



Sigma Theta Tau International
Honor Society of Nursing®

Quality of Nursing Doctoral Education in Korea

July 22, 2013

Hyeonkyeong Lee, PhD, RN
Yonsei University College of Nursing, Korea

List of Co-Investigators in Korea

- Yonsei University College of Nursing:
 - Euisook Kim, DNS, RN, Professor Emeritus
 - Hyeonkyeong Lee, PhD, RN, Assistant Professor
- Yonsei University Wonju College of Medicine Dept. of Nursing:
 - YangHeui Ahn, PhD, RN, Professor
- Seoul National University College of Nursing:
 - SoonNyeung Yoon, PhD, RN, Professor
- Ewha Womans University College of Nursing:
 - Kwang Ja Lee, PhD, RN, Professor

Characteristics of Participants

- Response rate of 26.1%

Characteristics	GROUP			Total
	Faculty (n = 48)	Graduates (n = 52)	Students (n = 87)	
Age, M (SD)	49.80 (8.22)	39.81 (6.35)	37.94 (6.73)	41.42 (8.54)
Years of program, M (SD)	15.46 (6.61)	17.51 (7.08)	19.78 (7.14)	18.04 (7.18)
Region, %				
Capital city	54.2	74.0	72.9	68.3
Non-capital city	45.8	26.0	27.1	31.7
School type, %				
Public/National	35.4	47.1	56.3	48.4
Private	64.6	52.9	43.7	51.6

Table 1. General Characteristics of Faculty, Graduates, and Students (N = 187)

Perceptions of providers and receivers of the quality of nursing doctoral education

Domain	Total	Faculty	Graduate	Student	Range	F	<i>p</i>
Program	2.91	3.14	2.79	2.85	1-4	8.76	<.001
Faculty	3.12	3.24	2.98	3.15	1-4	3.37	.037
Resources	2.66	2.91	2.60	2.56	1-4	8.72	<.001

Table 2. Perceptions on the Quality of Program, Faculty, and Resources

- Faculty, graduates and students had slightly or moderately positive perceptions of the quality of the 3 domains.
- Faculty perceived the quality of the domains of program, faculty, and resources more positively than did the graduates and students

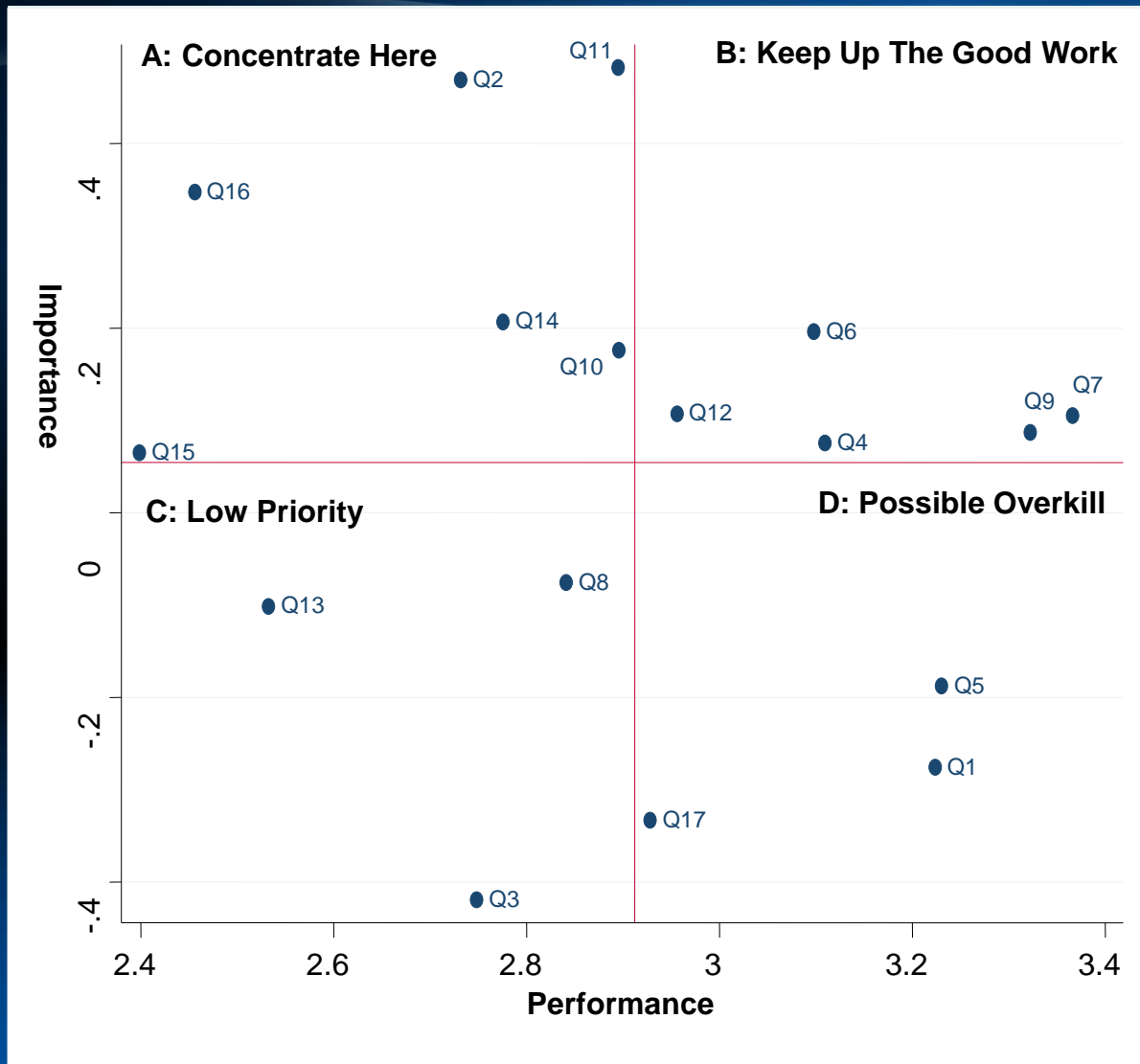
Factors Related to the Quality of Nursing Doctoral Education

Variable	Program <i>B (SE)</i>	Faculty <i>B (SE)</i>	Resource <i>B (SE)</i>
Individual Level			
Faculty group	.316 (.089)**	.166(.103)	.242 (.095)*
Age	.004 (.004)	.006 (.005)	.013 (.005)
School Level			
Non-capital area	-.026 (.092)	-.024 (.107)	-.147 (.098)
Private univ.	.255 (.086)**	.256 (.099)**	.239 (.092)*
Doctoral student/total student ratio	5.789(1.85)**	7.482 (2.151)**	4.869 (1.985)*
Number of faculty	-.009 (.01)	-.011(.011)	-.016(.010)
Constant	2.1268 (.266)**	2.343 (.31)**	1.862 (.286)**
Error Correlation, <i>r</i> value			
Program	1		
Faculty	.60	.1	
Resource	.531	.476	1
Overall correlation test:	Breusch-Pagan test: $x^2 = 154.015^{**}$		
Model Fit			
R^2	.158	.111	.182
x^2 value	33.61**	22.24**	39.81**

* p value < .05; ** p value < .01. Table 3. Multivariate Seemingly Unrelated Regression Model Results of Nursing Doctoral Education

- School type (private vs. public) and ratio of doctoral students to non-doctoral students were both significantly associated with the quality of the three domains.

Importance-Performance Analysis



- The “Concentrate Here” area is the most important
- The lowest of performance of Q 15 (“Sufficient materials and information are available for students [e.g., financial support, scholarships, grants, and resources]”): A priority for being improved.

Figure 1. Four areas showing relationships between importance and performance

Major Findings

- Faculty perceived the quality of program, faculty and resource areas more positively than did the graduates and students.
- Overall quality of doctoral education perceived by the participants from private universities was significantly higher than those from public/national universities.
- A higher ratio of doctoral students to non-doctoral students was significantly associated with higher quality of nursing doctoral education.
- The program domain was the most important area that needed improvement.

Policy Implication

- The significance of university characteristics such as school type (private vs. public/national) and the ratio of nursing doctoral students to non-doctoral students suggests the need for a policy that delineates the faculty role in educating doctoral students.
- The ratio of nursing doctoral students to non-doctoral students is suggested as a proxy indicator to characterize the quality of nursing doctoral education.
- Further research on characteristics of private universities that were associated with higher perceived quality than public/national universities should guide specific policy decisions on dimensions for quality nursing doctoral education.
- The program domain needs to be a priority for being improved, particularly in relation to sufficient materials and information for students.

THANK YOU!