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CLASS DIVISION IN A FEMALE OCCUPATION: NURSING STUDENTS

by

Pauline Elizabeth Sadler-Bridges

A Thesis

Presented to the University of Windsor
in fulfillment of the
thesis requirements for the degree of
Master of Arts
in
Sociology and Anthropology

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ABSTRACT

Using a stratification model, this research explores the significance of socio-economic background and gender in the selection of a nursing programme of a 1983 sample of 228 first-year nursing students. The data were obtained from self-administered questionnaires which were distributed to two-year community college and four-year university students. From thirty variables considered, findings suggest that socioeconomic status, age, ethnic and religious background, and family income likely predict selection of a nursing programme. Statistical analysis revealed two different populations of first year nursing students. The numerically larger group of two-year community college students was older, more ethnically diverse and had a lower family income than the four-year university students. The results of the Bem Sex-Role Inventory indicate a consistency with American national scores of normative student data. There are more similarities than differences between the two streams of nursing students. Sex-role characteristics were found to significantly determine the selection of nursing as an appropriate female occupation. The tests revealed stereotypic masculine and feminine characteristics associated with individuals attuned to cultural definitions of sex.

appropriate behaviour. In summary this research suggests that social class criteria significantly influences programme selection among potential registered nursing recruits and that the two groups are separated by social class which determines career aspirations.

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Chapter I

INTRODUCTION

The major hypothesis of this research is that socioeconomic characteristics and sex roles influence student selection of an appropriate nursing programme or particular educational level. The research question is whether social class as well as age, sex, ethnic background and religious affiliation criteria and sex-role socialization, affect career aspirations with regard to programme choice and what other factors are implicated in this choice. To test these hypotheses, samples were collected from two levels of nursing education, the two-year community college and four-year university programmes, in order to compare differences and similarities of social backgrounds of students. Support for these hypotheses is indicated in a Canadian Royal Commission Report on the Recruitment of Women into the Nursing Profession which concluded that there is a "clear relationship between social class background and whether a girl plans on going to university, vocational school or neither after leaving high school" (Canada 1964:8).

Based on a review of theories and literature on women's occupational aspirations and mobility, the following was developed as a frame of reference. Career aspirations are a

developmental process that takes place prior to entrance into any field of work. Therefore, entrance into a particular nursing stream could be the result of former socialization processes. Women's choice of a nursing programme is made in terms of "their understanding and conceptualization of appropriate sex-role behaviour" (Pyke, 1975:51). Socialization by gender results in "different educational outcomes for men and women by virtue of affecting aspirations" (Boyd, 1982:21).

Among the factors implicated in female mobility and aspirations are sexual norms. Tepperman (1975:15) states that "Life is age-graded in many if not all societies." As a consequence, certain attitudes and actions are believed suitable for men and women at various stages in their lives. These stages vary depending on the norms of ethnic and religious backgrounds as well as social class status. There is no doubt that four years of nursing education is an important consideration, as this factor delays full entry into an occupation for a longer period of time. Marriage plans are affected as "lower class girls tend to marry at a younger age than girls from other social classes" (Canada 1964:243). Porter et al (1982) and Pincus (1974) have found a strong relationship between social class and a student's motivation for post secondary education at the community college or university level programmes. The entrance of older students into two-year nursing and other vocational pro-

grammes is a trend as a "greater proportion of today's students plan on being 'stopouts' and proportionately more students today are attracted to part-time studies and trade schools" (Ontario 1974:10). The effect of socialization by gender determines participation in post secondary education as "about one-quarter of the brightest girls from the lower class expected to go to nursing programmes or community colleges" compared to girls in higher social classes (Porter et al, 1982:62).

While this researcher was employed as a staff nurse, it was apparent that most co-workers were not interested in obtaining university credits in order to advance within the profession. When asked the reasons for their reluctance to attend university, these nurses replied that it would be a hardship for them in terms of money and time, and they did not consider a university education worth the effort. For nursing students enrolled in two-year diploma programmes, research by the Centre for Educational Research and Innovation (CERI) (1977:119) concluded "upward mobility is frequently blocked unless they are able to obtain their baccalaureate." This study also revealed that even within the category of registered nurse, stratification is present depending upon the route by which they had obtained their registration.

In summary, this lack of motivation for diploma nurses to acquire a university education is seen by sociologists like

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(1970) and Porter et al (1982) as the result of the socialization of women and their life expectations. A "realistic appraisal of the roles which they currently see adult females performing, are inconsistent with academic success and achievement" (Weitzman, 1979:21). Pike (1975:7) indicates that students from working-class origins frequently foresee obstacles which may bar the way for attainment of educational goals "rather than the results of genuine class differentiation of values." Bretcn (1972) and Porter (1982) found that socioeconomic origin is closely related to aspiration for education of high-school students. "A very important factor in student career planning is that some programmes are terminal whereas others are structured to prepare for education beyond secondary school." (Husen, 1975:154).

1.1 Research Design and Methodology

In this study of socioeconomic characteristics of nursing students enrolled in two-year community college and four-year university programmes, the general framework of an explanatory survey design and multivariate analysis techniques are utilized in order to find causal relationships affecting career aspirations. The major aim is to establish the range and distribution of social characteristics of nursing students to examine differences and similarities between the two groups. The methodology is dictated by theo-

retical assumptions about social stratification, socialization, social class, and sex-roles.

Due to the fairly recent development of the concept of a two-year education for registered nurses, there have been few theoretical analyses of these programmes by Canadian sociologists of education or the health care field. However, the implementation of Associate-Degree nursing education for registered nurses in the United States during the nineteen-fifties has produced research literature in this area. These programmes are similar to the Canadian model of two-year college nursing programmes. This research will use this American data when appropriate. The definition of nursing is diffuse as it varies with the education and career aspirations of its practitioners (Kernen, 1980). Because career aspirations for women may be in conflict with feminine and professional roles, Ann Rosenow (1982:319) suggests "the achievements of nurses as administrators or educators do not enhance the prestige of primary nursing tasks." Because nursing has been socially-defined as feminine, the role of administrator particularly is socially-defined as masculine and undesirable for females. The emerging achievement role of nursing is incompatible with the previous model of achievement associated with the feminine sex-typing of nursing occupation. The proliferation of educational programmes in both Canada and the United States which qualify the student as a registered nurse are confusing for poten-

tial recruits. Nursing schools "yearly admit hordes of inadequately counseled students (predominately white females) into a variety of educational programmes, all ostensibly preparing their graduates to function as professional nurses and all having extraordinarily high dropout rates" (Flanagan, 1982:169). In a recent comparison between university and junior college nursing graduates, Chamings and Teevan (1979:16) found that "there are differences in expectations but differences in competence remain unclear" adding there is a need for further study. In order to discover motivational differences between the two groups, this research included a measurable item to test this aspect by distinguishing between practical or intangible reasons for selection of the occupation of nursing as an appropriate career. (See Appendix B)

The main independent variable considered by this research is social class as this variable represents structured inequality. The component parts of social class have been identified by Canadian sociologists such as Porter et al (1982) and Pike (1970). These sociologists suggest that ethnicity is associated with social class standing. Jare Syge (1976:420) suggests that various classes have differential access into Canadian educational programmes, which in turn affects their chances for upward mobility. A Canadian Royal Commission study of the social characteristics of student nurses found that "patterns of occupational choice based on

the status of the job are clearly different for girls of different social classes" (Canada 1964:203). Parental occupational status, income, and educational attainment are necessary variables for a study of social class position therefore, these variables are analysed here. In research on social influences on educational attainment, Torsten Husen (1975:154) found that student "plans are strongly associated with parental education" and occupational status. Age and marital status are considered to be component variables associated with social class, therefore a question of household members and primary source of income was used to indicate possible influence on career aspirations. Although nursing students may share similar attitudes toward nursing, according to the literature, the social characteristics of the two groups may follow social class patterns established within the society. A Royal Commission study of health services found that girls in "university schools of nursing come more frequently from higher social classes" (Canada, 1964:96). American research (Simpson, 1979:59) reveals that the majority of employed nurses were from working or lower middle class backgrounds compared to baccalaureate nurses. Forcese (1975:81) explains that some occupations, "particularly that of nursing, elementary school teaching and social work have been defined as middle-class occupations offering opportunity to lower-class persons. As such, they are viewed as the least desirable middle-class vocations for

middle-class persons." In a similar study, Pincus (1980:339) found that "these middle-level jobs are seen as a source of upward mobility for those non-white and working-class students." The literature suggests that a division between the two groups of nursing students may be the result of social class differences.

Historically, Canada recognizes two founding groups in society. Because of this factor and because these two categories are the largest categories that appeared in the data, this survey will focus on those students with British and French origins for comparative purposes and also discover if ethnic stratification determines career aspirations of nursing students in regard to programme selection. In an American study of community colleges, Pincus (1974:172) suggests that "since a large part of the class and ethnic differences in educational ability and achievement are due to environmental factors, equality in higher education cannot exist until these environmental factors have been eliminated or neutralized." This study also reveals that while other institutions of higher learning are selective in their admission policies and are expensive, community colleges are relatively low in cost. Because of the problem of high student attrition rates, the qualifications for entrance into community college nursing programmes were studied as there were two organizational policies for the nursing department which were "the open-door policy ...and the minimum pro-

programme entrance requirement of the Registered Nurses Association of British Columbia, conducted by the Douglas Health Services (1976:1). The R.N.A.B.C. requirements are the minimum requirements that were established by the educational authorities in British Columbia for admission into their two-year nursing programmes.

Unfortunately, most research on ethnic differences are concentrated on male data or the sexes combined and there is a tendency to pay scant if any attention to the position of women (Lautard and Loree, 1984: 335 ; Weitzman, 1979:172). In a Canadian study on the use of quantitative data, Armstrong and Armstrong (1983:1) concluded "that statistical data collection must be sex-conscious where it is now sex-blind." The Canadian census question which determines ethnic origin by the father's ancestry was used for comparative purposes with other data.

Included in the stratification variables tested in this study, is that of financial resources. Since family income was specifically emphasized, the total income is probably higher than would otherwise be expected. However, as income of various members of the household such as the contribution of children, is a source of unexplained variation which could limit the ability to predict results accurately.

By grouping all the established Protestant church affiliations together, a simplified category was established. While the various Protestant denominations may differ in

attitude toward career aspirations, the majority of students enrolled in public schools share similar socialization influences. In a Canadian Study of the effect of education on socialization, Synge (1976:428) indicates that "school, through formal and informal means, is one of the institutions which teaches children some of the main values and norms of society. Among Protestant denominations, the numbers are too small to have any statistical significance for this research." In a study of tracking and ethnicity, Shavit (1984:218) found that the "continued hegemony of the privileged strata and the stability of the social system depends, in part on the successful socialization of youth into the dominant value system."

Although the number of males is small and the use of the data will be limited, their presence demonstrate that the overwhelming female domination of nursing has persisted. This male data might be valuable for future research as well as for comments on sex roles.

The changing role of women especially noticeable by their increased employment outside the home, led to the selection of the Bem Sex-Role Inventory by Bem (1981). This measure was selected in order to discover the significance of sex-role characteristics as they relate to career aspirations and programme choice. Sex-role socialization processes have been identified by sociologists Tomeh (1975) and Weitzman (1979) as influencing career decisions of women and in shaping stereotypic attitudes.

Programme choice is used as the main dependent variable as the two types of nursing education represent different educational levels of registered nurses. The response categories represent an ascending level of educational aspirations and we were able to use these simple categories in crosstabular analysis and correlational statistics as nominal or ordinal scales. Community college nursing programmes emphasize the vocational aspect of nursing practice and are considered terminal. In fact nursing education in these two-year programmes does not represent the first two years of a four-year Baccalaureate programme. In contrast, the four-year Baccalaureate programme stresses a liberal arts education. The university and college programmes differ in their approach to clinical practice. While the university programmes emphasizes critical thinking and problem-solving, the college programmes concentrate on task performance and frequent repetition. The use of this variable may not truly reflect career aspirations as some community college graduates may attain university status. The number of registered nurses who had attained baccalaureate status is small in proportion to the total number of registered nurses. Growth has remained relatively unchanged since 1976 at 11 per cent. (Statistics Canada: 1983, table 3). Another measure of career aspirations was used by including a question about future educational intentions. This question concerns the educational level desired by the student. As aspirations are

considered future intentions, it was thought appropriate to consider this variable in addition to programme choice. The recoding of the responses produced two levels of nursing education desired by the students. Level one included continuing education in addition to that of R.N. designation, while level two included education beyond a baccalaureate degree. The level of education expected and the level of education desired by the students were compared to rule out possible differences between fantasy and reality. The same or parallel scales were constructed for these two questions. This survey limited the population to nursing students enrolled in the first months of their first-year programmes in their respective programmes. This was done in order to concentrate on antecedent variables which influence programme choice and also to minimize the effects of socialization processes present in nursing education. Most American studies are of seniors which would probably reflect both their selection and the socialization processes (Cohen, 1981).

1.2 Questionnaire

As indicated in the research design, socialization and social class will likely influence sex-role behaviour therefore, it was necessary to utilize a data collection instrument which would measure both objective socioeconomic as well as subjective characteristics of the two groups of

nursing students. The first section of the instrument was constructed by replicating items from Loretta Heidgerken (1970) in nursing, as well as those from other student surveys. In the interest of time and clarity this instrument features twenty-five structured and a few open-ended questions.

The second section of our data collection instrument is the short form version of the Bem Sex-Role Inventory (Bem, 1981) scale of thirty adjectives. This self-administered test has the respondents indicate on a seven-point scale, how well each of the ten feminine, masculine, and neutral characteristics apply to them. The BSRI is based on the assumption that masculine and feminine items will be judged to be more desirable for one sex than the other according to social definitions. Some empirical studies by Fabre (1977) and Lippa (1978) have demonstrated reliability of this scale and also indicate that this scale has a great deal of behavioural relevance. Pre-testing of this instrument was accomplished by distributing to twenty recent nursing graduates employed at Hotel Dieu Hospital. Their suggestions for improvement were utilized in the final version. The selection of these two schools of nursing was a purposeful one as it allowed control over a number of variables with a saving of time and money. Both nursing schools are located in the same general area, therefore theoretically draw from the same pool of nursing recruits. However, while there are

facilities for boarding students at the university, there are not similar facilities available for community college students.

Permission was granted from the two nursing departments and arrangements were made for the distribution of these self-administered questionnaires. After a short explanation of the value and aims of the survey, two hundred and twenty-eight first-year nursing students out of a possible two hundred and thirty-five completed the questionnaire in about thirty minutes. Finally, through SPSS (Statistical Package for Social Sciences) crosstabulation, it was decided that gender, age, ethnicity, religious affiliation, the education and occupation of parents as well as family income indicate that these variables were likely implicated in determining career aspirations by programme choice.

Chapter II

FINDINGS

Porter et al (1982), Pike (1970), Tepperman (1975), Turritia et al (1983) and Cohen (1981) support the hypothesis that socioeconomic status will likely influence career aspirations of nursing students in regard to choice of nursing programme. The decision to enter a particular nursing educational programme is crucial for the potential student because such post secondary education amplifies SES and other background characteristics. The choice of school or programme aims a person towards a particular place in the occupational structure (Ontario 1980).

The findings presented here are important because this research reports on two educational streams of nursing students at the beginning of their careers. Also this research represents a departure from traditional Canadian research by focusing on socializational processes which likely influence the selection of an appropriate nursing programme choice. Most Canadian research is concerned with attrition rates, academic ability and psychological testing. However, Flanagan (1982:170) put the matter of student recruitment into nursing succinctly: "Given the general ignorance about the reality of nursing and the stereotyping, who does choose nursing?"

Six fundamental factors appear to influence the selection of nursing programmes of two groups of students noted at the beginning of the examination of survey data.

1. There are differences in age distribution for these two groups of nursing students. Students enrolled in the two-year college programme range from 18 to over 45 years of age. The average or mean age is 25 years. Students enrolled in the four-year university programme have very few students over the age of 25 years. Their average age is 20 years.
2. There are differences between these students in reported family income. Those students enrolled in the four-year university programme have a higher family income than the two-year college students.
3. Ethnic backgrounds and religious characteristics are more diverse in the two-year college programme than among the university students. There is a larger number of French Catholic nursing students enrolled in college compared to university programme.
4. There is a relatively small enrollment of males in both of the nursing programmes.
5. The underlying variable of gender is significant not only for its relationship to the social structure as sex-role differentiation but also for the effect of sex-typing on the selection of the occupation of nursing.

6. The educational attainment of the fathers is much higher for university than for college students.

2.1 POPULATION

An examination of the data indicates there is a significant difference in population size of the two groups of nursing students. Community college enrollment is larger (139) than enrollment at the university level (89). As predicted male enrollment is small (17) in the college and smaller (2) in university compared to the large number of women enrolled in both programmes.

All populations and societies have a structural base which have both manifest and latent functions (Merton, 1949). This structure may well continue to exist even if it is dysfunctional for the system as a whole. It is in the interests of medical groups to keep other members of the health care team subordinate to it. As Robinson (1982:156) observed, nursing is "clearly a field subservient to medical careers reserved for university graduates, including nurses trained in four-year Bachelor of Science programmes." The manifest function of nursing education is to prepare female students for nursing duties in order to provide quality care for patients. The latent function of this education is the provision of a large underclass of paraprofessionals that serves to increase the identity and exclusiveness of high status groups. In a related study, Paul Starr (1982:225)

indicates that while the medical profession has "resisted any division into two classes; the nurses divided themselves into three." This study concludes that unlike the medical profession, those groups in subordinate occupations within the health care field have become more hierarchically stratified. Overshadowing this development of rigid stratification, according to Canadian research by the Douglas Health Services (1976:1) is the "realization that over 30% of entering students still withdraw from any given program." American research by Cohen (1981:74) found that "B.S.N. students showed greater attrition rates than those in other programs." A functional aspect of the system according to Kernen (1980:12) is the fact that employment practices of a large number of health care institutions give only token emphasis to the desirability of a baccalaureate degree.

American research by Linda Hughes (1979:61) indicates that "although younger nurses are remaining employed longer, the overall sporadic employment pattern typify the profession." The life perspective of most nursing students in all programmes, is that unplanned personal matters such as marriage and family will take precedence over career determination (Cockernam, 1982:167). Research by David Eckinsca (1982:157) confirms the fact that "the field of nursing comprises the largest segment of community college graduates." In a related Canadian study, Porter et al (1982) indicate that girls are overwhelmingly educated in vocational train-

ing institutions compared to men. This study concludes that those girls who had definite post secondary aspirations below university level were probably more realistic about future opportunities. In essence, Tomeh (1975:37) found that most educational programmes "contribute to women's acceptance of their role as second. In this capacity they are frequently seen as nurses to doctors." The lure of a nursing education is the opportunity to combine marriage and family with working (Simpson, 1979:81). As Pike (1975:19) concluded "we train in any one generation, several recruits for each available position." This research suggests that the latent function of women's education is to produce an extensive and effective marriage market.

The division of registered nurses into two educational groups is the result of tracking. Proponents of this educational system argue that "it serves to resolve tension between conflicting functions of educational systems. The adaptive function requires the school system to be devoted to the production of scholastic excellence" (Stavit, 1984:210). The public goal of community college nursing education is to provide students with a second chance to succeed (Pincus, 1974; Montag, 1972; Pincus, 1980). Not only would it be useful for students who had not decided on a career previously but also for those who had dropped out of school early.

The majority of nursing graduates are employed in hospitals. Although the jobs require different kinds of nursing skills, they "all involve execution rather than conceptualization of tasks" (Pincus, 1974:344). Health care institutions moreover, insist on employees taking continuing education, not university courses, which lead to a nursing degree. These institutions cite the need to deploy resources as economically as possible. Therefore, a gap exists in regard for the need for educational opportunities for nurses and the perception of an unmet requirement in the professional community (Kernen, 1980:12).

2.2 RELIGION AND ETHNICITY

This research supports Canadian research by Porter et al (1982), and Anderson and Frideres (1981) who found that ethnic background and religious affiliation will likely influence career aspirations in regard to occupational choice. Our survey data shows that 5% of the nursing students are of Asian ancestry with only a token Jewish, African and other non-European students represented in the sample. In American research Flanagan (1982:172) found that the "current percentage of minority students does not approximate the percentage in the general population." This article suggests that because nursing is mostly white and female, it may not appeal to racial or other minorities. Factors such as lack of role models and inadequate counselling are offered as

explanations for the small number of racial minorities in nursing education. Survey data shows that almost half (48.2%) of all first-year nursing students are Roman Catholic. Those with Protestant affiliations are fewer (31.1%). In a comparison with Windsor data, there are 45.6% Roman Catholics and 28.7% of Protestant affiliations. (Statistics Canada, 1982)

Our research data finds that those with British backgrounds are the most numerous (35.1%) while those students of French ancestry represent the next largest (19.3%). Students with European ancestry make up the smallest group and are equally divided into both programmes. These percentages when compared with Windsor population averages shows that those with British origins are largest (45.6%) and fewer are of French (28.7%) origin. (Statistics Canada, 1982) Support for the literature which finds a strong relationship between ethnicity and religion is indicated by the data findings. Table 1.

Table 1: Ethnicity and Religious Affiliation

	Religion			
	Protestant (N= 67)		Roman Catholic (N=105)	
Ethnicity			Row Total	
British	62.7% (42)	37.3% (25)	39.0% (67)	
French	9.8 (4)	90.2 (37)	23.8 (41)	
Others	32.8 (21)	67.2 (43)	37.2 (64)	
Total	= 172 respondents			
Chi Square	= 31.58310		2DF	
P	= 0.0000			
Number of missing observations = 26				

Data indicates that students of French ancestry are over 90% Roman Catholic while those with British origins are predominately Protestant. Students with other ethnic origins are predominately Roman Catholic. Family attitudes toward female educational achievement vary among different ethnic and religious groups within the Canadian social structure. The behaviour of those of similar religious backgrounds is by no means homogenous. Anderson and Frideres (1981:41) and Newman (1973:19) found that many of the functions of religion give support for the preservation of ethnic identity. The hypothesis that ethnic origins influence student career aspirations is apparently supported in regard to programme selection as be shown by data: (table 2)

Table 2: Ethnicity by Programme

Ethnicity	College	University	Row Total
British	55.0% (44)	45% (36)	36.7% (80)
French	81.8 (36)	18.2 (8)	20.2 (44)
Others	56.4 (53)	43.6 (41)	43.1 (94)
Total	=218 respondents		
Chi square	= 10.06947 with 2 DF		
p	= 0.0065		

The relationship between these two variables, particularly those with French backgrounds is significant as there are few (8) students of French origin enrolled at the university compared to the much larger number (36) enrolled at the com-

community college level. Patterns of stratification and a complex division of labour characterize a modern society such as Canada. "Because of the social class, ethnic, and regional variations of Canadian society", Minako Maykevitch (1975:159) finds that the commitment to dominant values is likely to be quite widely varied. This article adds that attitudes towards education and punishment for educational failure varies among racial, ethnic and religious groups. Tepperman (1975:175) indicates that "French Canadians and women are stereotyped in Canadian society and this stereotyping may contribute to the limiting of mobility." Our data (Table1) shows that most students with French ancestry are Roman Catholic. The principal reason that religion may become a focus of prejudice is that it usually stands for more than faith. (Allport:1954:44) The socialization process has advanced partially along religious boundaries by the maintenance of segregated schools, particularly those schools which are Roman Catholic. In Ontario, there are two publically-funded school systems, one is Roman Catholic while the other is non-denominational. As the question regarding which school system the student had attended was not asked, it is impossible for this survey to analyse the effect of Roman Catholic education on career aspirations. The component variable of religion is of much less significance than ethnicity on enrollment patterns related to social class. Porter et al (1982:216) found that "for girls

of lower-class backgrounds, university aspirations vary from 19 per cent of the Catholic faith to 38 per cent of girls of other religious affiliations.¹⁴ The relationship between religious affiliation and programme choice is not significant when controlled by (British) ethnicity as shown by the data. Table 3

Table 3: Religious Affiliation and Program Selection
(Ethnic)

controlled by ethnicity (British)

Variable	College (N=35)	University (N=32)	Rcw Total
Protestant	45.2% (19)	54.8% (23)	62.7% (42)
Roman Catholic	64.0% (16)	36.0% (9)	37.3% (25)
Total	= 67 respondents		
Chi Square=	2.21106 with 1DF		
Significance=	0.1370		

The data on table 3 shows that the relationship between religion and programme choice is weak when controlled by British ethnicity. The independent variable ethnicity changes the relationship significantly. Among students with the same religious affiliation, income differences will likely influence programme choice. Finally, religious affiliation as an important independent variable is not supported by the data in this research as illustrated by the data on table 4.

**Table 4: Religious Affiliation and Program Selection
(Ethnic)**

controlled by ethnicity (French)

Variable	College (N=34)	University (N=7)	Rcw Total
Protestant	100.0% (4)	0.0% (0)	9.8% (4)
Roman Catholic	81.1% (30)	18.9% (7)	90.2% (37)
Total			=41 respondents
Chi Square	= 0.9112556 1DF		
P	= 0.33944		

Socialization by social class and religious affiliation may affect career aspirations of women particularly as "Roman Catholic girls, somewhat less imbued with elite ethics, are more likely to settle for traditional female occupations even though greater numbers of them may desire to work" Maxwell and Maxwell (1975:123) concluded in their study of upper-class private school students. Although more consistent for boys than girls, Breton (1972) suggests that English and French Canadian differences tend to be small among students from white collar families. However, Greeley and Rossi (1966:46) in an American study "found no evidence that Roman Catholic education hindered occupational or educational achievement" in society. As stated previously, the survey did not contain a measure of religious education. In summary, the data supported literature that ethnicity influenced the career aspirations of student nurses in regard to pro-

gramme choice. However, this data could not support the hypothesis that religious affiliation influenced student career aspirations.

2.3 FAMILY INCOME

As social class and education have for a long time been considered major influences on occupational choice and status, the higher the social class of the student, the more it is possible for her to attain whatever educational or vocational training is necessary for her career aspirations. Ereton (1972:334) found that "the existence of a relationship between socio-economic background and educational intentions is strong and well established." In a related study, Porter et al (1973:112) observed that "almost half of all students expecting to go to university regarded their parents as the most important source of income but the proportion varied directly by social class" as data on table 5 shows that a large percentage of college students have family incomes under \$35,000 per year.

Family income, occupational and educational achievement are three variables selected by sociologists in order to determine an ethnic group's place according to a stratification model. William Sewell and Vimal Shaw (1968:191) indicate that "an important and consistent finding in the area of stratification research is that children of higher social origins are more likely to aspire to high educational and

Table 5: Family Income by Programme Selection

Family Income	College (N=111)	University (N=78)	Row Total
Under \$35,000 per year	63.9% (85)	36.1% (48)	70.4% (133)
Over \$35,000 per year	46.4% (26)	53.6% (30)	29.6% (56)
Total	= 189 respondents		
Chi Square	= 4.27345 with 1 DF		
P	= 0.0387		
number of missing observations=	39		

occupational goals." Survey data supports Forter et al (1982) and Pike (1970) who indicate that Canadians of British origin have held substantial dominance over top occupational positions in Canada while other ethnic groups not assimilated within the Anglo model have been placed in minority status. Tepperman (1975) noted that income differences between French and British-Canadians of the same educational attainment was virtually zero. This research shows that French and British-Canadians have different educational levels. Lautard and Loree (1984:342) find that "there is a tendency for the relationship between ethnicity and occupation to be stronger at the lower levels of education." Loree (1977) in nursing research found that there was an apparent relationship between parental education and income on the enrollment patterns of student nurses. The data on Table 6 indicates that there is a significant relationship between fathers' education and occupational status.

Table 6: Fathers' Educational Attainment and Occupational Status

Education Level	Manual (N=119)	Non-Manual (103)	Row Total
Lowest	75.0% (84)	25.0% (28)	50.5% (112)
Medium	48.6 (34)	51.4 (36)	31.5 (70)
Highest	2.1 (1)	97.5 (39)	18.0 (40)
Total	= 222 respondents		
Kendall's Tau C	= 0.53648		
P	= 0.0000		
number of missing observations = 6			

This data supports research on social influences on students by Husen (1975:154) who found that "educational plans are strongly associated with parental education. This is more marked in students' plans to enter post-secondary education than intentions simply to complete high school." Some caution is observed in accepting occupational and educational data for examination, because there has been expansion of educational opportunities for many people. This data may ignore occupational success regardless of educational attainment. Sociological literature has found that education and income are significantly related. This research supports this finding as shown by the data on Table 7.

As noted previously, the availability of continued financial support gives the student the ability to acquire as much education as she may desire. The relationship between educational attainment and family income has less significance for students' mothers. A comparison of parental

Table 7: Fathers' Educational attainment and Family Income

Variable	Under \$35.000 (N=130)	Over \$35.000 (N=56)	Row Total
primary +			
High school+	82.2% (77)	17.2% (16)	50.0% (93)
College	67.8 (40)	32.2 (19)	31.7 (59)
university	47.1 (8)	52.9 (9)	9.1 (17)
Degree	29.4 (5)	70.6 (17)	9.1 (17)
Total		= 186 respondents	
Kendall's Tau C	= 0.33252		
P	= 0.0000		
number of missing observations=	42		

education can be seen on tables 18 and 21 in Appendix A. Ritzer (1977:330) in a study on women's occupational income found that "institutionalized sexism is also reflected in the figures on earnings for male and female workers" as women earn much less than men.

Table 8: Mother's Education by Family Income

	Under \$35.000 (N=129)	Over \$35.000 (N=56)	Row Total
Primary +			
High school +	77.1% (54)	22.9% (16)	37.8% (70)
College	68.8 (66)	31.3 (30)	51.9 (96)
University	28.6 (2)	71.4 (5)	3.8 (7)
Degree	58.3 (7)	41.7 (5)	6.5 (12)
Total		= 185 respondents	
Tau C	=0.15486		
P	=0.0137		
Number of missing observations = 43			

The literature (Francine Blau, 1979:265) confirms that women earn less than men, therefore the data on table 8 seems to support this finding. Because women have a different and subordinate position in the division of labour compared to men, some of the knowledge, ideas and skills presented in schools may be of little use to women in the working world and the earning of an adequate wage. An analysis of the influence of parental education on student career aspirations by Sewell and Shah (1968:191) found that "both father's and mother's education have almost equal effect for females." As indicated previously, father's educational attainment and student career aspirations are significantly correlated in the literature.

Table 9: Fathers' Education and Student Educational Aspirations

Education	Level of Career Aspirations		
	B.N. + (N=104)	Eaccalaureate (N=114)	Row Total
Low	58.6% (65)	41.4% (46)	50.9% (111)
Medium	38.2 (26)	61.8 (42)	31.2 (68)
Highest	33.3 (13)	66.7 (26)	17.9 (39)
Total		= 218 respondents	
Kendall's Tau C	=0.23197		
P	=0.0006		
Missing observations = 10			

The table 9 indicates that there is a significant relationship between fathers' educational and occupational status

and career aspirations in regard to educational level selected by the student. As noted previously, the educational level refers to two levels of nursing education. Level one refers to a registered nurse designation and includes continuing education below university level. Level two refers to a registered nurse designation at the baccalaureate level and includes post graduate work at the university. The higher the educational level of the father, the higher the educational aspirations of the student as seen by the data on table 9. These variables are implicated in social class standing therefore, the conclusion is that parental educational and occupational status will determine student career aspirations. Mothers' education and income does not correlate as significantly as that of the fathers. Crosstabulation of fathers' educational level and programme choice was essentially similar to fathers' educational level and the level of career aspirations desired by the student. It was decided to use the latter instead of the former measurement. When the question of who will provide assistance for the first year of nursing education was asked, students who planned on entering university appeared more heavily reliant upon parents while students who intended to go to a CAAT depended more heavily (than university goers) on personal savings (Ontario 1980:10). Support for this finding is found in the data on table 10.

Table 10: Primary Means of Financial Support by Programme

	College (N=138)	University (N=87)	Row Total
Parents	43.5% (30)	56.5% (39)	30.7% (69)
Own	62.3 (38)	37.7 (23)	27.1 (61)
Spouse	90.9 (30)	9.1 (3)	14.7 (33)
Other sources	64.5 (40)	35.5 (22)	27.6 (62)
Chi Square	= 21.73590 with 3 DF		
p	= .0001		

This data supports the literature that college students must rely on personal savings, marriage partner and other sources for financial support for increased education.

2.4 AGE

The cultural and socially-acceptable definition for age-behaviour is clearly different for males and females. For example, Inge Bell (1979:234) reveals that women are a younger age than men when first married. As a result, women are likely to postpone career plans. The data confirms the hypothesis that age at time of enrollment will likely influence programme selection. The older the student, the more likely she will choose the two-year college nursing programme. Support for the hypothesis that age of the nursing student will likely influence career aspirations in regard to programme choice is supported by the data.

Table 11: Age at Time of Enrollment by Nursing Programme Choice

Variable	College (N=138)	University (N=89)	Rcw Total
under 23 yrs.	6.1% (70)	53.9% (82)	67.0% (152)
over 23 yrs.	90.7 (68)	9.3% (7)	33.0% (75)
Total			= 227 respondents
Kendall's Tau B=	-0.39481		
P	= 0.00000		

Survey data reveals that the overwhelming majority of nursing students enrolled in the four-year university programme are under the age of 23 years, while only a very small percentage of these students are over age 23 years. (See Appendix A). In contrast the majority of community college students are over age 23 years. These findings support Canadian research (Armstrong and Armstrong, 1978; Toren, 1975) which indicates that enrollment of older women into full-time and part time studies may indicate their early age of first marriage and difficulties in financing long term educational goals. Also Heidgerken (1970) reveals because girls consider their future positions as wives and mothers, they are reluctant to plan future occupations. In a study of sex roles, Scanzoni (1975:24) found that for women "many high school graduates have entered marriage with rather traditional sex-role definitions" but have subsequently changed this viewpoint. This in turn has led them to want more education and a fulfilling occupation such as nursing. Another

compelling argument to explain the large enrollment of older students into college nursing programs concerns tracking in high school. This may have affected their perception of academic ability. This research data revealed that the differences in grades between nursing students were small with averages of B- to B+ reported by most students in both schools. (Appendix A) In American research on the concept of two-year nursing education, Montag (1972) noted that a considerable number of students enter the programmes with varying amounts of post secondary education. This research also revealed that most of these students selected this type of education because it was compatible with their age and marital status. In research on achievement and aspirations Fox and Faver (1981:439) suggest that women's achievement translates at a lower level than that of males, which could partially explain the presence of the majority of female nursing students in two-year programmes. Thus socialization of females affects their career aspirations more significantly than those of males.

The influence of age and ethnicity on career aspirations was examined and found to be significantly correlated. Multivariate analysis shows that those with British ancestry are younger (43.8%) compared to students of French ancestry (22.7%). The majority of students of British origins have family incomes over \$35,000, while majority of students with French origins have a much lower family of under \$25,000 per

year. Students of other European ancestry have incomes similar to those of the British. These findings are interpreted as referring to differences in social class.

American research by Chamings and Teevan (1979:18) found that students in various educational levels differed in age, marital status and educational preparation. In American studies, Wren (1971) and Cohen (1981:71) on the social characteristics of freshmen students, found that the baccalaureate students were younger than associate-degree students, unmarried and willing to travel. They chose their programme because of its reputation and curriculum. In contrast associate-degree students chose their particular programme because it was low in cost and close to home. Further evidence that age as a component of social class will likely influence career aspirations by level of nursing education desired by students can be seen by reference to the data. The relationship between age and the level of education desired is significantly correlated by the data. Realistically, a working-class girl has fewer life-options available to her. Ireson (1978:183) notes "her choices are also limited by the occupational aspirations of her parents and friends." as well as by the lack of money. It has been stated previously that early marriage plans may affect career aspirations in regard to program choice, therefore the data on Table 12 shows the correlation between household members and programme selection to be significant. The large

Table 12: Household Member and Programme

Variable	College (N=139)	University (N=89)	Row Total
Parents	46.7% (70)	53.3% (80)	65.8% (150)
Spouse	91.3 (42)	8.9 (4)	20.2 (46)
Others	84.4 (27)	15.6 (5)	14.0 (32)
Total	= 228 respondents		
Chi Square	= 38.044817 with 2 DF		
P	= 0.0000		

number of nursing students living with spouses and others enrolled at the community college compared to university programme supports the literature that early marriage plans will determine career aspirations in regard to programme selection. This data supports Canadian research by the Douglas Health Services (1976:21) who found from socioeconomic data that students enrolled in the two-year programme were "older, attended fewer years of formal schooling, had not been to school on a full-time basis for almost ten years, and moreover continued to function in a formal family structure."

Canadian research by Forcese (1975:82) indicates that "education secures and maintains a middle-class occupation, including an improved middle-class position over one's parents." Families pass on to their children their own beliefs and ideas, in addition to life-style which they themselves use. As a result there is found to be a difference between the two streams of nursing students based on

values held by their parents in regard to educational attainment. Crosstabulation of age, father's educational attainment and programme selection is significantly correlated in this research. This data supports research in a study of social influences on educational attainment by Busen (1975:31) which indicates "not surprisingly, parent's education is highly correlated with that of their offspring." In another Canadian study Forcese (1975:68) also confirms that "aspirations are principally a function of the social class of one's family."

In summary, social class seems to influence a female's time perspective and ability to delay present desires for future long term educational planning.

2.5 SEX ROLE

Sociologists have developed various methods to study sex roles. Some treat sex roles as functional, while others consider them as a historical condition within a particular social system. As a result, there are different theoretical approaches used to explain sex roles. While this research will use bio-cultural (Bardwick, 1971) and minority-majority group (Newman, 1973) theories when appropriate, the focus will be on gender differences which relate to status and power attributes connected with conflict theory.

Socialization, particularly socialization into the female sex roles, is reflected by women's participation in

traditional socially-defined female occupations such as nursing and social work. Ireson (1978:176) relates that while "achievement is highly valued and rewarded in American society, yet it is often viewed as unfeminine." This female-dominated profession can be compared to other such professions as there exist diverse channels of entry into the practice. The hospital nurse is seen by the general public as handling the manual chores of the hospital among the sick which represent a wide range of status positions. Bitzer (1977:184) found that nurses and social workers are seen "as dealing with the poor, unacceptable minorities."

As well as socioeconomic status, sex-role differentiation can be linked to the social structure. Such linkage as Weitzman (1979:162) and Tomeh (1975:13) have shown, lies in a willingness to assign men and women to different social and occupational roles in society. This socialization of women to accept marriage and family as their primary life commitment leads them to select educational programmes which will allow them to combine marriage and family with a career. This emphasis on family as their life-commitment results in a future "dependence on men and relatively low dimensions of stratification compared to men" (Turritin et al, 1983:395). Also Meeker et al (1977:91) in a study of sex roles found that "when either men or women in a task-oriented group operate according to stereotypic sex role expectations, they are more likely to hinder than help coordination."

Many "feminine" occupations are lower in both prestige and income than the occupations of men. In an American study, Ritzer (1977:395) indicates that the "nurturant, supportive, helping character of these semiprofessions seems to fit neatly with stereotypes of how women are to behave, and the roles they are expected to perform." Pike (1975:3) believes this tendency is closely "associated with societal definitions of what is appropriate male and female behavior and in turn substantial socialization experiences for boys and girls." However, individuals do have some degree of choice. The problem which confronts women is that it is easier to act and think as expected rather than to deviate from the norm. The necessity for women to consider their future roles as wife and mother and subsequent responsibility for home management, is likely to influence these women to support that which is culturally and ideologically desired rather than what is different. Tomeh (1975:83) suggests that "because of their deep psychological and cultural roots early experiences cannot be easily changed by ideologies encountered in later life." The Canadian social system supports the assignment of positions in society by sex and age criteria, and the effect on women is pervasive and fundamental.

Motivation is considered in this survey as a psychological influence on goal-directed behaviour. A student's goal during the educational phase is to obtain professional nursing.

ing licensure in order to practice but the motivation for entering nursing initially as opposed to another career, varies with the individual. The question in Appendix E, differentiates between an instrumental or pragmatic view of nursing and an expressive or more idealistic view of the field. Instrumental behavior is associated with male characteristics while expressive behavior is associated with female characteristics. There is a significant correlation, with college students having a more practical and university students having more intangible reasons for the selection of a nursing career as shown by data on table 13.

Table 13: Motivation for a Nursing Career and Programme Choice

Variable	College (N=133)	University (N=84)	Row Total
Practical	67.3% (72)	32.7% (35)	49.3% (107)
Intangible	55.5 (61)	44.5 (49)	50.7 (110)
Total			= 217 respondents
Chi Square = 3.20224 with 1 DF			
P = 0.0735			
11 missing answers			

This table supports a recent finding that "Community colleges make nursing education available to individuals with limited funds" (Cohen, 1981:103). therefore a nursing career is lucrative in terms of finding a job after graduation. The more practical orientation of college students

can be explained by socialization and sex-role theories. Social class ideas are transmitted through the socialization process, and these ideas affect "human behaviour and choices" (Armstrong and Armstrong, 1978:131).

Nursing particularly fits the stereotypic female sex-role. As a female-dominated profession historically, it has been influenced by two ideological forces. The first such force is the "bourgeois ideology of femininity" (Coburn, 1981:197). The ideology inherent in the medical profession specifies a dominant role for doctors. It was considered essential for the maintenance of their position in the health care field. In order to maintain this authority, they required nurses to develop behaviours subordinate to the dominate male doctors as the price of admission. As an example of appropriate nursing behaviour is the following:

She owes to the attending physicians absolute silence regarding their professional demerits or blundering. No nurse who has not learned the lesson of implicit obedience to authority and practiced it until it has become a habit of life, is fitted to command others (Coburn, 1981:199).

In contrast Ritzer(1977:83) explains that university-educated nurses "tend to develop a humanistic, anti-bureaucratic orientation that leads them away from the hospital." While many educators dismiss suggestions that subordinate roles for nurses continue to exist, Cohen (1981:154) finds that little has actually changed in regard to the lack of autonomy and subordinate position of nurses in the health care field. In a study of social stratifica-

tion Hunter (1976:138) and Hitzler (1977) found that the occupation of nursing is lower in both prestige and income than the occupation of doctors. In order to increase their prestige and social standing, nursing educators may raise their educational standards as high as possible.

Data of the effect of age and ethnicity on motivation finds that students with British origins and who are under age 23 have more intangible reasons for the selection of nursing in comparison with other groups. In an American study Dietrich (1976:25) indicates that "extrinsic work values and a nurturant nursing-specific goal system characterize the freshman profile" for baccalaureate students. As the literature suggests sex-roles may differ by socialization process therefore social class standards may affect the social characteristics of nursing students in regard to programme choice. The original hypothesis that sex-role socialization influenced career aspirations in regard to programme choice, was not supported by the data on tables 13 and 14. These tables measured psychological characteristics not sociological influences on sex-role behaviour.

The data (table 14) supports American research by Duncan (1978:3) who found that "there were no significant differences on personality variables" among the two educational levels of nursing education. These scores compare closely to American Stanford student scores of normative data in a national survey of sex-role characteristics. (Bem, 1981)

Table 14: Short BSMI Student Characteristics -T-test

Both Sexes included 17 males (college) 2 males (university)

Variable	College (139)			University (89)		
	Mean	STD.	T Value	Mean	STD.	2-Tail
Masculinity	4.84	0.92	1.77	4.62	0.09	0.098
Femininity	5.87	1.11	0.74	5.76	1.03	0.44

The underlying variable of gender confirms the hypothesis that sex will determine the choice of an appropriate career for women. A Canadian study on the occupational intentions of students finds that "sex plays ~~an~~ important role in influencing educational and vocational choice. Also, that self-evaluation and occupational aspirations are powerful discriminates in explaining educational decisions." (Ontario, 1974:10) In Canadian society, all professions are sex-typed. Law, medicine and architecture are assigned to males. Women as the result of this sex-typing consider such occupations as nursing and social work to be compatible with women's sex roles.

Minningerode et al (1978:301) find that traditional measures of social sex-role view masculinity and femininity as inversely related. This research concludes that some of the current problems in nursing are related to its traditional emphasis on femininity and deemphasis of masculinity. While society generally views the nurse as an aid to doctors or

a maid, this is scarcely an image of an educated intelligent professional working in an autonomous discipline. Parsons and Bales (1955) find that masculinity has been associated with an instrumental orientation, while femininity has been associated with an expressive orientation which means a concern for the welfare of others. Weitzman (1979:32) adds that "a lot of sex-role behavior is possibly specific to the situation." It is interesting that Cohen (1981:82) found that when compared to older graduates, baccalaureate students were much more feminine on all sex-typed characteristics but autonomy.

Both historically and cross-culturally therefore, society views a wide variety of interests and personality characteristics and behaviours as virtually the exclusive domain of one sex or the other. Social attitudes regarding the role of working married women with children was questioned in the survey (Appendix A). Answers to this question revealed a modern socially-acceptable working role for women by the students. Concern for the welfare of children was major factor used to determine the degree of participation in the work world.

American research by Simpson (1979:95) found that baccalaureate programs have "added an elite education in nursing. Their graduates have the inside track to elite nursing jobs." Ritzer (1977:179) and Cockerham (1982:164) have questioned nursing claims to professional status. The lack

of unified educational programmes and control over potential recruits into the field are cited as evidence of semi-professional status of nursing. Continuing educational courses which teach new nursing theories and nursing practices are taught at the community college level. These courses are not taught at the university level consistent with professional expertise. As high prestige intellectual positions are expected to involve an increasing number of women, these positions would be less attractive to sex-typed women (Arkin and Johnson 1980). The problem for nursing seems to Grimm (1975:304) to be that traditional female personality traits do not include independence, leadership competence or intellectual achievement. So firmly entrenched are female personality traits associated with nurturing and service roles, that Cohen (1981:106) believes that society "assumes that male nurses must possess traditional female traits of dependence, passivity and indecision."

In summary, these findings suggest that similarities of the two groups not only reflect the dependent nurturing roles of future nurses but also those of women in general. Also that sex-role socialization specifies sex-role behaviour and attitudes in regard to the selection of nursing as occupational choice. Turritin et al (1983:415) in research of female achievement and aspirations concluded that "girls receive less family encouragement to pursue higher education than do boys, but such encouragement it turns out, is especially critical for girls."

Chapter III

CONCLUSION

The main effort of this research was to explore predictive variables considered crucial in student selection of a nursing programme. The comparison of college and university students revealed that the component variables of social class identified at the beginning of the survey (age, ethnic origin, religious affiliation, sex and family income) will likely influence career aspirations. Tomen (1975:95) commented that "research studies have failed to consider the attributes of women in terms of their social economic level." The community college students were not "normal" students who came directly from high school. Socioeconomic data revealed that they were older, more diverse ethnically and had a lower family income than the comparable group of university students. The large number of married women, as indicated by household members, suggests that this may affect the choice of programme for college students. Students of French-Catholic origin were found to be overrepresented in community college and underrepresented in university nursing programmes. The university nursing students resembled the average university students as they were from similar social class backgrounds and within the same age group.

The hypothesis states that socioeconomic characteristics will likely influence career aspirations in regard to programme selection by nursing recruits. The component factors of social class are involved in this, therefore, ethnicity, sex, parental educational attainment, marital status (as indicated by household member) and family income will likely influence career aspirations. Those who may want to continue their education may be faced with having to carry this out in institutions which are unsympathetic or because a husband's occupation determines in most cases programme choice. Household members and programme selection were found to be significantly correlated in this survey. There appears to be more similarities than differences between the two groups particularly as it applies to female sex-roles. As antecedent variables are examined in this survey it became clear that the schools, together with family contribute a great deal towards the maintenance of social relationships, including class and the sexual division of labour. Rank and status are seldom lost as status becomes ascribed because "an elite is created as a consequence of preferential rewarding of the already successful." (Blume, 1974:210) The problem of class-based tracking in education is the major concern of this research. Finally, comparative analysis of two groups of nursing students found that as a result of socioeconomic differences, there was a division between the two groups of potential registered nurses.

3.1 IMPLICATIONS

Because socioeconomic status and social class is significantly correlated with career aspirations in regard to nursing programme selection by students, more efforts are needed in the following areas:

1. Educational and service institutions should provide incentives for all students and graduates to achieve more than basic nursing preparation.
2. These institutions should provide opportunities for advanced education regardless of economic circumstances.
3. Community college and university degree nursing programmes should offer bursaries and other inducements in order to preserve the integrity of institutions, also to facilitate the social and professional mobility of all nursing students. The need for recognition of student ability to achieve high levels of nursing education cannot be underestimated.

The failure to integrate nursing under one educational umbrella has limited academic growth of this profession. Social acceptance and financial support are necessary for a truly professional role as a registered nurse. Without this commitment, nursing will continue to attract women who not only lack career aspirations but also a lifelong devotion to nursing. The trend toward more university preparation in order to claim "professional" status for registered nurses

is controversial (Kernen, 1980:12) within and outside nursing circles. However, better prepared and motivated nurses would result from innovative approaches to nursing education. Wider occupational opportunities and a collaborative rather than a dependent role in health care is the key to higher career aspirations for nurses and women. Finally, more research is needed in the health care field in order to prevent further fragmentation and division between those engaged in nursing care.

Appendix A

TABLES

Table 15: Religious Affiliation

Number of Respondents		%
No answer	7	3.1
United Church	28	12.3
Anglican	22	9.6
Presbyterian	11	4.8
Baptist	10	4.4
Roman Catholic	110	48.2
Jewish	1	0.4
Greek Orthodox	5	2.2
No religion	10	4.4
Other religion	24	10.5
Total	228	100.0%

Table 16: Ethnicity

Number of Respondents		%
No answer	10	4.4
British	80	35.1
French	44	19.3
North Europe	31	13.6
East Europe	26	11.4
South Europe	15	6.6
Asia	11	4.8
Others	11	4.8
Total	228	100.0%

Table 17: Father's Occupation

Variable	Number	%
Professional	38	16.7%
Owner, Manager	43	18.9%
Clerical, Sales	22	9.6%
Craftsman, Tech	38	16.7%
Service worker	10	4.4%
Unskilled	77	33.8%
Total	228	100.0%

Table 18: Father's Educational Attainment

Number of Respondents		%
No answer	6	2.6
primary, some secondary school	112	49.1
High school and College	70	30.7
university graduation	20	8.8
Post Graduation, degree	20	8.8
Total	228	100.0%
Mean = 1.719 SD. = 0.980		

Table 19: Mother's Occupation

Number of Respondents		%
No Answer	2	0.9
Professional	45	19.7
Owner, Manager	10	4.4
Clerical, Sales	58	25.4
Craftsman, Techn	3	1.3
Unskilled	110	48.2
Total	228	100.0%

Table 20: Working Mother with Children

Responses		%
No answer	9	3.0
Approve	174	76.3
Indifferent	33	14.4
Disapprove	12	5.3
Total	228	100.0
Mean	= 1.000 SD. = 0.593	

Table 21: Mother's Educational Attainment

Number of Respondents		%
No answer	6	2.6
primary, some high		
high school	87	38.2
community college	113	49.6
university grad	7	3.1
post grad, degree	15	6.1
Total	228	100.0%
Mean	= 1.728 SD. = 0.843	

Table 22: High School Grade and Programme

Grade	College (N=135)	University (N=89)	Row Total (224)
C to C+	64.7% (11)	5.3% (6)	7.6% (17)
B to B+	61.6 (98)	38.4 (61)	71.0 (159)
A to A+	54.2 (26)	45.8 (22)	21.4 (48)
Kendall's Tau C	= 0.05891		
P	= 0.16377		

Table 23: Age

Number of Respondents		%
No answer	1	.04
eighteen yr.	10	4.4
nineteen yr.	84	36.8
Twenty yr.	31	13.6
Twenty-one yr.	10	4.4
Twenty-two yr.	30	13.2
Twenty-three to 25yr.	22	9.6
Twenty-six to thirty	12	5.3
over thirty-five	4	1.8
over forty yr.	6	2.7
Total	228	100.0%

Table 24: Family Income

Responses		%
No answer	39	17.1
under \$999	10	4.1
\$10. to \$14.	16	7.0
\$15 to \$25,	55	24.1
\$26 to \$34	52	22.8
over \$35,000	56	24.6
total	228	100.0
Mean	=3.048	STL. =1.734

Appendix B
QUESTIONNAIRE

(1) To what ethnic or cultural group did you or your ancestor (on your father's side) belong to before coming to this continent?

1. no answer
2. British, Irish
3. French
4. German, Dutch or Scandinavian
5. Jewish
6. Eastern Europe
7. Asian
8. African
9. Italian, Portugese, Spanish
10. others

(2) What statement comes closer to expressing your own point of view? For me, nursing is mainly a practical matter, with a nursing education I can earn more money, have a more interesting career and enjoy a better position in society. I'm not really concerned with the practical benefits of nursing, I suppose I take them for granted. Nursing means something intangible: perhaps the opportunity to

change things rather than to make out well in the system._____.

(3) What is your religious affiliation?

1. no answer
2. United
3. Anglican
4. Presbyterian
5. Baptist
6. Roman Catholic
7. Jewish
8. Greek Orthodox
9. No religion
10. Other religions

(4) What is/was your father's occupation when you were growing up? Describe the kind of work he does._____

1. M.D., D.D.
2. Registered Nurse
3. Other Professionals
4. Business manager, official, owner, proprietor, farm owner
5. Clerical Sales
6. Craftsman, foreman, skilled, Technician
7. Service worker, fireman, police
8. Unskilled, factory Worker

(5) The highest educational level attained by your father is:

1. no answer
2. primary school
3. some secondary school
4. high school graduate
5. high school graduate
6. community college graduate
7. university graduate
8. Post graduate or professional degree

(6) What is the highest educational level you would like to attain during your nursing career?

1. no answer
2. undecided
3. B.N.
4. special B.N.
5. Baccalaureate
6. M.A. and beyond
7. other (specify)

(7) The highest educational level attained by your mother is:

1. no answer
2. primary school
3. some secondary school
4. high school graduate
5. community college graduate
6. university graduate

7. post graduate or professional degree

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