

Comparison Of Professional Commitment And Value Between Students Under Two Different Programs For BS Degree

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INTRODUCTION

In order to reduce the impact of shortage of nurse manpower, the government in Taiwan started the Accelerated Second Baccalaureate Degree Nursing Programs (ASBDNP) at 2016. This is a 3-year trial and only set up within 4 nursing schools around Taiwan area. In general, the students in BSN program completed their senior high school education and take the University entrance examination, then he/she will get into the nursing program and received 4-year professional training. But for the ASBDNP, students need to complete a BS program ahead of application. After admission, they receive a two and half years or three years professional training in nursing. After graduation from these two programs, he/she get the certification to attend the national board examination for license of professional nurse. Why those who completed their BS training and willing to start to receive this new program for another 3 years? Will they have higher professional commitment and value the importance of nursing?

PRUPOSE

The purpose of this cross-sectional study was to compare the levels of professional commitment and professional value for student nurses under these two programs.

METHODOLOGY

After the permission of IRB obtained (ID: 201701656B0), this survey was started. Subjects were recruited by group meeting. One researcher came their class, explained the purpose of this study and invited the students to participate. Once the signed permit was obtained, questionnaires were distributed to them and were turn back at the same meeting if possible. Subjects were recruited from the same school of nursing in order to eliminate the influence of academic setting.

Group 1 was consisted with 42 students from the first year students in ASBDNP whereas group 2 was 32 students recruited from the second year students of BS program. All of these subjects were under the similar nursing courses works prior and during data collection. Instruments for data collection included: Chinese version of Professional Commitment, Nurses Professional Values Scale-Revised (NPVS_revised), Big-Five Mini-Markers, and personal information. All these data were analyzed by IBM SPSS Statistics 22 and Chi-Square tests and t-tests were performed to identify the expected relationships.

Table 1. Characteristics of Subjects

Variables	ASBDNP		BS		χ ²	p
	N	%	N	%		
Age	26.33 ± 3.76		27.8 ± 1.24		8.02*	<.001
Gender					1.942	.163
male	9	21.4	3	9.4		
female	33	78.6	29	90.6		
Marriage						
unmarried	41	97.6	32	100		
married	1	2.4	0	0		
Religion					.001	.978
No	29	69.0	22	68.8		
Yes	13	31.0	10	31.3		
Employment					2.613	.106
No	32	76.2	29	90.6		
Yes	10	23.8	3	9.4		

NOTE: * = t test

RESULTS

Characteristics of Subjects

Subjects in group 1 were characterized as: female (78.6%), unmarried (97.6%), no religion (69%), un-employed (76.2%). Their mean age was 26.33(SD=3.76; range: 23-39). For subjects in group 2, their mean age was 20.78(SD=1.24; range: 20-27). They were characterized as: female (90.6%), unmarried (100%), no religion (68.8%), un-employed (90.6%). Results of t tests and Chi-square tests showed that the only significant difference of personal information in these two groups were that subjects in ASBDNP were significantly older than subjects in BSN (t=8.02, p<.001).

Professional Commitment

In regards to the professional commitment, subjects in ASBDNP reported a total score as 3.39(SD=.38) whereas subjects in BS group reported a total score as 3.13(SD=.36). The comparison between these two groups for the total score and each subscale showed there were significant differences existed in the subscales of "willing to work hard", "positive evaluation towards professional career". And "recognition of professional value" (p<.05, Table 2). Subjects reported more positively in these dimensions of Professional Commitment than subjects in BS program.

Professional Value

Subjects in ASBDNP reported a total score as 111.83(SD=12.65) whereas subjects in BS group reported a total score as 108.16(SD=18.42). The results of t tests showed that "Activism" subscale of NPVS was the only subscale reached the statistical significance (p=.006). It showed that subjects in ASBDNP reported more positively in activism than subjects in BS program (p=.006, Table 2).

CONCLUSION

There did have some variations observed in students enrolled into the ASBDNP and BSN program within the same school of nursing with similar learning experiences when they encountered nursing courses. Will these differences last throughout the schooling year under similar teaching and living environment? Longitudinal follow-up is strongly suggested.

Table 2. Comparison Between Groups for NPVS and PCS

Variables	ASBDNP		BS		t	p
	Mean	SD	Mean	SD		
NPVS Revised Scale	111.83	12.65	108.16	18.42	-1.017	.312
Provisions	4.33	.49	4.38	1.19	-.232	.817
Professionalism	4.25	.75	4.00	.67	-1.484	.142
Activism	4.10	.66	3.62	.81	-2.840	.006
Trust	4.48	.51	4.46	.54	-.150	.881
Justice	4.32	.68	4.13	.70	-1.195	.236
Professional Commitment Scale	3.39	.38	3.13	.36	-1.017	.312
Willingness To Work Hard	3.21	.59	2.89	.46	-2.484	.015
Professional Career Involvement	3.58	.28	3.51	.30	-.980	.331
Positive Evaluation Towards Professional Career	3.49	.51	3.23	.46	-2.277	.026
Recognition Of Professional Value	3.45	.40	3.24	.41	-2.214	.030

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