

Survey of Nursing Educational Institutions and Nursing Teachers

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Survey & Research Section
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I. Outline of Survey

1. Purpose

The purposes of the survey were to identify the actual situation of the nursing education and to provide information needed for the development of a better infrastructure of nursing education. There were two parts: the survey of nursing educational institutions and the survey of nursing teachers. Information on student enrollments, place of employment of graduates, enrollments in further education, school finances and implementation of the 1990 revised curriculums were obtained in the first part of the survey. In the second part reasons for becoming teachers, problems in nursing education and job satisfaction of teachers were explored.

2. Method

Questionnaires were sent to all 1,484 nursing educational institutions and all 9,324 nursing teachers in Japan. Included in these institutions were: 1) Senior High School Practical Nursing Programs (HPNPs), 2) Practical Nursing Programs (PNPs), 3) Diploma Programs in Nursing (DPNs), 4) Diploma Programs for Licensed Practical Nurses (Assistant Nurses) (DPLPNs), 5) Associate Degree Equivalent Programs in Nursing (ADPs) and 6) Baccalaureate Programs in Nursing (BPs). There were response rates of 65% (961 respondents) for nursing educational institutions and of 55% (5,215 respondents) for nursing teachers.

3. Time of Survey

The deadline for returning the completed questionnaires was November 30, 1991.

II. Findings from the Survey of Educational Institutions

1. Candidacy for Entrance Examination and Student Enrollment

Eighty percent of HPNPs were found to have either age or sex limits, and 10% of the programs limited their candidates both by age and sex. Most of the enrolled students were new graduates of junior high schools.

The survey revealed that approximately one third of PNPs set either age or sex limits for their candidates and that two thirds did not. Eighty percent of the enrolled students were high school graduates. Assistant nurse schools were found to have admitted more university and junior college graduates or school leavers than any other nursing programs surveyed.

Seventy percent of DPLPNs set no age or sex limits for their candidates, the figure being higher than those of any other programs surveyed. Ninety percent of the enrolled students were graduates of HPNPs and of PNPs.

Fifty-two percent DPNs did not set age or sex limits for their candidates. More than 90% of the enrolled students were high school graduates.

Sixty to seventy percent of ADPs or BPs set no age or sex limits for their candidates. More than 90% of the enrolled students were high school graduates.

2. Employment and Further Education

Sixty-seven percent of the graduates of HPNPs entered degree programs. This percentage of students continuing further education after graduation was the highest among all types of nursing programs. Graduates of this program are eligible for the practical nurse examination. The survey revealed that 29% of the graduates were employed as practical nurses.

Twenty-five percent of the graduates of PNPs were employed by clinics. Of those employed by hospitals, 4.9% were employed by psychiatric hospitals, and 1.5% by geriatric hospitals.

Ninety percent of the graduates of DPLPNs were employed by hospitals. Of those employed by hospitals, 4.5% were employed by psychiatric hospitals, and 1.4% by geriatric hospitals.

Eighty-seven percent of graduates of DPNs were employed by hospitals. Approximately 10%

of the graduates entered degree programs.

Seventy-two percent of the graduates of ADPs were employed by hospitals. Twenty-five percent of the graduates entered degree programs.

Seventy percent of the graduates of BPs were employed by hospitals. Those who chose nursing as a career after graduation was 80%.

3. School Finance

In HPNPs, the student fees, government subsidies and local public support constituted 70% of the school income. Personnel expenses accounted for 55% and education-related expenses were 9% of the expenditures.

In PNP, the student fees, government subsidies and local public support constituted 80% of the school income. Eleven percent of the income was from the contribution of local medical associations and affiliated medical facilities. Personnel expenses accounted for 65% and education-related expenses were 7% of the expenditures.

In DPLPNs, the student fees, government subsidies and local public support constituted 60% of the school income. Five percent of the income was from the contribution of local medical associations and affiliated medical facilities. Personnel expenses accounted for 62% and education-related expenses were 8% of the expenditures.

In DPNs, the student fees, government subsidies and local public support constituted 45% of the school income. Twenty percent of the income was from the contribution of local medical associations and affiliated medical facilities. Personnel expenses accounted for 55% and education-related expenses were 6% of the expenditures.

In ADPs, the student fees, government subsidies and local public support constituted over 70% of the school income. Personnel expenses accounted for 63% and education-related expenses were 15% of the expenditures.

In BPs, the student fees, government subsidies and local public support constituted over 90% of the school income. Personnel expenses accounted for 83% and education-related expenses were 14% of the expenditures.

III. Findings from the Survey of Nursing Teachers

1. Reasons for Choosing Teaching Careers

When asked why they chose teaching careers, the nursing teachers gave the following

reasons. Two of the most frequently given reasons are listed for each type of school.

In HPNPs, 27% of the teachers chose teaching careers because they were more interested in teaching students than working in clinical settings. Twenty-seven percent of the teachers replied that a teaching career enabled them to assume more family responsibility.

In PNP, 34% of the teachers chose teaching careers because the job was offered just at the time they were seeking reemployment. Thirty-one percent wanted to avoid night duty.

In DPLPN,s 24% of the teachers chose teaching careers because they working in clinical settings. Twenty-four percent did so on the recommendation of a nursing superior or a senior staff member at the workplace.

In DPNs, 34% of the teachers took teaching careers because they were ordered to by their superiors at the workplace. Thirty-one percent did so on the recommendation of a nursing superior a senior staff member at the workplace.

In ADPs, 37% of the teachers chose teaching careers on the recommendation of their teachers, seniors at their alma mater or friendes. Thirty percent were teaching from personal commitment to nursing education in view of the current situation of nursing in general.

In BPs, 44% of the teachers chose teaching careers on the recommendation of their teachers, seniors at their alma mater or friendes. Thirty-seven percent were teaching from personal commitment to nursing education in view of the current situation of nursing in general.

2. Problems in Nursing Education

Nursing teachers were asked to list the problems they were most concerned about in the current educational activities. Three of the problems most frequently pointed out in their replies were as follows.

In HPNPs, 78% of the teachers were most concerned about the students not doing well. Seventy-one percent were most concerned about spending too much time on non-educational activities, and 70% were concerned that they were too busy to do any research work or study.

In PNP, 87% of the teachers were most concerned about the students not doing well. Seventy-five percent were concerned about being poorly paid and 75% were concerned about being underqualified as a nursing teacher.

In DPLPNs, 85% of the teachers were most concerned about the students not doing well. Seventy-nine percent were most concerned about spending too much time on non-educational activities. Seventy-seven percent were concerned about being poorly paid, and also being

underqualified as a nursing teacher.

In DPNs, 90% of the teachers were most concerned that they were too busy to do any research work or study. Eighty-two percent were concerned about spending too much time on non-educational activities and 63% were concerned about being poorly paid.

In ADPs, 84% were most concerned that they were too busy to do any research work or study. Seventy-two percent were most concerned about too many student per faculty member, and 63% were concerned about being poorly paid.

In BPs, 66% of the teachers were most concerned about the faculty research fund not being adequate. Sixty-five percent were most concerned that they were too busy to do any research work or study, and 59% were concerned about the school budget not being adequate.

3. Job Satisfaction

In HPNPs, 49% of the teachers were satisfied with their current job and 36% were satisfied with the schools where they were teaching.

In PNP, 39% of the teachers were satisfied with their current job and 53% were not satisfied with the schools where they were teaching.

In DPNs, 37% of the teachers were satisfied with their current job and 57% were not satisfied with the schools where they were teaching.

In DPLPNs, 38% of the teachers were satisfied with their current job and 56% were not satisfied with the schools where they were teaching.

In ADPs, 52% of the teachers were satisfied with their current job and 42% were not satisfied with the schools where they were teaching.

In BPs, 58% of the faculty members were satisfied with the teaching profession. With regard to satisfaction with the schools where they were teaching, they were equally divided into the satisfied, unsatisfied and undecided responses.