; (20) High School Academic Rank; (21) Extracurricular Activities in High School; (22) Expected Contacts with Faculty; (23) Degree Expectations; (24)

Further Nursing Education; (25) SJC College Selection Rank; (26) Influence Toward Nursing; (27) Family-Work in Health Field; and (28) Student-Work in Health Field.

Regarding the null hypothesis two of no significant differences between persisters and nonpersisters on the basis of importance rating on: Academic, Employment/Financial, Personal, Program, Family, or Commuter Problems: ten items were rejected and forty accepted. The ten significant factors were: (1) Course Difficulty; (2) Break from Studies; (3) Irrelevant Course Work; (4) Study Time-Consuming; (5) Conflict with Nursing Personnel; (6) Tired of School; (7) Concern of Nursing Personnel; (8) Quality of Nursing Classes; (9) Nursing Program Demanding; and (10) Lack of Transportation.

The forty insignificant factors related to importance rating on: Academic, Employment/Financial, Personal, Program, Family, or Commuter problem variables were: (1) Academic Performance; (2) Courses Easy; (3) Study Techniques; (4) Cut Class; (5) Unable to Concentrate; (6) Nonclassroom Interaction with Faculty; (7) Background for Courses; (8) Competition With Students; (9) Course Scheduling; (10) Job Conflict with Studies; (11) Military Service; (12) Insufficient Finances; (13) Insufficient Financial Aid; (14) Child Care Cost; (15) Home Responsibilities; (16) Emotional Problems; (17) Illness; (18) Conflict with College Authorities; (19) Unforeseen

Catastrophe; (20) Concern of College Personnel; (21) Conflict with Peers; (22) Social Relations; (23) Quality of Classes other than Nursing; (24) Conflict with Instructor; (25) Nursing Program Impersonal; (26) Credits would not Transfer; (27) Lack of Interest; (28) Personal Goals Different; (29) Unsuitable Personality; (30) Dislike for Nursing Program; (31) Dislike for Nursing; (32) Babysitting Problems; (33) Marital Status Changed; (34) Became Pregnant or Bore Child; (35) Time for Children; (36) Support from Spouse; (37) Support from Children; (38) Support from Parents; (39) Commuting Expense; and (40) Road or Weather Conditions.

Regarding the null hypothesis three of no significant differences between persisters and nonpersisters on the basis of importance rating on: Peer Group Interactions; Interactions with Faculty; Faculty Concern for Student Development and Teaching; Academic and Intellectual Development; or Institutional Goal Commitments, eleven items were rejected and nineteen were accepted. The eleven significant factors were: (1) Close Peer Relationships; (2) Making Friends Difficult; (3) Peer Willingness to Listen; (4) Faculty Influence on Student Goals and Aspirations; (5) Close Personal Relationship with Faculty; (6) Student's Satisfaction with Intellectual Development; (7) Satisfaction with Academic Experience; (8) Likely to Attend a Cultural

Event; (9) To Graduate Important; (10) Right Decision to Attend SJC; and (11) Register at SJC for Ensuing Semester.

The twenty-nine insignificant factors related to importance rating on: Peer Group Interactions; Interactions with Faculty; Faculty Concern for Student Development and Teaching; Academic and Intellectual Development; or Institutional Goal Commitment variables were: (1) Satisfaction with Peer Friendships, (2) Interpersonal Relations: Other Students, (3) Influence on Intellectual Growth, (4) Peer Values Different, (5) Nonclassroom Faculty Influence on Personality, (6) Nonclassroom Faculty Influence on Intellectual Growth, (7) Satisfaction with Interaction with Faculty, (8) Faculty not Interested in Students, (9) Few Outstanding Faculty, (10) Faculty Willingness to Spend Time Outside Class; (11) Faculty Interests other than Academic, (12) Faculty Interest in Teaching, (13) Academic Influence on Intellectual Growth, (14) Courses Intellectually Stimulating, (15) Interest in Ideas and Intellectual Matters; (16) Academic Performance Satisfaction; (17) Not Important to Graduate from SJC, (18) Major Undecided and (19) Good Grades Important.

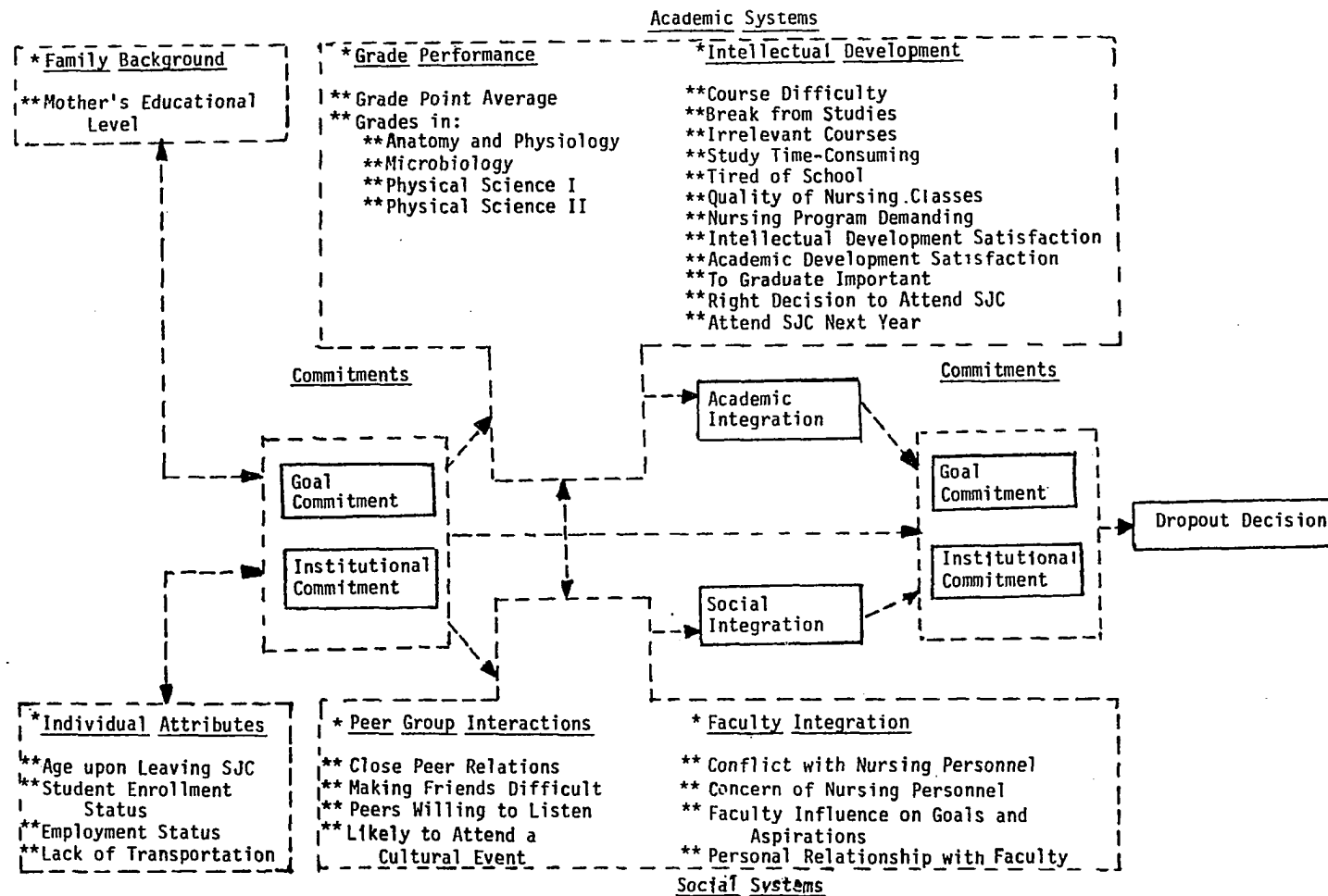
Regarding the Null Hypothesis four of no significant differences between persisters and nonpersisters on the basis of ACT Scores, Nelson-Denny Reading Test Levels, Grade Obtained in College Science Classes, and Overall College Grade Point Averages; two items were rejected and three were

accepted. The two significant difference factors were: (1) Grades Obtained in College Science Classes including; Anatomy and Physiology, Microbiology, Physical Science I and Physical Science II and (2) Overall College Grade Point Averages.

The three insignificant factors related to ACT Scores, Nelson-Denny Reading Test Levels, Grades Obtained in College Science Classes, and Overall College Grade Point Averages were: (1) Grade Received in General Biology, (2) Nelson-Denny Reading Level, and (3) Act Scores including: English Subtest, Math Subtest, Social Science Subtest, Natural Science Subtest, and Composite Score.

Conclusion

Figure 2 depicts the significantly different findings integrated appropriately into the constructs of the Tinto Model of Student Attrition. The significant findings are displayed within the Tinto Model to bring theoretical continuity and order to a presentation of the conclusions in the study. Too, the format provides the reader with a clearer understanding of the role of theory and its application toward solving practical problems facing institutions of higher education, i.e., student attrition. Accordingly, the findings in the study as presented earlier, in survey format discussion, are discussed in conclusion as per the Tinto Model of Student Attrition.



*Tinto Model Constructs; **Medlock Findings Variables

Figure 2. INTEGRATED FINDINGS: MEDLOCK STUDY VARIABLES UNDER MAJOR CONSTRUCTS OF THE TINTO MODEL OF STUDENT ATTRITION.

Based upon the findings in the study the following conclusions appeared warranted:

Family Background

1. A mother's level of educational attainment significantly affects the persistence of the progeny enrolled in the nursing program. The greater the educational level acquired by the mother, the more likely the student is to persist in the program. Thus, the education level, reflective of the family background construct addressed by Tinto, would appear to predict degree of success for the nursing student.

Individual Attributes

2. Students who exceed the age of 41 years or older were less likely to persist in the nursing program than students who fell into younger age ranges. The conclusion coincides with research by Hutcheson¹ et al., who observed that older students were

¹John D. Hutcheson, Jr., Laretta M. Garland, and Linda S. Lowe, "Antecedents of Nursing School Attrition: Attitudinal Dimensions," Nursing Research 28 (January-February 1979):58-62.

more likely to be nonpersisters because of difficulties associated with parental/financial responsibilities and pressures.

3. Part-time enrolled students were less likely to persist in the nursing program as compared to full-time students. Moreover, students who were employed 36 hours or more per week were more likely to become dropout statistics than students who worked less hours per week. Students attempting inordinate work hours may well forfeit their opportunity to succeed in the nursing program.
4. Students who persisted in the nursing program were more likely to require assistance with transportation than nonpersisters. Accordingly, transportation assistance might well denote the difference between a potential persister as compared to a nonpersister.

Grade Performance

5. Students who persisted in the nursing program were more likely to earn significantly higher grades than

nonpersister. Too, with the exception of General Biology grades earned, persisters were more likely to possess higher grades than nonpersisters in the required science course work of the nursing program. This conclusion corresponds with similar results in a study by Knopke² at the University of Wisconsin-Madison. Persisters outperform nonpersisters in terms of Grade Point Average (GPA).

Peer Group Interactions

6. Persisting students in the nursing program were more likely to establish close peer relations, have less difficulty in making friends, feel peers were willing to listen, and attend a culture event, than were nonpersisters. Thus, positive relationships with peers appeared to encourage student retention in nursing program. This conclusion is supported in the study by

²Harry J. Knopke, "Predicting Student Attrition in a Baccalaureate Curriculum," Nursing Research 28 (July-August 1979):225.

Sewell, Haller, and Ohlendorf³ which discovered the importance of the role of "significant" others in student retention.

Intellectual Development

7. Interestingly, persisting students were more likely to agree that coursework was difficult, that they needed a break from their studies, that they were taking some irrelevant coursework, that study was time-consuming, and, that they were tired of school, than were the nonpersisters.
8. Nonpersisting students were more likely to perceive that nursing classes were of poor quality than were persisters. Nonpersisters were more critical of the quality of instruction than were persisters. It might be concluded that the expectations of the faculty were unfair or unrealistic, or, conversely, that the dissatisfied nonpersisters were not able to judge, and adjust to "adequate" and normal class requirements of the nursing program.

³William H. Sewell, Archibald O. Haller, and George W. Ohlendorf, "The Educational and Early Occupational Status Attainment Process: Replication and Revision," American Sociological Review 35 (December 1970):1015.

9. Persisting students were more likely to perceive the nursing program as intellectually demanding than the nonpersisters. It would appear that persisters were more cognizant of the intellectual demands of the program than were nonpersisters.
10. Persisting program students were more likely to perceive intellectual and academic satisfaction with the nursing program than were nonpersisters. Overall, persisters tended to be more comfortable with the intellectual demands of the program than were nonpersisters.
11. Persisters were more likely to perceive that graduation from the program was important and that they had made the right decision to attend the college, than were nonpersisters. Persisters tended to be more goal-oriented and self-assured that they would graduate, and, were more confident that they had selected the right institution, than were the nonpersisters. Also, nonpersisters who had not graduated, logically exceeded persisters in indicating the likelihood that

they would attend the college the ensuing year.

Faculty Integration

12. Nonpersisters were more likely to perceive conflict with nursing personnel, perceive that nursing personnel were not concerned with their welfare, that faculty had less influence on their goals and aspirations, and, felt that they had not developed a personal relationship with faculty, as compared with persisters. Findings of Davidhizar⁴ supported the conclusion regarding the importance of the establishment of a positive "helping relationship" between faculty and students. Evidently, nonpersisters in the nursing program at the college did not experience the basic elements of a "positive" working relationship with, and mutual admiration for, their faculty.

⁴Ruth Davidhizar, "Helping Students Help Themselves," Nursing and Health Care 3 (March 1982):138.

Recommendations

The conclusions in this study would appear to warrant the following recommendations for consideration by the officials at Seminole Junior College:

Family Background

1. The level of education of the mothers of nursing program students serves as a predictor for the degree of student success in the Program of Study. Thus, it is recommended that the college determine whether nursing program applicants meet or exceed the predictive educational level indicative of success or failure by students. Students whose mothers' educational level signals potential academic problems, should be given early, and careful attention by assigned faculty mentors, or by college counseling center personnel. The objective would be to nurture these first-generation students and seek to facilitate the introjection of new values and aspirations toward a successful collegiate experience.

Individual Attributes

2. Students ages 41 years or older are less likely to be successful in completing the nursing program than younger students. Accordingly, it is recommended that the "age" level predictor also become a primary variable in the early identification of students, with appropriate institutional services marshalled to "overturn" this demographic predictor. Research literature indicated that older students tended to have more financial pressures, and related family responsibilities. The older, student might benefit from a program of study which utilized a time-frame beyond the traditionally anticipated two-year completion time for the Associate of Science in Nursing Degree program. The potential benefits of breaking the "lock-step" expectations of faculty and administration in rushing students quickly through the two-year cycle appears obvious; the primary benefits might possibly be reduced student attrition.
3. Part-time nursing program enrollees appear to have more restricted success in program

completion than do full-time students. The college should discourage students from part-time enrollment in the nursing program until the factors associated with the greater failure of part-time students can better be ascertained. A potentially useful intervention strategy to deter failure by part-time students would require the college to assist the part-time students in examining their priorities, i.e., financial support, work requirements, and related constraints. A corollary recommendation to that of the part-time student focuses upon students working 36 or more hours per week who were more likely to fail than students working less number of hours per week. These would appear to be factors closely associated with demands on the student's time, which could only be addressed through careful intake counseling of students, and, the preparation of individual time and resource schedules...designed to support the part-time, over employed, unrealistic, adult student.

4. Student schedules might be better coordinated to facilitate reduction of

perceived transportation problems. The planning, coordination, and delivery of clinicals, off-campus visitations, and on-campus experiences, with appropriately planned carpooling, might well reduce student anxiety, and prove more cost efficient for both students and nursing program personnel.

5. Because nonpersisting nursing program students were more likely to perform less well than persisters in the hard sciences, i.e., Anatomy and Physiology, Microbiology, Physical Science I, and Physical Science II, it is recommended that students identified as being likely to experience difficulties in the hard sciences be treated as possessing special needs. These needs might be addressed by offering sequenced, self-paced instruction in these classes, with strong tutorial support, either prior to entry into the nursing program, or during the early stages of the program. Stress should be placed on achievement of appropriate grade performance levels, and not on the time required to achieve acceptable performance. The emphasis should

be focused on achievement outcomes and objectives and not on time requirements: in essence, hold achievement constant, and, allow time required for completion of study to vary according to the learner's needs.

Peer Group Interactions

6. Nonpersisters must be encouraged to become involved with their peers and faculty through direct but subtle intervention by all key constituents of the college. The college is encouraged to design social and academic integration strategies which identify potential dropouts and involve them in the total environmental fabric of the college. Socialization is essential to the success of any individual who selects a career/education objective involving people; nursing is a people-intensive profession which requires sophisticated social and individual/group relationship skills and knowledge. The successful nursing program recognizes these factors in the preparation of nursing professionals and addresses student development in a systematic fashion.

Intellectual Development

7. Nonpersisting nursing program students appeared to exhibit retarded intellectual development in the context of the Tinto Model. The college is strongly encouraged to acknowledge and identify a strategy which addresses the apparent attitudes, values, and beliefs of nonpersisters which resulted in the unrealistic perceptions of: the level of course difficulty, course relevancy, the amount of time required by the program, and, the overall rigors of the program. An effort is needed by key college personnel which attacks the blurred perceptions of nonpersisters and assists them in focusing on reality.

7.1 Again, nonpersisting Nursing Program Students were highly critical of the classes in nursing, and personnel teaching them. This recommendation must possess "two edges". Accordingly, the college is encouraged to carefully examine the needs of potential nonpersisters, as compared to the quality of course offerings and professional staff. Equally important, education or reeducation may be needed to assist nursing

program personnel in the improvement of instructional delivery and teaching strategies, as well as to assist nonpersisters in adjusting to the demands of the program in less critical, and more productive ways.

7.2 Nonpersisters did not perceive the nursing program of study to be as demanding as did persisters. The college is encouraged to develop entry-level orientation programs for students which set forth in detail the time and rigors involved in completion of the program. Nonpersisters consistently demonstrated an apparent lack of understanding of the demands of the program in that they: were less satisfied with the program, were less likely to view graduation from the program as important, were not as confident that they had selected the correct program, and, were generally more dissatisfied with their total experience than were persisters. This set of perceptions can only be addressed and modified if the college recognize the pervasiveness of the attitudes identified in the nonpersisters. It is emphasized that

the writer does not view "nonpersisters" as inherently bad, or doomed to failure; nor should the college. The challenge rests with the college addressing the attrition problem in a professional and competent manner.

Faculty Integration

8. The college is strongly encouraged to examine the findings and conclusions related to the perceptions of the nonpersisters that the college nursing personnel were not concerned with student welfare; that faculty had minimal influence on the students; and that the students had not developed a more personal relationship with nursing program faculty. Concomitantly, it is recommended that the college undertake an indepth and serious analysis of the following factors in the nursing program: a) quality of student and faculty relationships-both inside and outside the classroom; b) the quality of classroom instruction and student evaluation/performance; c) the turnover rate of professionals in the nursing program; and d) the extent and quality of faculty efforts

to initiate students into the nursing profession.

Usefulness of the Tinto Model

Usefulness of applied research rests four-square with the theoretical framework upon which the findings are generated. The writer acknowledges the weaknesses in the research design selected for the study. However, the decision to conduct survey research, with basic statistical analysis, i.e., Chi-square and two-tailed, T-Test is defended in the context of the size of the population and the fact that the study cannot be generalized beyond a single institution. More importantly, readers of the research should recognize the functional utility of the Tinto Model of Student Attrition for local, single program, attrition studies. When viewed in the context of national studies of student attrition, using the Tinto Model, the findings in a study such as the one conducted became utilitarian. It seems clear that the major constructs of the Tinto Model-Academic and Social Integration-and the many variables which define these constructs, are at work and observable as independent variables, and are effecting the dropout rate-the dependent variable-at Seminole Junior College. College officials are encouraged to analyze the findings, conclusions, and recommendations in this study in the total context of the Tinto Model. Other researchers are

also encouraged to recognize the strengths in utilizing a theoretical framework to conduct local attrition studies. The writer feels, absent the use of multivariate analysis i.e., regression, that the Tinto Model provided a useful and practical guide to exploration of the several uncontrolled phenomena inducing students to drop out of the Seminole Junior College Nursing Program.

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APPENDIX

APPENDIX I

CONFIDENTIAL QUESTIONNAIRE FOR STUDENTS WHO HAVE EITHER
GRADUATED FROM OR WERE ENROLLED IN THE NURSING
PROGRAM AT SEMINOLE JUNIOR COLLEGE

CONFIDENTIAL QUESTIONNAIRE FOR STUDENTS WHO HAVE EITHER
GRADUATED FROM OR WERE ENROLLED IN THE NURSING
PROGRAM AT SEMINOLE JUNIOR COLLEGE

DIRECTIONS

Each item in this section of the questionnaire is followed by two or more response options. As you finish reading each item, choose the response that is the most accurate for you and write a check (✓) in the space provided at the left of the response.

1. Age at the time I left SJC:

☐ (1) 18 yrs or under	☐ (2) 19 - 24 yrs
☐ (3) 25 - 29 yrs	☐ (4) 30 - 35 yrs
☐ (5) 36 - 40 yrs	☐ (6) 41 yrs or above
2. Sex: ☐ (1) Female ☐ (2) Male
3. Race or Ethnicity:

☐ (1) American Indian	☐ (2) Asian or Pacific Islander
☐ (3) Black / Negro	☐ (4) Hispanic
☐ (5) White (other than Hispanic)	
4. When I left SJC, my marital status was:

☐ (1) married	☐ (2) single	☐ (3) divorced	☐ (4) other
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5. My marital status changed while I was a student at SJC:

☐ (1) yes	☐ (2) no
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6. Veteran: ☐ (1) yes ☐ (2) no
7. High School Graduate: ☐ (1) yes ☐ (2) no
8. GFD: ☐ (1) yes ☐ (2) no
9. Period of time I was a student at SJC:

☐ (1) Less than one semester
☐ (2) At least one semester, but less than one year
☐ (3) At least one year, but less than two years
☐ (4) At least two years, but less than three years
☐ (5) Three years or more
10. The length of time it has been since I withdrew or graduated from SJC:

☐ (1) Less than one year	☐ (2) 1 - 2 years
☐ (3) 3 - 4 years	☐ (4) 5 years or more

11. Citizenship: ☐ (1) U. S. ☐ (2) Okla
☐ (3) Non-Okla ☐ (4) Foreign

12. The population of my home town is:

☐ (1) Under 2,500 ☐ (2) 2,500 - 9,999
☐ (3) 10,000 - 49,999 ☐ (4) 50,000 - 100,000
☐ (5) over 100,000

13. My father:

☐ (1) Did not complete high school
☐ (2) Graduated from high school
☐ (3) Did some college work
☐ (4) Received a Bachelor's Degree
☐ (5) Received a degree beyond the Bachelor's

14. My mother:

☐ (1) Did not complete high school
☐ (2) Graduated from high school
☐ (3) Did some college work
☐ (4) Received a Bachelor's Degree
☐ (5) Received a degree beyond the Bachelor's

15. While attending SJC, I would estimate my parents' income:

☐ (1) Was below \$5,000 per year
☐ (2) Was between \$5,000 and \$10,000 per year
☐ (3) Was between \$10,000 and \$20,000 per year
☐ (4) Was between \$20,000 and \$30,000 per year
☐ (5) Was above \$30,000 per year
☐ (6) Does not apply

16. As the head of household or spouse of the head of household, my family income while attending SJC:

☐ (1) Was below \$5,000 per year
☐ (2) Was between \$5,000 and \$10,000 per year
☐ (3) Was between \$10,000 and \$20,000 per year
☐ (4) Was between \$20,000 and \$30,000 per year
☐ (5) Was above \$30,000 per year
☐ (6) Does not apply

17. While attending SJC, I was:

☐ (1) Living with my parents in the Seminole Area
☐ (2) Living outside the Seminole Area with my parents
☐ (3) Living in the Seminole Area away from my parents
☐ (4) Living outside of the Seminole Area away from parents

18. During the last two semesters or less that I was enrolled at SJC, I was:

- ☐ (1) A full-time student ☐ (2) A part-time student
☐ (3) Both full-time and part-time student

19. During the last two semesters or less that I was enrolled at SJC, my employment status was:

- ☐ (1) Did not work ☐ (2) Worked 1 - 10 hours/week
☐ (3) Worked 11 - 20 hours/week ☐ (4) Worked 21 - 35 hours/week
☐ (5) Worked 36 or more hours/week

20. I received the following types of financial aid while I was enrolled at SJC:

- ☐ (1) None ☐ (2) Scholarship
☐ (3) Loan ☐ (4) Work Study
☐ (5) Other

21. My cumulative college grade point average at the time I left SJC was:

- ☐ (1) 3.50 - 4.00 ☐ (2) 3.00 - 3.49
☐ (3) 2.50 - 2.99 ☐ (4) 2.00 - 2.49
☐ (5) 1.50 - 1.99 ☐ (6) 1.49 or less

22. The number of times I changed majors while enrolled at SJC was:

- ☐ (1) None ☐ (2) One time
☐ (3) Two times ☐ (4) Three times
☐ (5) Four or more times

23. While attending SJC, the number of miles I commuted one way was:

- ☐ (1) 0 - 10 ☐ (2) 11 - 20
☐ (3) 21 - 30 ☐ (4) 31 - 40
☐ (5) 41 - 50 ☐ (5) 51 or more

24. While attending SJC, the number of children in my home for which I was responsible was:

25. My rank academically in my high school class was:

- ☐ (1) Upper one fourth ☐ (2) Upper one half
☐ (3) Lower one half ☐ (4) Lower one fourth

26. The number of high school extracurricular activities of two or more hours per week in which I was involved was:

- ☐ (1) One ☐ (2) Two
☐ (3) Three ☐ (4) Four or more
☐ (5) None

27. The number of informal contacts per month of ten minutes or more outside of class which I expected from my SJC instructors was:

☐ (1) None ☐ (2) One to three
☐ (3) Four to six ☐ (4) Seven to nine
☐ (5) More than nine

28. The highest degree which I expect to earn is:

☐ (1) Associate ☐ (2) Bachelors
☐ (3) Masters ☐ (4) Doctorate

29. After leaving S.J.C., I continued my Nursing Education in a/an: (check highest)

☐ (1) Associate's Degree Program ☐ (2) Bachelor's Degree Program
☐ (3) Master's Degree Program ☐ (4) Doctoral Degree Program
☐ (5) None of the above

30. SJC ranked among my college choices when I was selecting a college as:

☐ (1) First choice ☐ (2) Second Choice
☐ (3) Third choice ☐ (4) Fourth Choice

31. The following individual(s) influenced my selection of nursing as my career choice:

☐ (1) Father ☐ (2) Mother
☐ (3) Brother ☐ (4) Sister
☐ (5) Other ☐ (6) No other person

32. The following member(s) of my family work or have worked in health related fields:

☐ (1) Father ☐ (2) Mother
☐ (3) Brother ☐ (4) Sister
☐ (5) Other ☐ (6) None

33. Before enrolling in the nursing program at SJC, I worked in a/an:

☐ (1) Hospital ☐ (2) Clinic
☐ (3) Nursing home ☐ (4) Other health care facility
☐ (5) No health care facility

34. Listed below are several reasons why a person might not complete a program of study or might drop out of college. These factors might also affect a person while in college. To what extent are these factors your reasons for not completing the nursing program at SJC or to what extent did these factors affect you while you were in the nursing program at SJC?

Please respond by circling a number using the following scale.

- 4 = major reason or affect
 3 = moderate reason or affect
 2 = minor reason or affect
 1 = not a reason or no affect

ACADEMIC

- [4 3 2 1] (1) Dissatisfaction with academic performance
- [4 3 2 1] (2) Found courses too difficult
- [4 3 2 1] (3) Found courses too easy
- [4 3 2 1] (4) Inadequate study techniques or habits
- [4 3 2 1] (5) Needed a temporary break from studies
- [4 3 2 1] (6) Course work irrelevant
- [4 3 2 1] (7) Did not attend class
- [4 3 2 1] (8) Unable to concentrate
- [4 3 2 1] (9) Unsure of my academic goals
- [4 3 2 1] (10) Insufficient background for courses
- [4 3 2 1] (11) Could not compete with other students
- [4 3 2 1] (12) Courses needed were not offered at a time I could attend

EMPLOYMENT / FINANCIAL

- [4 3 2 1] (13) Conflict between job and studies
- [4 3 2 1] (14) Went into military service
- [4 3 2 1] (15) Not enough money to continue college
- [4 3 2 1] (16) Applied but could not get sufficient financial aid
- [4 3 2 1] (17) Child care too costly or not available

PERSONAL PROBLEMS

- [4 3 2 1] (18) Found study time too time consuming
- [4 3 2 1] (19) Home responsibilities were too great
- [4 3 2 1] (20) Emotional problems
- [4 3 2 1] (21) Illness (personal or family)
- [4 3 2 1] (22) Conflict with college authorities
- [4 3 2 1] (23) Conflict with nursing personnel
- [4 3 2 1] (24) Got tired of school
- [4 3 2 1] (25) An unforeseen catastrophe such as auto accident, etc.
- [4 3 2 1] (26) Lack of personal concern from college personnel
- [4 3 2 1] (27) Lack of personal concern from nursing personnel
- [4 3 2 1] (28) Personal conflict with peers
- [4 3 2 1] (29) Poor social relationships

PROGRAM RELATED PROBLEMS

- [4 3 2 1] (30) Dissatisfaction with quality of teaching in nursing classes
- [4 3 2 1] (31) Dissatisfaction with quality of teaching in classes other than nursing
- [4 3 2 1] (32) Personal conflict with instructor
- [4 3 2 1] (33) Nursing program too impersonal
- [4 3 2 1] (34) Nursing program too demanding of time and energy
- [4 3 2 1] (35) Nursing program course credits would not transfer to other colleges
- [4 3 2 1] (36) Lack of interest in nursing program
- [4 3 2 1] (37) Personal goals different from those of nursing program
- [4 3 2 1] (38) Unsuitable personality for nursing
- [4 3 2 1] (39) Dislike for the nursing program at SJC
- [4 3 2 1] (40) Dislike for nursing

FAMILY PROBLEMS

- [4 3 2 1] (41) No one to babysit children while I attended classes
- [4 3 2 1] (42) Marital status changed such that I needed to stay home
- [4 3 2 1] (43) Became pregnant and/or gave birth to child
- [4 3 2 1] (44) Children required too much time
- [4 3 2 1] (45) Lack of support from spouse
- [4 3 2 1] (46) Lack of support from children
- [4 3 2 1] (47) Lack of support from parents

COMMUTING PROBLEMS

- [4 3 2 1] (48) Lack of transportation
- [4 3 2 1] (49) Commuting too expensive
- [4 3 2 1] (50) Poor road/weather conditions

35. The following statements relate to various factors which are involved in academic and social integration into college.

Please respond by circling a number using the following scale.

- 5 = Strongly agree
 4 = Agree
 3 = No opinion
 2 = Disagree
 1 = Strongly disagree

PEER-GROUP INTERACTIONS

- [5 4 3 2 1] (1) Since coming to SJC I have developed close personal relationships with other students
- [5 4 3 2 1] (2) The student friendships I developed at SJC have been personally satisfying
- [5 4 3 2 1] (3) My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values
- [5 4 3 2 1] (4) My interpersonal relationships with other students have had a positive influence on my intellectual growth and interests
- [5 4 3 2 1] (5) It has been difficult for me to meet and make friends with other students
- [5 4 3 2 1] (6) Few of the students I know would be willing to listen to me and help me if I had a personal problem
- [5 4 3 2 1] (7) Most students at SJC have values and attitudes different from my own

INTERACTIONS WITH FACULTY

- [5 4 3 2 1] (8) My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes
- [5 4 3 2 1] (9) My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas
- [5 4 3 2 1] (10) My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations
- [5 4 3 2 1] (11) Since coming to SJC I have developed a close, personal relationship with at least one faculty member
- [5 4 3 2 1] (12) I am satisfied with the opportunities to meet and interact informally with faculty members

FACULTY CONCERN FOR STUDENT DEVELOPMENT AND TEACHING

- [5 4 3 2 1] (13) Few of the faculty members I have had contact with are generally interested in students
- [5 4 3 2 1] (14) Few of the faculty members I have had contact with are generally outstanding or superior teachers
- [5 4 3 2 1] (15) Few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students
- [5 4 3 2 1] (16) Most of the faculty I have had contact with are interested in helping students grow in more than just academic areas
- [5 4 3 2 1] (17) Most faculty members I have had contact with are genuinely interested in teaching

ACADEMIC AND INTELLECTUAL DEVELOPMENT

- [5 4 3 2 1] (18) I am satisfied with the extent of my intellectual development since enrolling at SJC
- [5 4 3 2 1] (19) My academic experience has had a positive influence on my intellectual growth and interest in ideas
- [5 4 3 2 1] (20) I am satisfied with my academic experience at SJC
- [5 4 3 2 1] (21) Few of my courses at SJC have been intellectually stimulating
- [5 4 3 2 1] (22) My interest in ideas and intellectual matters has increased since coming to SJC
- [5 4 3 2 1] (23) I am more likely to attend a cultural event (for example, a concert, lecture, or art show) now than I was before coming to SJC
- [5 4 3 2 1] (24) I have performed academically as well as I anticipated I would

INSTITUTIONAL AND GOAL COMMITMENTS

- [5 4 3 2 1] (25) It is important for me to graduate from college
- [5 4 3 2 1] (26) I am confident that I made the right decision in choosing to attend SJC
- [5 4 3 2 1] (27) It is likely that I will register at SJC next fall
- [5 4 3 2 1] (28) It is not important to me to graduate from SJC
- [5 4 3 2 1] (29) I have no idea at all what I want to major in
- [5 4 3 2 1] (30) Getting good grades is not important to me

APPENDIX II
SAMPLE OF COVER LETTER

JACK L. MEDLOCK
P. O. BOX 351
SEMINOLE, OK 74868

Dear Friend,

I need your help in completing a study of the students who have finished or dropped out of the nursing program at Seminole Junior College. The general topic being studied involves characteristics of students. You are an important part of the sample of students who have had educational experiences at Seminole Junior College.

Because of your experience at Seminole Junior College, you would be able to provide me with valuable information related to my study and information which could help future students in the nursing program at Seminole Junior College.

Please take a few minutes to complete the enclosed questionnaire and return it to me in the self-addressed, stamped envelope. This information will be compiled into statistical group data and will be kept confidential.

Thank you very much for your cooperation.

Gratefully yours,

Jack L. Medlock
Doctoral Candidate

APPENDIX III
SAMPLE OF LETTER MAILED TO NONRESPONDENTS

JACK L. MEDLOCK
P. O. BOX 351
SEMINOLE, OK 74868

Dear Friend,

Your help is urgently needed!

Recently you were mailed a confidential questionnaire regarding your experience as a student in the Nursing Program at Seminole Junior College. Your contribution to this study is very important both to the Nursing Program and to the completion of my doctoral dissertation.

In the event that the first questionnaire was lost or misplaced, I am enclosing another one. Will you please give a few minutes of your valuable time to complete the questionnaire and return it promptly in the provided self-addressed, stamped envelope?

Thank you for your contribution to this study. Your help is greatly appreciated.

Sincerely,

Jack L. Medlock
Doctoral Candidate