

**FACTORS INFLUENCING FIRST YEAR NURSING STUDENTS' CAREER
CHOICE AT A UNIVERSITY IN THE WESTERN CAPE**

NIBAGWIRE JEANNE D'ARC

STUDENT NUMBER: 3200087

**A MINITHESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIRE-
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SUPERVISOR: PROFESSOR JENNIFER CHIPPS

CO-SUPERVISOR: DR ARONA DISON

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Abstract

Background: The nursing profession is the backbone of the healthcare system globally. However, due to the ongoing shortage of nurses there is a growing demand for nurses across the world. This demand puts pressure on the continued recruitment of new nursing students. The factors that influence students' reasons for entering nursing vary and require investigation to improve recruitment practices.

Aim: This study aims to investigate the factors influencing first-year nursing students' choice of a nursing career at a university in the Western Cape. The objectives of this study were (a) to identify first-year nursing students' prior exposure to nursing, (b) to determine the association between the demographic characteristics and intrinsic (personal) as well as extrinsic (environmental) factors that influence first-year nursing students' choice of nursing as a career, (c) to identify first-year nursing students' main reasons for choosing nursing as a career.

Methodology: A quantitative descriptive design was used to conduct the study using a self-administered questionnaire. The questionnaire comprised 42 items and was developed by the researcher based on information from the literature. The questionnaire was handed out in lecture venues. All 279 first-year nursing students were included into this study. Validity and reliability were established using the Cronbach's alpha test prior to the start of the study. Descriptive statistics were determined using SPSS version 25 for all the various factors. Statistical variables such as influencing factors and nursing students' main reasons for choosing nursing, were analysed using descriptive statistics to generate frequency, and cross tabulation using chi square test was also applied to determine the association between socio-demographic characteristics and

nursing students influencing factors/ main reasons for choosing nursing as a career of choice. All ethical principles regarding the study were adhered to.

Results: The finding of the current study revealed that nursing students' main reasons to come to nursing are altruistic, having an internal desire to help others and a passion for the nursing profession. In terms of the factors, the intrinsic factors were highly rated by the respondents: helping others, a passion for nursing and making a difference in society. This is followed by extrinsic nursing factors: nursing provides a stable job, there are many opportunities in nursing and there are bursaries to study nursing. These were rated higher than other factors. There was a significant difference between male and female motivation; whereas males rated having stability as the main reason for choosing nursing as a career, females rated having a passion for nursing and helping others as their main reason. Parents did not have a significant influence over students' career choice. The most influential family role models were aunts.

Conclusion

The results of this study suggest that female students are influenced mainly by altruistic reasons, namely having a passion for nursing, a desire to help others and making a difference in society, but male respondents tended to rate financial and job stability highly. Parents' influence in career choice rated lower. Other finding is that knowing someone in health system encourages the recruits to choose nursing as a career. The findings from this study could be used to provide the relevant nursing school authorities with information in career planning, recruitment strategies and admission criteria.

Recommendation:

Therefore, it is recommended that the institution supports motivation and promotion of nursing as a career of choice for young people embarking on nursing studies and promotes nursing values. The process of making a career decision is complex and affected by many factors to attract the potential recruits into a nursing career. The parents, realizing that the process of making a career decision is complex and affected by many factors, should support their children in choosing their life career.

Keywords

- Career choice, first year nursing students, prior exposure, intrinsic and extrinsic factors, nursing education, recruitment, attrition in nursing, image of nursing.



List of acronyms and abbreviations

AACN: American Association of Colleges of Nursing.

AIDS: Acquired Immunodeficiency Syndrome

ECP: Extended Curriculum Program

HEI: Higher Education Institution

HEC: Higher Education Council

DoH: Department of Health

NSC: National Senior Certificate

SANC: South African Nursing Council

SA: South Africa

SPSS: Statistical Package for Social Science.

US: United States of America

WHO: World Health Organization



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Declaration

I declare that “*Factors influencing first year nursing students’ career choice at a University in the Western Cape*” is my own work, that has not been previously submitted for any degree or examination in any institution and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Jeanne d’Arc Nibagwire

Signed



This 25th Day of September 2019



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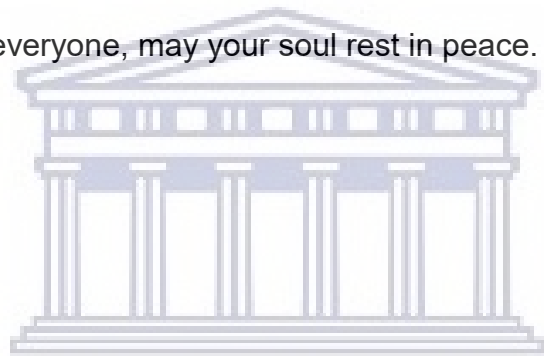
Dedication

To the Almighty God who created me, his son Jesus Christ who come to save the world and the Holy Spirit for his presence with shining light through stages of my life, honour and glory be yours forever and ever.

I dedicate this work to my husband, Mr. Bizimana Protogene for unconditional love and care, support in my nursing vocation, being my strength and the good role model for everyone.

To my adorable children Baho Ursula and Bana Valentin you inspire me.

To my mother, Mukarushema Ferediana, who has gone too soon, thank you for your pure heart and love for everyone, may your soul rest in peace.



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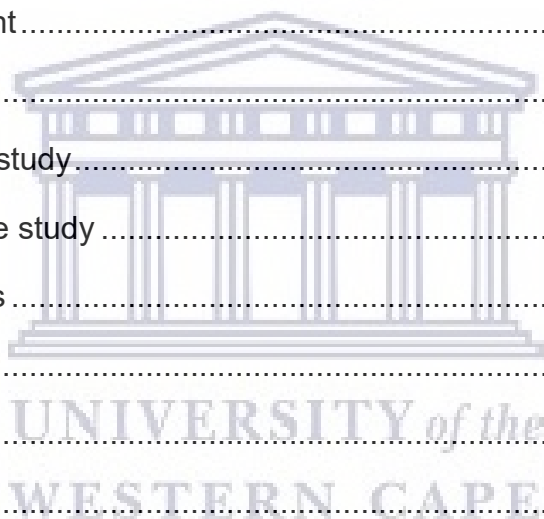
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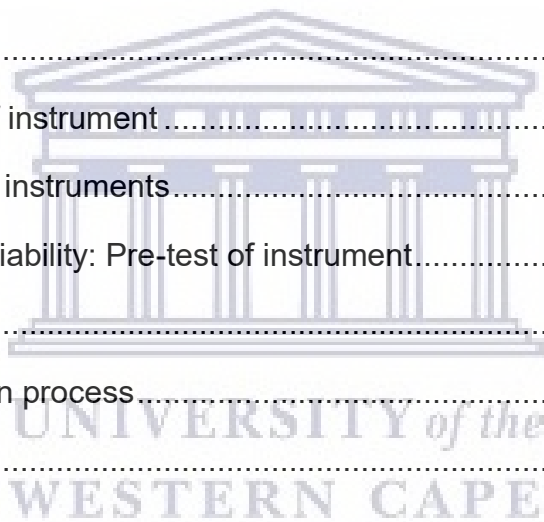
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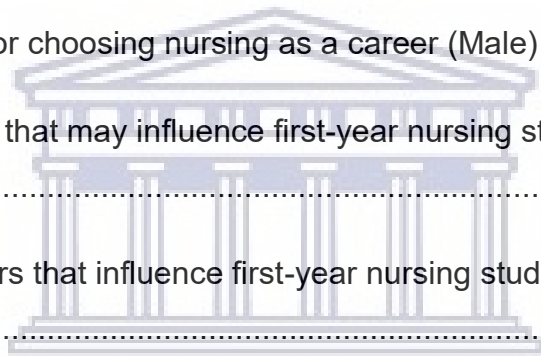
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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1. Introduction

Nursing is regarded as a professional career by the society and remains the backbone of the healthcare system (Swarna, 2015; Blaauw, Dietlopo & Rispel, 2014; Awases, Bezuidenhout, & Roos, 2013; Keleher, Parker & Francis, 2010; Breier, Wildschut & Mggolozana, 2008). A nurse refers to someone who cares for patients holistically and is responsive to the patient's physical, mental and spiritual needs (Zamanzadeh, Jasemi, Valizadeh, Keogh & Taleghani, 2015; Keleher et al., 2010). Hence, knowledge, skills and a positive attitude are necessities in the nursing profession to enhance patient care (Mulaudzi, Mokwena & Troskie, 2010; De Cooman, De Gieter, Papermans, Du Bois, Caers & Jegers, 2008). The nursing profession in South Africa is undergoing a process of transformation in order to produce quality and competent nurses in line with the Higher Education Institution's (HEI) goals (Blaauw et al., 2014). Thus, recruitment of nursing students needs to take place in alignment with these goals of access to quality higher education, participation, equity, quality, efficiency and democracy (Matlakala, 2016; Rispel, 2015).

Having a sufficient and quality nursing workforce and retaining nurses in the healthcare system is still a challenge globally and more importantly in South Africa (Cupido, 2017). This means the recruitment, support and care for nurses and nursing students must be taken seriously for students to make a success of their choice of a nursing career (McLaughlin, Moutray & Moore, 2010). In South Africa, there is a crisis of insufficient nurses which may also have been caused by the fact that prior to 1994

nurses were only chosen from a small pool of students, who were predominantly white female (Pool, 2012). This requires redress from a transformation point of view (Rispele & Bruce, 2014; Lenepa, 2008). The legacy of apartheid means that more Black African families were not well informed about nursing and as such students have limited prior exposure to nursing before entering a nursing programme (Dodge & Welderufael, 2014; Mphahlele, 2011). As a result of the lack of knowledge of what nursing is all about, some of these students who enter nursing programmes change their career after graduation or during the course of their lifetime leading to shortages in the number of practising nurses (Alkaya, Yaman & Simones, 2018; Kabanya & Mwaniki, 2016). Thus, it is important that students' decision to do nursing should be an informed choice. Dante, Rizzi, Landerca & Palese (2013) found that for the potential candidates who did not process or had incorrect information regarding nursing were not interested in pursuing the nursing profession. The study suggested that to make the best career decision it is important to strengthen the strategies to offer valid information at secondary schools about nursing career to school leavers, their families, teachers and social networks.

Some of the factors that affect nursing students' career-choice decision-making include social and economic pressures, the reputation or status of the nursing profession, interest, desire to help others (altruism), ability to work with people, opportunities and the influences of family and friends (Wilkes, Cowin & Johnson, 2015; Jirwe & Rudman, 2012; Eley, Eley & Rogers, 2010; Natan & Becker, 2010).

First-year nursing students' perception of a nursing career has a huge impact on their self-concept and self-esteem (Alkaya et al., 2018; Kabanya et al., 2016). These factors determine whether they continue training and remain in the nursing field for years to

come or change to another career (Lenepa, 2008). Therefore, understanding these influences from both the administrative and the nursing student's point of view will aid the recruitment and retention of nursing students as well as nurses (Jirwe et al., 2012).

Many young individuals find nursing very laborious because it is time and attention demanding. Student choice to continue with the nursing field could be affected either negatively or positively depending on their level of performance and success in their chosen career (McDermid, Peters, Jackson & Daly, 2012). Studies have shown that there is less interest in the nursing profession by school leavers than there was in the past and the methods to identify and guide appropriate students into nursing career are lacking (Emeghebo, 2012; Roberts & Ward-Smith, 2010). Moreover, young people entering the nursing profession are more likely than their predecessors to withdraw from nursing even if it was their first choice (Emeghebo, 2012; Breier et al., 2008; Jephtha, 2008). Furthermore, the lack of readiness of students to embark on a nursing career and lack of support for students in making a career choice affects their studies because sometimes students need to change their programme several times and this has an adverse effect on their future employment (Cabaniss, 2011).

The public needs to have a clear idea of what nursing entails in order to motivate the youth. A lack of knowledge often leads people to undervalue a nursing career compared to other health-related careers and reject it prematurely (Tan-Kuick, 2012). Therefore, a critical look at the factors influencing first-year nursing students' career choice in the university is imperative.

1.2. Background of the study

The nursing profession has progressed from nurturing the sick and the needy to catering for all health needs of all persons, with an aim of promoting, preventing and restoring health, as well as promoting coping by providing rehabilitation services (Geyer, Mogotlane & Young, 2009). Nursing is a caring profession and that can easily be affected by prevailing politics, legislation policy, national health problems, economics and educational constraints (Swarna, 2015; Alkaya et al., 2018). In turn, these factors for instance educational and economic factors can affect the students' decisions to either enter, continue, or withdraw from nursing programmes. In South Africa, nursing education programmes must be approved by Higher Education Council (HEC), moreover, the government need to invest in nursing education as lack resources, infrastructures will affect nursing education and training (Rispel et al., 2014). The core of the nursing profession is caring and nurturing patients, it is based on the art of science directed at providing human healthcare (Greyer et al., 2009; Bruce, Klopper & Mellish, 2011; De Cooman et al., 2008). This means that nursing is not only based on knowledge but also skills to practice in a competent way. Based on this information, the South African Nursing Council (SANC) defines nursing sciences as a human health science that contributes to the body of knowledge for practice by persons registered or enrolled under the Nursing Act No. 33 of 2005 (Dolamo & Olubiyi, 2013).

At an international level there is increasing evidence of an imbalance in global nursing's supply and demand (World Health Organization (WHO), 2014; Mkala, 2013). Given the vast demand for nurses in many areas of healthcare, the shortage of properly trained nurses is an obstacle to achieving better health for all (Farsi, Dehghan-Nayeri, Negarandeh & Broomand, 2010). The shortage of nurses is a worldwide

phenomenon which has been worsening, because of the growing global population with stunted recruitments and a high number of retiring nurses (Awases et al, 2013). At the rate that the global human population is growing it is estimated that 590 000 nurses will be needed in Europe alone and nine million globally by the year 2030 (WHO, 2016; Sermeus & Bruyneel, 2010). Another reason for the increase in the number of nurses needed in society can be attributed to the growing number of patients suffering from chronic and acute illnesses as well as high life expectancy, which comes with numerous medical complications (Sermeus et al., 2010).

In recent years, there have been many reports on the difficulties of recruiting nurses and filling positions at hospitals and in some communities in the United States of America (USA), Europe and Israel (Natan et al., 2010). In England an acute shortage of nurses has been reported. For example, in 2017, there were 34260 vacant nursing positions in England (Walker, 2018). In Poland in 2011, the ratio of nurses per 1 000 patients was below 5.2 which is extremely low when compared to countries such as Switzerland whose ratio of nurses per 1000 patients was 16.6 (Marcinowicz, Owlasiek, Slusarska, Zarzycka & Pawlikowska, 2016).

There are several reasons for the shortage of nurses. Experienced nurses and new graduates in their first and second years in service are leaving their posts due to the increased workload and limited pay and the total number of nurses leaving the profession is rising (Rudman, Gustavsson & Hultell, 2014; Finlayson, Dixon, Meadows & Blair, 2008). Furthermore, the under-production of nurses in the education institutions could be one of the reasons for this shortage in conjunction with a high demand for nursing care due to multiple long-term illnesses and an increase in the aged population. The shortage of nurses has become an issue that has brought multiple disciplines

together for research, report, and support efforts to recruit as well as educate future generations in the nursing profession (American Association of Colleges of Nursing (AACN), 2014, Price, 2009). According to WHO (2010), the strategies to strengthen and sustain the nursing profession in the healthcare system would depend on nursing workforce planning, education and training as well as retention of nursing students and nurses.

Other challenges causing shortage of nurses are lack of new recruits from school due to lack of good reputation and motivation in the society (Cupido, 2017; Van Zyl, 2011; Mphahlele, 2011). For instance, in Poland, young people have a low interest in nursing career partially caused by the poor publicity nursing gets, for example referring to nursing as 'a dying profession'. Furthermore, nursing has been termed 'a low-status' profession with the lowest paid workforce and a salary below the country average (Marcinowicz et al., 2016). To make matters worse there is a reported increased workload due to inadequate number of nurses (Marcinowicz et al., 2016). In another study, Singapore was reported to have fewer school leavers who choose to be trained in nursing, resulting in nursing shortages from the limited pool of potential candidates (Tan-Kuick, 2012).

South Africa is also experiencing a severe nursing shortage, especially in the under-served rural areas where there is a scarcity of nurses and doctors compared to the urban areas (Pillay & Barron, 2011). As will be seen, the primary healthcare approach that has been adopted by the South African government to meet healthcare needs is one of the reasons that the acute shortage of highly skilled and trained nurses has come under the spotlight (Mayosi, Lawn, van Niekerk, Bradshaw, Karim, Coovadia & Lancet South Africa team, 2012). The shift to a concentration on primary healthcare

was done in line with the millennium development goals which have to be achieved (Pillay et al., 2011). This approach focuses on improving patient care to increase life expectancy, decreasing maternal death and child mortality, decreasing the burden diseases such as tuberculosis and combatting HIV and AIDS, and an effective strengthening of the healthcare system (DoH, 2011; Pillay et al., 2011). As the total number of the nurses is not sufficient to meet the new demands of the South African healthcare system, the fulfilment of these aims brings about a need for an increase in the number of nurses with specialized care, the number of those who need to be trained in the basic nursing package and those needing to be trained in advanced medical technology, (Department of Health (DoH), 2008). In 2014, the healthcare statistics of South Africa showed that 76.8% of all healthcare professionals in the public health system were nurses of all categories. There was an estimated shortage of professional nurses in the healthcare system in 2010 of 44780 (Rispel et al., 2014; DoH, 2013).

There are factors related to the state of the healthcare system in South Africa which decrease the desirability of nursing as a career. For instance, the healthcare system is under resourced which has put nurses under pressure (Matsoso & Fryatt, 2013; Rispel, Moorman, Daniel, Naidoo, Pillay & Southall, 2013). Other factors are that nurses report feeling tired at work given the high number of patients allocated to them daily, the shortage of professional nurses, and the absence of a caring attitude amongst one's colleagues (Rispel, 2016; DoH, 2013).

All these factors may have a devastating effect on the choice of nursing as a career and on the training and retaining of nursing students (Rispel et al., 2013; DoH, 2013). These lead to a loss of interest by most school-leavers in pursuing a nursing career

and the general decline of image and status of nursing in South Africa (Meiring, 2011; Van Zyl, 2011; Pillay, 2009).

This can also be seen from the standpoint of a disjuncture between the needs of nurses and those of communities who require care and treatment (Mphahlele, 2011). The patient has high expectations of nurses. However, considering the limited amount of time nurses are able to spend per patient, the demand to increase quality of care of patients is not realistic (Emeghebo, 2012; Breier et al., 2008). Furthermore, these adverse factors may affect the new novices' choice of profession and their training process, particularly as the nursing profession does not market itself more and there is a dearth of role models to lead the way for nursing students (Rispel, 2015; Breier et al., 2008). The ageing nursing workforce exacerbates the pressure to recruit new nurses, given that nearly half (43.7%) of existing nurses were reported to be over 50 years of age in 2014 (Rispel et al., 2014) which increased to 48% in 2017 (SANC, 2018b). These challenges affect the nursing profession and nursing workforce as nurses make up most of the healthcare workforce in general (Matlakala, 2016).

Recruiting and retaining suitable students into nursing education is crucially important in order to increase quality and the number of nurses in the health system and improve the quality of nursing care (Wilkes et al., 2015). In order to achieve this successfully it is necessary to understand the factors that enable the retention and success of students in nursing programmes. It is therefore valuable to develop more understanding of the factors that influence students to choose nursing as a career, as expressed through the reasons that they give for their choice. Influential factors include prior exposure to the nursing profession, access to funding, bursaries and scholarships (Nyamwange, 2016; Roos, Fichardt, Mackenzie & Raubenheimer, 2016; Jeptha,

2008); and the image and reputation of nursing in society (Cabaniss, 2011, Cupido, 2017). The image of nursing in society is greatly affected by how nursing is depicted in the media (Cupido, 2017). Students are motivated to do nursing for intrinsic and extrinsic reasons (Natan et al., 2010). Intrinsic reasons would include reasons such as a passion to care for people and help others (Halperin & Mashiach-Eizenberg, 2014) and extrinsic reasons would include reasons such as opportunities for bursaries and job security (Liaw, Wu, Holroyd, Wang, Lopez, Lim & Chow, 2016). It is these factors which influence students' choice to do nursing and which are the object of this study.

Nursing students' understanding of their life orientation and the reasons for their career choice is vital for students to succeed in their studies and further careers (Wilkes et al., 2015). Thus, those concerned with the recruitment and training of nurses need to be thoroughly conversant with the motivation and thinking of students considering a career in nursing in order to attract and retain more nurses into the healthcare system (Mtemeri, 2017). The reasons that influence one's entry into the nursing profession may enhance students' motivation to keep energized and personally stimulated. Hence, from a career perspective, it may be vital to state the required or preferred professional attitude and actions when encouraging potential candidates to choose the nursing profession (Wilkes et al., 2015).

Understanding these reasons why students choose to pursue nursing can enhance curricular development towards a more caring and holistic paradigm of nursing (Wilkes et al., 2015). This study will add to the body of knowledge of nursing education, especially in relation to admission procedures by examining specific individual factors that influence students' views regarding a nursing career.

1.3. Problem statement

The nursing profession forms the core of the healthcare system and there is a need for a constant supply of nurses to deliver quality care (Roos et al., 2016). However, there is a worldwide shortage of nurses, which has reached a crisis point for the health services (Kukkonen, Suhonen, Salminen, 2016; Farsi et al., 2010; Jafta, 2008). This has had a negative effect on the development of continued nursing practices as well as the health system (McDermid et al., 2012). One other contributing factor to the shortage of nurses is the high attrition rate of students, especially in first year (McLachlan, 2010). In addition, due to global nursing shortages, there is burnout and continuous pressure on the current nursing workforce, especially given that most nurses have reached retiring age and the mean age of those still practising is so high (Marcinowicz et al., 2016; Emeghebo, 2012).

Understanding factors influencing students' nursing career choice is important in recruiting nursing students into nursing programmes and retaining them. This may reduce the attrition rate and contribute towards alleviating the nursing shortage.

The global challenges to the nursing profession are also evident in the South African context (Roos et al., 2016; Breier et al., 2008). To ensure a future supply of competent registered nurses however, it is important for nursing schools to attract and recruit the most suitable, well-motivated nursing students, who are likely to succeed in their studies and boost the image of the nursing profession (Awases et al., 2013). For this to take place it is necessary to be informed about the reasons why students choose nursing as a career.

Thus, this study investigates the factors which influence first-year students' choice to study nursing at a university in the Western Cape. While a research on nursing students' career choice has been done for South Africa (Mkhize & Nzimande, 2007), no study has been done pertaining to factors influencing nursing students' career choice at a university in the Western Cape. Thus, this study aims to investigate reasons for choosing nursing as a career by first-year nursing students at a university in the Western Cape.

1.4. Aim of the study

This study aims to investigate the factors influencing first-year nursing students' career choice at a university in the Western Cape, South Africa

1.5. Objectives of the study

1. To identify first-year nursing students' prior exposure to nursing.
2. To determine the intrinsic (personal) and extrinsic (environmental) factors which influence first-year nursing students' choice of nursing as a career.
3. To identify first-year nursing students' main reasons for choosing nursing as a career.

1.6. Significance of the study

This study describes self-reported reasons of why nursing students choose nursing as a career. The results could therefore be used to provide the relevant nursing school authorities with information that may be used to improve recruitment strategies and admission criteria. The information on factors that influence career choice in nursing may contribute to the retention of nursing students in nursing programmes and so

contribute to reducing the shortage of nurses. This could also contribute to improving the way educators provide targeted support to nursing students for enhanced retention and further career planning. In addition, it could give insight to career advisors during their career guidance sessions, to assist students in addressing the challenges they encounter. Lastly, it contributes to the body of knowledge on nursing education in South Africa.

1.7. Definition of terms

Table 1: Definition of terms

First-year nursing Students	Operational definition: In this study, a first-year nursing student is a student in their first year or foundation year in the Bachelor of Nursing degree programme registered at a university in the Western Cape.
Prior exposure:	From the Lexico online dictionary, <i>prior</i> refers to existing or coming before in time, order, or importance. <i>Exposure</i> means experience of something (Lexico, 2017). Operational definition: In this study, prior exposure is defined as having earlier contact with nursing care while you, your family member or friend was sick or through having worked in another capacity in the healthcare system.
Intrinsic factors:	<i>Intrinsic</i> means belonging naturally; essential. <i>Factor</i> refers to a circumstance, fact, or influence that contributes to a result (Lexico, 2017). Intrinsic factors as are then inherent which means are natural to the person's characteristics (for instance desire to help others or make a difference in the society). Operational definition: In this study, it means personal factors driven by internal motivation of the person, which influence the nursing career choice.
Extrinsic factors:	<i>Extrinsic</i> means: not part of the essential nature of someone or something; coming or operating from outside (Lexoco, 2017). Extrinsic factors then mean belonging to the external world, outward aspects or external circumstances, these factors are from outside not inherent or essential (Lexico, 2017). Operational definition: In this study, it means external factors (job opportunities is an example of extrinsic reasons that influence nursing students candidates to select nursing as career.

1.8. Chapter outline

Chapter 1: Provides an introduction and background to the study. It outlines the aim and objectives and explains the significance of the study. It defines the problem.

Chapter 2: Literature review gives direction on factors influencing students on their choice, prior exposure to nursing, the image of nursing in society, shortage and attrition of nursing, according to what previous studies have reported.

Chapter 3: Outlines the methodology used in the study, which includes the research setting, approach, design, population, instrument, pre-test, reliability and validity as well as data collection, data analysis and ethical considerations.

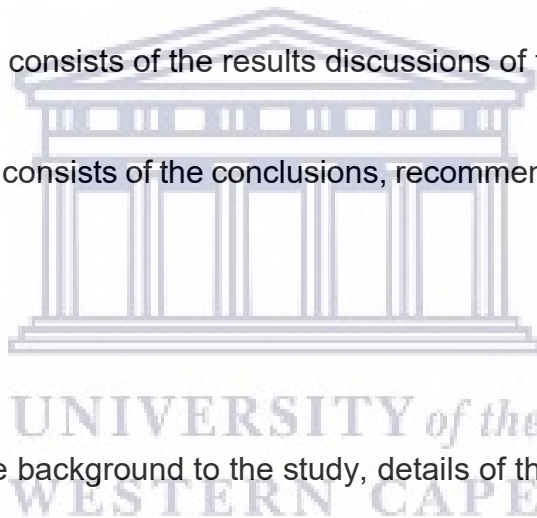
Chapter 4: This chapter consists of the results of the study represented in the form of graphs and tables and descriptions of the findings.

Chapter 5: This chapter consists of the results discussions of the study.

Chapter 6: This chapter consists of the conclusions, recommendations and limitations of the study.

1.9. Conclusion

This chapter sets out the background to the study, details of the study, the terms and significance of the study. The next chapter focuses on the relevant literature in this field.



CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The nursing profession should be promoted as a career of choice as nursing globally and in South Africa is the backbone of the healthcare system (Awases et al., 2013). Nursing should be a career which attracts academically and ethically strong students who are interested in making a difference to society. This chapter describes the published literature globally and in South Africa on students' choice of nursing as a career. It looks specifically at factors which influence an individual's decision to choose a nursing career in a South African context, such as the state of the healthcare system, quality of nursing care and personal and environmental factors. In addition, reasons why there is a shortage of qualified nurses, the high attrition rate and public perception of nurses in South Africa will be explored.

2.2. The healthcare system in South Africa

In South Africa, there are 57.73 million people (SANC, 2019) who need to be served by healthcare provisions, which range from prevention, promotion, curative, and rehabilitation. Since 1994, the healthcare system has had a focus on the prevention of illness to improve people's lives (Pillay et al., 2011). Normally, 80% of the South African uninsured population relies on public healthcare with nurses being the majority of healthcare workers in the healthcare system (McIntyre & Ataguba, 2017; Duma, De Swardt, Khanyiler, Kyriacos, Mtshali, Maree, Puone, Van den Heever & Hewell, 2008).

The healthcare system is divided into three levels, namely primary, secondary and tertiary levels. Patients have the right to choose between private and public institutions where they seek treatment based on their levels of resources (Duma et al., 2008). Nurses make up most of the health workforce in the South Africa healthcare system at all levels and are involved in the treatment and care of the patients. However, the shortage of nurses in South Africa healthcare settings, especially in rural areas, impacts severely on service delivery (Matlakala, 2016). It has been reported that only a few nurses are willing to work in under-served rural areas and therefore there is a maldistribution of nurses between rural and urban areas, public and private areas (McIntyre et al., 2017). This shortage of nurses in rural area is caused by the lack of service delivery and quality service, unavailability of resources, an unfavourable working environment and the lack of continuous professional development in rural areas (Armstrong & Rispel, 2015; Dodge et al., 2014; Lagarde & Blaauw, 2013).

The nursing shortage adds to the quadruple burden of disease and has a strongly negative impact on plans for health-sector reforms (Rispel et al., 2013; Coovadia, Jewkes, Barron, Sanders, & McIntyre, 2009). The challenge faced by the nurses is to achieve progress in universal health coverage and to attain millennium health development goals (DoH, 2011).

2.3. Nursing education in South Africa

Nursing education aims to develop and revitalize the nursing profession to ensure practitioners are well equipped to manage the burden of diseases and the health needs of all citizens (DoH, 2013). Students who are interested in nursing and have the required school-leaving qualifications can apply to the various nursing institutions around the country in each academic year if spaces and resources are available to

train them. The criteria for nursing admission to university are generally based on the National Senior Certificate (NSC) scores or equivalent certificate that allow the admission to formal post-secondary education (Cupido, 2017). Once students satisfy the criteria mentioned above, they can then apply to enter a university.

The Bachelor of Nursing is the only undergraduate nursing degree programme offered at the selected university in the Western Cape and this university is one of three universities which offer the Bachelor of Nursing degree in the Western Cape. In South Africa, the number of years that it takes to complete the nursing degree programme varies from four to five years (DoH, 2013). The degree is structured in such a way that it has both theory and practical components that must be successfully completed before students are conferred with the Bachelor of Nursing degree according to the Nursing Act No 33 of 2005 (Nursing Act, 2005). To be a successful nursing student, one must pass both the practical and theory with at least 50% in all subjects at each year level of the mainstream programme (four-year degree programme) or an Extended Curriculum Programme (ECP, five-year degree programme).

A nurse graduate can register as a community service practitioner for one year. After completion of the one-year community-service the successful individual is allowed to register as a professional nurse and midwife (Lagarde et al., 2013). They can then be able to work as general, community, psychiatric nurse and midwife under the Nursing Act No 33 of 2005. The nursing licence is renewable each year and the individual have to pay a certain renewal fee depending on the nursing category being applied in accordance to Act No.33 of 2005 (Nursing Act, 2005).

According to Walker and Clendon (2018), working in healthcare is increasingly complex and demands nurses to be well prepared with knowledge and skills to handle the

technology and different disease profiles. Since the increasingly aging population and staff migration to the other countries adversely affect patient care, there is a need to create a way to support a multigenerational entry in the health workforce (Matsoso et al., 2013; Broom, 2010).

Generally, nurses should possess the following intrinsic features, namely belief in the dignity of human life, social maturity, respect, interest and concern for others, a positive attitude, good sense and a friendly, sympathetic, patient, and tolerant outlook (Pitt, Powis, Levett-Jones & Hunter, 2014; Newton, Kelly, Kremser, Jolly & Billett, 2009). These attributes may well improve the way people perceive nursing as a career (Newton et al., 2009). Serious consideration of their importance in the nursing profession suggests that a change in recruitment criteria may be needed: that the nursing profession should also look for these character traits and having a passion and empathy for nursing in their students rather than focusing only on external factors, for instance having a national senior certificate and satisfactory grades (Kabanya et al., 2016; Pitt et al., 2014).



2.4. Nursing care and a shortage of nurses

Universally, there is an imbalance in nursing demand and supply at the global level (WHO, 2014). This is a problem because the nursing shortage affects the quality of patient care, results in stress and burnout of the nursing workforce which, in turn, impacts the image of nursing career, recruitment and retention of nurses as well as nursing students (Hickey, Sumsion & Harrisson, 2010). The allocated time to provide effective care has decreased and the nurse-patient ratio is still high in many countries. Furthermore, it is suggested that the nursing shortage will worsen in the future as more

nursing professionals are not satisfied and feel undervalued, overworked and underpaid which affects the nurses' performance and their ability to meeting the patients' needs (Goodare, 2017). The poor working conditions and pressure experienced by nurses at all levels causes dissatisfaction and leads them to leave the nursing workforce resulting in a shortage of nursing service (Walton-Roberts, 2010, Duffield, Aitken, O'Brien-Pallas & Wise, 2004).

Moreover, the incidence of adverse outcomes is enhanced by less qualified registered nurses and an increased rate of retiring nursing workforce (Buerhaus, Skinner, Auerbach & Staiger, 2017). Many studies have shown that the further challenge anticipated in the health system in the next 20 years is the high number of retiring nurses from the profession (Goodare, 2017; Walton-Roberts, 2010). Despite the effort to improve nursing shortage, the United States (US) is expected to reach a shortage of 500,000 registered nurses by 2025 (Buerhaus, Staiger & Auerbach, 2008).

In South Africa, healthcare services face a similar problem of nursing shortages in the public health sector as registered in the studies of Roos et al. (2016) and Rispel (2015). The shortage is particularly felt in the primary healthcare system (Meyer & Van Niekerk, 2008). SANC's statistics show that at the end of the year 2017 there was a total of 287,077 nurses registered with SANC under three different categories (registered, enrolled and auxiliary nurses). Of this number only 49.49% (142,091) were registered nurses. This leaves the national ratio of registered nurses to population at 398 individuals per one registered nurse (398:1). In addition to this ratio, the statistics show that the majority of the registered nurses 75% (106,234) were over 40 years and only 5% (7327) of registered nurses were less than 30 years (SANC, 2018a).

Generally, the output of nursing education institutions does not match the service needs of the South African society. This is due to insufficient school leavers opting for a nursing career or nursing students withdrawing from the training prematurely (Chauke, Van Del Wal & Botha, 2015; Mkala, 2013). The output of nursing education institution is not enough to replace the aging nursing work force. The statistics shows that only 6335 students completed 4 years' degree or bridging programme to become registered nurse in 2017 while at the same time 26,997 or (19% of) registered nurses had reached over 60 years and retiring soon (SANC, 2018a; 2018b).

There is also a lack of alignment between the work environment of nurses and the nursing training institutions (DoH, 2013). Armstrong et al. (2015) are of the opinion that if nurses are not prepared adequately to face the challenges of the complex burden of diseases that patients present in the health system or hospital it becomes very difficult for them to contribute positively. Added to this issue, there is a growing demand for healthcare services because of the increase in chronic disease in South Africa, for instance, HIV and AIDS, tuberculosis (TB) and lifestyle diseases like obesity requiring competent nurses. Furthermore, the situation is worsened by population growth and the increase in the ageing population that make nursing workforce unable to keep pace with this escalation in service demand (Walker et al., 2018).

The solution to these challenges lies in the recruitment of nursing students and retention of nurses in the healthcare system (Meiring, 2011). Various studies show that the quality of the supportive environment can entice new nurses and nursing students into the profession and retain them (Chauke, 2014; Lanschinger, Finegan & Wilk, 2009). To encourage good performance, the healthcare environment needs to be favourable

to the nurses and nursing students to facilitate a positive and stress-free learning practice environment (Chauke, 2014). On the other hand, in the process of transformation of nursing education, which involves the changing nursing curricula and the introduction of new nursing qualifications, SANC has developed a recommended plan to expand and increase enrolled categories of nurses and ensure that first-year level practitioners are equipped to deliver the primary healthcare package as well as antenatal care (Meyer et al., 2008).

Furthermore, to alleviate the shortage of nurses in the healthcare system, the recruitment strategies need to focus on attracting a diverse group of individuals and include both male and female to reflect the current demographic profile (Phillips & Malone, 2014; Meadus & Twomey, 2011). According to Farsi et al. (2010), the youth should be encouraged to consider nursing as a prestigious career and every opportunity should be seized to market the nurses' role in society so that the credibility of a nursing career may increase in the community. Al Jarrah, (2013) is of the opinion that for successful recruitment of future nursing students, the process should consider prospective nursing students who possess the desire to help others, have empathy and passion for nursing as they will likely succeed in the nursing career. The promotion of nursing as a career of choice and recruitment of nurses may help in reduction of shortage of nursing workforce, as Meiring (2011) suggests, the recruitment of nursing students and retention of nurses in the healthcare system is the key to success.

Moreover, efforts should be made to ensure that nursing administrators and educators are able to help alleviate the burden of recruiting, retaining and supporting nursing candidates (Kukkonen et al., 2016; Lai, Lin, Chang, Chen, Peng, Chang, 2008).

2.5. Reasons for attrition of students in nursing education

Attrition is a term used when a student leaves the course without completing the study programme (Urwin, Stanley, Jones, Gallagher, Wainwright & Perkins, 2010). It is called wastage because, a student spends money, time and other resources but fails to complete the course and achieve a set goal and this has an impact on both the institution's and the student's production and reputation (Urwin et al., 2010).

Generally, the worldwide issue of attrition in nursing is common with new graduates who are the future of the nursing profession (Newton et al., 2009). The nursing staff retention issues have been a long-term problem as the number of nurses with interest in working in a hospital or clinical setting has declined while they are the one to train and mentor the novices in the nursing field (Newton et al., 2009). This affects the integration of enrolled nursing students and new staff in the real world of the clinical setting; thus, causing more stress and lack of competence, confidence and experience, in the end discourage nursing students and new graduates to continue in the nursing profession (Jafta, 2013; Lai, Peng & Hang, 2006).

A study in the Netherlands found that the main reasons for attrition were strongly related to the training programme. While the students started nursing with the motivation to care for people and the opportunity to deliver excellent nursing care, they soon considered withdrawing from the programme as the environment did not meet their expectations (ten Hoeve, Castelein, Jansen & Roodbol, 2017). The students experienced lack of support from mentors and nurses in the clinical placements. They felt unwelcomed and working in an unsupportive team, and unfriendly environment. The study concluded that lecturers and mentors had a huge role in ensuring that students stayed and succeeded in their training and clinical placement (ten Hoeve et al., 2017).

The high attrition rate of nursing students contributes to the shortage of nurses, especially first-year nursing students (McLachlan, 2010). The United States of America has a 30% attrition rate. Despite the need to reduce the shortage of nurses, many student candidates' applications were turned away due to lack of simulation laboratory, classrooms and limited space for clinical practice as well as a lower number of nursing educators at that time (Lewis & Vealé, 2010). In other countries various initiatives were put in place to reduce the high attrition rates (Cook, 2010; Wilson, Chur-Hansen, Marshall & Air, 2010; Stott, 2007).

In Australia, nursing students were leaving the profession mostly to pursue their career outside the nursing field, using the nursing training as a stepping stone to another career (Eley et al., 2010). However, the nurses reported their reasons for leaving were disillusionment, stress, burnout and retirement (Eley et al., 2010). In addition, the lower social status in terms of salaries for the nursing workforce or being dissatisfied with the nursing career discouraged the nursing students from continuing with nursing (McLaughlin et al., 2010). Furthermore, in the beginning, first-year nursing students found their studies stressful which led to student attrition (Jeptha, 2008). Nursing students would also discontinue the programme because they lacked knowledge of what nursing entails or they had difficulties coping with the clinical aspects of nursing or they were experiencing personal problems (Roos et al., 2016; Cook, 2010; Jeptha, 2008). It is evident that nursing students need career advisors to assist them in decision-making. Moreover, they themselves need self-efficacy and have an informed interest in their chosen career in order to know that it is an appropriate career for them to follow. Such preparation would prevent their changing all the time (Lai et al., 2006).

A recent study conducted in South Africa, verified that the poor perception of the nursing profession is a cause of attrition among nursing students and newly qualified nurses (Chauke et al., 2015). Attrition among nursing students in South Africa has far-reaching implications in terms of workforce planning and resource expenditure (DoH, 2008). A 2007 study at Tshwane University of Technology confirmed that the high attrition rate amongst first-year nursing students was due to their misconception of what the nursing profession entails; as well as the fact that studies were offered only in English (Wright & Maree, 2007). The students faced a language barrier as English was not a home language of most students in South Africa (Wright et al., 2007). Other factors identified in nursing students' attrition were the realization that nursing was a wrong career choice, financial challenges, poor academic performance, negative experience from clinical placement and personal reasons (Kukkonen et al., 2016; Roos et al., 2016).

The problems of nursing students who change or withdraw from the programme before completion could be limited by improving the selection strategies of nursing students (Mbuiya & Sanneh, 2015). Enhancing research in nursing career choice may give indicators that are needed to help promote nursing and increase understanding the nursing profession in society (Fillman, 2015). This may contribute to attracting the younger generation into the nursing profession, and in turn, may help to reduce the nursing shortage (Fillman, 2015). Once achieved, career choice encouragement may prevent confusion among the nursing students, reduce the nursing student drop out from programmes and increase interest in the career (Turner, 2011).

2.6. Factors influencing students' choice of a nursing career

Various reasons have been given by students for choosing nursing (McCabe, Nowak, & Mullen, 2005; Chauke, 2014; Mooney, Glacken & O'Brien, 2008; Dal, Arifoğlu, & Razi, 2009; Natan et al., 2010). One of the most prominent factors which can influence nursing students' career choice is prior exposure to nursing (Liaw, Wu, Chow, Lim & Tan 2017; Wu, Low, Tan, López & Liaw, 2015; Harding, 2009).

2.6.1. Prior exposure to nursing

Prior exposure to healthcare has a strong influence on an individual's choice of nursing as a career (Wu et al., 2015; Pool, 2012). Young people are significantly inspired by others in their lives; hence they need good role models to guide them as on their own they have difficulty making major life decisions such as the choice of a career (Price, Hall, Angus & Peter, 2013; Pool, 2012). Thus, students generally need intensive guidance from their support structures, such as families, teachers and friends, to recognize their abilities and interests (Walker et al., 2018, Achilles, 2010). Several studies have revealed that encouragement from friends and relatives, nursing students, family members and successful nurses were the main factors that promoted nursing candidates' aspirations to become nurses (Ferri, Laffi, Rovesti, Artioli, & Di Lorenzo, 2016; Al-Jarrah, 2013; Achilles, 2010).

Exposure to healthcare-related work through community-involvement programmes such as job-shadowing in a healthcare setting also appear to have a vital influence on nursing students' career preferences (Ferri et al., 2016; Safadi, Saleh, Nassar, Amre & Froelicher, 2011). These programmes provide good orientation to pre-university students who are considering taking up nursing as a career (Baldwin, Bentley, Langtree

& Mills, 2014). This is possibly due to modelling in the clinical setting by nurse educators as an integral part of nursing students' learning and professional development (Baldwin et al., 2014; Safadi et al., 2011).

Kabanya et al. (2016) and McLaughlin et al. (2010) reported that contact with the healthcare service or someone in a healthcare setting can influence a potential student's choice of nursing as a career and knowledge about a nursing career can be an influential factor in their decision making process. Providing opportunities for high school students to volunteer or work in a healthcare setting may help students to get insight into what nursing is all about (Nyamwange, 2016). A good role model nurse who has the characteristics of caring and a passion for nursing would be admired by potential students and can be very influential in their career decision making (ten Hoeve et al., 2017; Emeghebo, 2012, Price, 2009).

Nursing is also seen as more attractive for older students when compared to younger school leavers due to mature students having been more exposed to the healthcare system and have a better understanding of it in comparison to young school leavers (McLaughlin et al., 2010).

A student's decision to choose a nursing career may also be influenced by their experience such as exposure to nursing care while they were sick or a family member being sick (Mooney et al., 2008). Another influence could be when a family member, relative or friend is a nurse as this situation may also provide a role model for students who may want to follow in the above-mentioned individuals' footsteps (Kabanya et al., 2016; Tan-Kuick, 2012; Mooney et al., 2008). A study conducted by Dal et al. (2009) on factors influencing nursing students' career choice with respect to nursing shows

that 60.6% of students were influenced by the relatives already working in the healthcare sector.

2.6.2. Intrinsic and extrinsic factors influencing nursing students' career choice

There are numerous intrinsic (internal motivational) and extrinsic (environmental and contextual) factors which can influence a potential student's career choice (ten Hoeve, Castelein, Jansen, Jansen & Roodbol, 2016; Natan et al., 2010; McCabe et al., 2005).

Intrinsic factors: Intrinsic factors refer to motivational behaviour aimed at achieving a feeling of competence and control (McCabe et al., 2005). Specifically, these factors relate to internal motivation, which involves seeking out challenges and opportunities for excellence namely, interest, self-fulfilment, and self-esteem as well as helping others (Natan et al., 2010).

Initially, the traditional understanding of nursing was that nursing was a noble career and nurses were altruistic, caring, compassionate and passionate (Price et al., 2013). More recently the perception and expectation of nurses has been influenced by a negative stereotype in social media and in the society, though views of nursing as an ethical caring career continues (Meiring, 2011). The image of the nurse held by the society has an impact on the nursing career and has an implication for future recruitment and retention of nurses (Price et al., 2013).

Several studies have been conducted to determine the reasons for becoming a nurse globally and these reasons for choosing nursing as career vary. For instance, the desire to care for or help others (altruism or selfless desire), self-sacrifice to the human service, getting knowledge in nursing, love of nursing and work associated motives (ten Hoeve et al, 2017; ten Hoeve et al., 2016; Price, et al., 2013; Jirwe et al., 2012;

Cowin & Johnson, 2011; Price, 2011; Natan et al., 2010; Raines, 2010; Duffield, Aitken, O'Brien-Pallas & Wise, 2009; McCabe et al., 2005).

It has been suggested that selection procedures will facilitate enlisting motivated nursing students with characteristics and dominant traits of caring and compassion in decision-making (Kabanya et al., 2016). Nursing attributes are seen to include qualities of respect and dignity for humankind, interest in people, good interpersonal skills, personal maturity, sensitivity, sympathy, tolerance and friendliness without discrimination (De Cooman et al., 2008; Kabanya et al., 2016). A survey on choice of nursing career of nurses and nursing students indicated that both practicing nurses and nursing students scored highly on intrinsic attraction compared to extrinsic rewards (McCabe et al., 2005). The score for the questions on intrinsic attraction rated higher between 60% and 85%. This involved questions on helping others, nursing interest, challenges, working with people and making a major difference in family and society (McCabe et al., 2005). The other intrinsic factors that were included in the questionnaire but scored low were exciting work, community respect, perception of nursing as caring and prestige. For instance, the survey showed that only 28.4% of respondents rated prestige of the profession as very important compared to 43.4% who viewed prestige as of minor importance (McCabe et al., 2005).

The traditional view of a nursing career, including an altruistic desire to help others, caring values and nurturing the individual holistically still influences people's desire to choose the nursing profession (Price et al., 2013; McLaughlin et al., 2010). Some students enter nursing because they have had a calling to do nursing from childhood; and therefore, they have no plan to engage in any other career than nursing (Eley et al., 2010).

On the other hand, there are many factors which can discourage the student candidates from choosing nursing as a career. These factors include image of nursing in the society and values and beliefs related to nursing (Achilles, 2010). Other factors may include intrinsic factors such as gender, career-maturity, attitudes, personality, and self-efficacy (ten Hoeve, Kunnen, Brouwer & Roodbol, 2018). These factors can help in determining the best ways to recruit and retain nursing students in the nursing programme (ten Hoeve et al., 2018).

Gender stereotypes influence the choice of nursing as a career, for instance, society perceives a nursing career as a female profession and has a negative perception of males who choose and practise nursing (Abudari, Ibrahim & Aly, 2016; Oliver, 2010; Mooney et al., 2008). Law and Arthur (2003) and Phillips et al. (2014) found that students' background had an important impact on their choice to do nursing. These include socio-demographic factors such as gender, parents' education level, and occupation (Abudari et al., 2016; Law et al., 2003). Secondly, they found that a male nurses' motivation for doing nursing might be practical, psychosocial, and based on a desire to care for others and a feeling of power or of being empowered (Law et al, 2003).

Marcinowicz et al. (2016) in their study in Poland, show that young people perceive nursing as a career with low prestige. The authors argue that improvement of the image of nursing will increase respect for the profession and make it more attractive. This result was similar to the findings of McCabe et al. (2005) which was that the intrinsic attraction, such as perceiving nursing as a caring and prestigious career, scored lower (28.4%) on the very important reason of choosing nursing but scored higher (43.4%) in minor or not important reasons in respondents' career choice.

The media has played a big role in discouraging male students from choosing nursing as a career (Cabaniss, 2011). Specifically, the media has portrayed nursing as a female profession, which is less intellectually demanding, and a subservient adjunct to medicine (Tan-Kuick, 2012). This line of thinking is evident in South Africa, where the image and status of nursing have been battered, resulting in a declining number of applicants in general, regardless of gender (Van Zyl, 2011; Mphahlele, 2011; Meiring, 2011; Breier et al., 2008).

In South Africa, Chauke (2014) found that society's negative perception of nursing affected the prestige and status of the profession. In other studies, ten Hoeve et al. (2016) and Myburgh's (2005) revealed that motivation of first-year nursing students was based on the interaction between intrinsic and extrinsic factors. The study found that for most students, a passion for nursing was more important than financial and material factors.

On the other hand, some students are motivated by extrinsic factors in choosing nursing as a career. For instance, job opportunities available in nursing or support from parents, friends and other family members (Jebakani & Rani, 2016; Nilsson & Stomberg, 2008; Myburgh, 2005). According to Natan et al (2010) extrinsic factors refer to motivational behaviour aimed at achieving concrete reward, for instance, job security, a high salary, comfortable working conditions and behaviour influenced by family and friends. Financial reasons such as job opportunities and security were seen to be the main extrinsic reasons for students choosing nursing as a career (Al Jarrah, 2013). The provision of bursaries is a strong incentive to study nursing. For instance, in South Africa aspiring students have limited resources to pay for university fees and support themselves while studying. Thus, many students have been attracted to nursing by

bursaries which the government provides to the Department of Health. Some students took up nursing bursaries even though nursing was not their first choice (Roos et al., 2016).

The issue of students choosing a nursing career although it was not a first choice has been reported in international literature as well. For instance, a study conducted in Ireland showed that some nursing students did not indicate nursing as their first choice instead they chose teaching, medicine or occupational therapy as their first choice, but due to insufficient grades, they enrolled for a nursing degree instead (Mooney et al., 2008). This was also confirmed in another study where university entrance exam scores were the reason students selected nursing even if it was not their first career choice (Wu et al., 2015).

McCabe et al. (2005) found that extrinsic reward was rated lower than intrinsic reward. Extrinsic reward included the opportunity for advancement in career and job promotion, future earning autonomy, responsibility, starting salary, flexible working hours and good working conditions. Extrinsic factors were rated as most important in students' choice to do nursing by between 34.6% and 46% of respondents. This compares to the rating of intrinsic factors as most important by between 60% and 85% of respondents (McCabe et al., 2005). Younger individuals tend to be more materialistic and do not focus on caring as being considered the foundation of nursing. They choose nursing only for bursary availability and the salary that they are expecting after the nursing course. Such an outlook may pose a concern for the quality of such students being recruited into nursing (Roos et al., 2016).

In considering all these factors, it is important to remember that the factors that affect decision-making process for entering into nursing may help predict success or non-

success of nursing students. Many students do not have a good understanding of why they choose nursing, and this may cause them to change their career many times or leave the nursing training without completing the course (Eick, Williamson & Heath, 2012; Lai et al, 2008). It has been observed that many students who enter nursing at the age of 35-40 years have both disadvantages and advantages because they have a shorter working life in service, but they are more mature, responsible and focused on their nursing career (Flinkman & Salanterä, 2015). Therefore, the academic selection criteria should involve both extrinsic and intrinsic factors as these interact to influence an individual's decision alongside other criteria such as interpersonal skills and personality (ten Hoeve et al., 2016; Somers, Finch & Birnbaum, 2010).

2.6.3. Image of nursing

One of the main extrinsic factors which may influence the choice to come into nursing is the image of nursing worldwide (Van Wyk & Meiring, 2013). However, the current image of nursing is that it is challenging, and this affects nursing prestige, status, power, and the ability to attract and retain school leavers suitable to the nursing programme (Chauke et al., 2015; Van Zyl, 2011). Nurses should portray a professional image of the nursing career and its prospects so as to give a favourable and attractive image to nursing students (Chauke et al., 2015). A clear positive image and a good example may motivate school leavers and nursing students to choose a career in the nursing sector and inspire them to remain in the nursing field (Nasrin, Soroor & Soodabeh, 2012). The image of the nursing profession is directly influenced by how the public perceive the nursing profession (Achilles, 2010). The public is often influenced by media representation of nursing, which is based on misconceptions and stereotypes (Hoeve, Jansen & Roodbol, 2014; Achilles, 2010). In Tawash's (2016) study it

was found that the nursing career was not attractive to the high school students because of low social value perceived by students.

A study conducted by Natan et al. (2010) in Israel indicated that there is a positive relationship between nursing student's decision of choosing a nursing career and the image of nursing. The more positive image and better the reputation of the nursing profession, the higher the chances that school leavers will choose nursing as their life career (Natan et al., 2010). Similarly, a study conducted in Tanzania by Achilles (2010) found that potential nursing students at times had an idealistic image of nursing and the decision to enter or withdraw from a nursing course may be a result of the students' perception of the image of the profession. Nursing students who come into nursing with an incorrect, idealized idea of nursing need assistance to develop realistic idea of what nursing is all about (Chauke, 2014).

There is a need to promote nursing as a career choice by improving its image and reputation (DoH, 2013). Studies in various countries on students' satisfaction with nursing have had very divergent results. A study conducted by Milisen, De Busser, Kayaert, Abraham and De Casterle (2010) on the professional self-image of nursing students in a baccalaureate programme showed that 95.5% of the students were pleased to become a nurse and 83% of them would recommend nursing career to others and they would select nursing again as their career of higher education. In Varaei, Vaismoradi, Jasper & Faghihzadeh's (2012) study, only 20% of the nurses indicated that they would recommend nursing to others. These results were similar to those of Buerhaus, Donelan, Norman and Dittus (2005) who reported that 36% would not recommend nursing as a career of choice while 25% of the student nurses in their survey stated they would recommend nursing to others. These two studies show that

most nursing students indicated they are not satisfied with a nursing career and therefore, they would keenly discourage someone from choosing a nursing career. However, in South Africa, Mkhize et al. (2007) indicated that there was still considerable interest in nursing as a career among South African school leavers.

2.7. Conclusion

The career choice of nursing students is influenced by multiple factors, which need to be considered in investigating the strategies of recruitment and retention of nursing students. Improved strategies can lead to a more motivated future nursing workforce and a reduction of the shortage of nurses. Safadi et al. (2011) stated that for success and progression of nursing profession in the future, nurse educators need to understand the factors which influence nursing students' choice of career, in order to know where support is needed and to assess the curriculum's strengths and weaknesses. In this chapter the literature covering the different factors and reasons which can influence career choice were reviewed. The different factors that can affect career choice in nursing were highlighted. The next chapter will outline the methodology that was used to conduct the study.

CHAPTER THREE

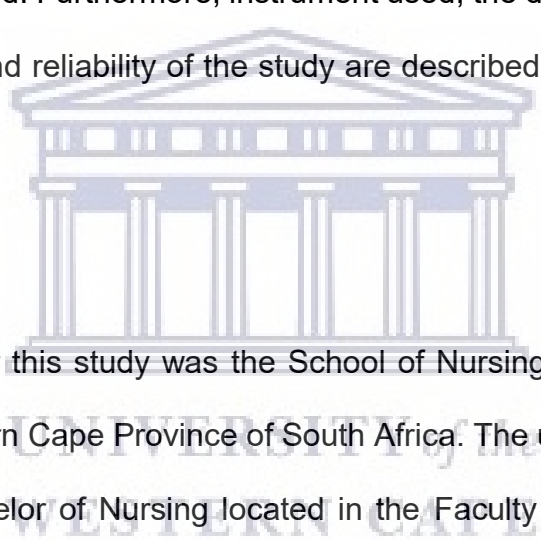
METHODOLOGY

3.1. Introduction

This chapter consists of the research methodology used in this study. The quantitative approach is described in detail including the descriptive statistics and non-parametric tests that make for the quantitative approach. In addition, the survey method used, research paradigm, research setting, population study and the sampling method used in this study are explained. Furthermore, instrument used, the data collection process, data analysis, validity and reliability of the study are described. Lastly, ethical issues are explained.

3.2. Research setting

The research setting for this study was the School of Nursing at a university of the Western Cape in Western Cape Province of South Africa. The university has different faculties, with the Bachelor of Nursing located in the Faculty Community of Health Sciences. This is one of the three universities in the Western Cape, which offers a four or a five years undergraduate Bachelor of Nursing degree programme. The data was collected from first years and first foundation Bachelor of Nursing students registered in the school of nursing, Community Health Science faculty in 2017. It was the chosen setting as it is the largest nursing school in the Western Cape Province, which offers a full undergraduate nursing programme. Fulltime and part-time master's degree in education, masters in psychiatry, midwifery, and doctorate (Ph.D.) postgraduate programme are available as well.



The available undergraduate programme at the School of Nursing is the Bachelor of Nursing (B Nursing), which is in the mainstream of a four-year programme and five years extended curriculum programme; with the largest number of nursing students in the country. The school produces a significant number of nursing professionals in the Western Cape Province. In 2017, one thousand and thirty-six (1036) nursing students were registered and enrolled in the undergraduate programme, including 279 first-year students (extended and mainstream program). Therefore, this university was chosen to be the best setting for my research, as continuous support to the nursing students is needed to keep them engaged and motivated in a nursing career to ensure good future quality professionals in a nursing career. All 279 first-year undergraduate nursing students who registered at the university in the 2017 academic year were included in the study.

3.3. Research approach

3.3.1. Quantitative approach

The study used a simple quantitative descriptive survey. A quantitative approach allows for the collection of numerical data resulting from a formal instrument such as a self-administered questionnaire, using structured procedures, which are analysed with statistical procedures (Polit & Beck, 2012). Furthermore, a quantitative approach is the most suitable approach to collect quantifiable data, generalised to a group of people and analysing it using mathematical methods (Brink, Van Der Walt & Rensburg, 2012; Muijs, 2011). Therefore, quantitative research was used to gather, analyse, evaluate and quantify the information regarding the factors influencing first-year nursing students' career choice at the University of the Western Cape.



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3.3.2. Research paradigm

A paradigm can be defined as a shared view of the world and it gives guidance on how the problems under investigations are solved in the various disciplines (Schwandt, 2001 cited by Chalisa & Kawulisha, 2012). This research project uses quantitative methodology and fit in the positivistic paradigm. According to a positivist approach, a research needs to be a measurable and observable phenomenon through observation or indirectly using a research tool. Scientific knowledge is attained through the accumulation of facts (Chalisa et al, 2012).

Positivism is based on the belief in the existence of objective truth outside of personal understanding (Creswell, 2013) Thus, within this paradigm, quantitative research methodology is used to find the truth and objective reality of the phenomena under investigation (Chalisa et al., 2012; Polit et al., 2012). These rigorous measures are taken to ensure the validity and objectivity of the research. This study uses a structured questionnaire in a deductive procedure to examine the factors influencing first-year nursing students' career choice at a University in the Western Cape.

3.4. Research design

This study used a descriptive survey design by means of a self-administered questionnaire to determine the factors which influence first-year nursing students' career choice at a university in the Western Cape. A descriptive design is used to describe and quantify the information on factors of the study by a researcher (Houser, 2012). Furthermore, a descriptive survey is useful to gain more understanding and a comprehensive description of the issues regarding a subject (Haber, 2010). This research design is used to understand in more detail the factors regarding the nursing career

choice at a university in the Western Cape as this can allow for effective planning that may lead to improvement of current students' nursing career choices. The survey was used as the best method to reach a large group of nursing students in a short time in order to determine their reasons for choosing a nursing career (Mathiyazhagan & Nandan, 2010). This was adopted to find out the different factors that motivated their decision to study nursing, and to find out the reasons that might make them sustain their choice. In addition, the survey serves to identify the factors that are needed to support them through their training process so they can become competent professionals and make nursing their life career.

In this study, the descriptive design was used to present gathered information from the population. The self-administered questionnaire was an efficient way of collecting numerical data (Brink et al., 2012; Burns & Grove, 2011).

3.5. Population and sampling

A population is the entire group of objects or persons that the researcher is interested in during his/her research (Brink et al., 2012). The target population for this study is the first year students in the Bachelor of Nursing. There is a total of 279 individuals, consisting of 219 first-year Bachelor of Nursing students (mainstream) and 60 first year ECP nursing students at a university in the Western Cape in 2017.

A sample is a subset of a population selected for a specific study. Sampling refers to the process of selecting a group of people that represents a population (Burns & Grove, 2011). The sample of this study was all-inclusive. As the population size was small and easily accessible, this was the reason all 279 first-year Bachelor of Nursing students were included as the sample for this study.

3.6. Instrument

3.6.1. Description of instrument

The questionnaire was developed by the researcher based on questions identified in various studies published in the literature review on the factors that influence students' choice to pursue a career or study nursing. (Dunnion, Dunnion & McBride, 2010; Natan et al, 2010; Johnson & Cowin, 2013).

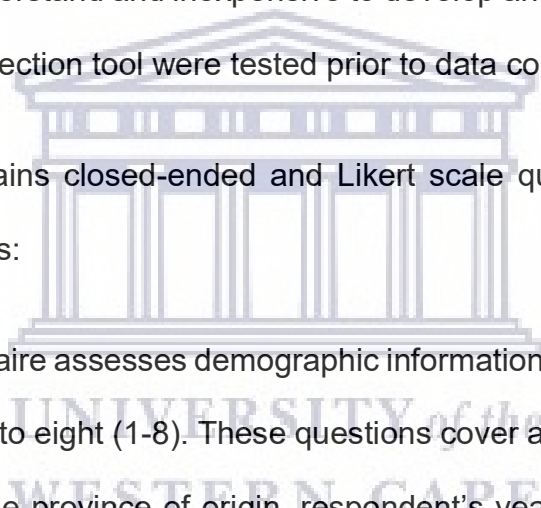
The self-administered questionnaire was used as a data collection tool as it was quick to answer, simple to understand and inexpensive to develop and produce. Validity and reliability of the data collection tool were tested prior to data collection.

The questionnaire contains closed-ended and Likert scale questions, there are 42 questions in five sections:

Section 1: the questionnaire assesses demographic information from the respondents, including questions one to eight (1-8). These questions cover age, gender, race, marital status, nationality, the province of origin, respondent's year of matric completion and, activities prior to entering the nursing programme.

Section 2: covers questions related to objective one, which is about assessing students' prior exposure to nursing, and it encompasses question 9-14.

Section 3: includes questions on objective two which is the determination of intrinsic factors that influence first-year nursing students to choose nursing as a career. It comprises the questions from 15-19 and questions 24-25.



Section 4: covers the questions on objective two regarding the extrinsic factors influencing nursing students to choose nursing as a career. These are questions 20-23 and 26-28.

Lastly, section five (5) of the instrument includes the questions on objective three regarding the understanding of students' main reasons for choosing nursing as a career. In this section students must rank the three main reasons according to their importance, from the most important labelled (1), the second most important (2), and the third most important (3). This section includes questions 29-42.

3.6.2. Validity of the instruments

Validity refers to whether an instrument measures accurately what it is supposed to measure (Brink et al., 2012). There are two types of validity considered in this study, namely, face validity and content validity.

Content validity: The instrument was assessed for content validity by assessing how it measures all objectives (Brink et al., 2012). See Table 1.

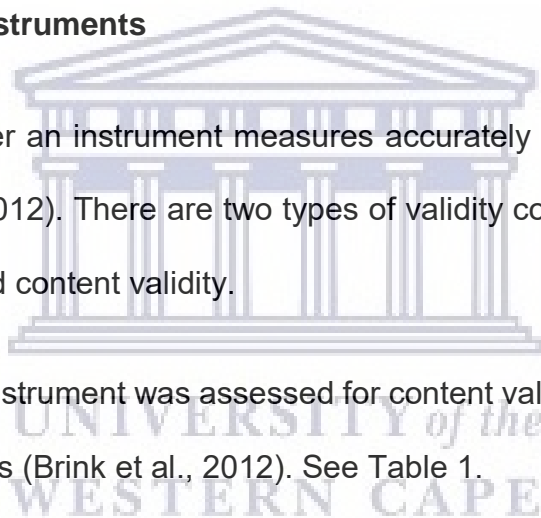


Table 2: Content validity

Objectives	Questionnaire
Demographic information	Section 1: Question 1-8
First-year nursing students' prior exposure to nursing care	Section 2: Question 9-14
To determine intrinsic factors that influence first-year nursing students to choose nursing career.	Section 3: Question 15-19, 24-25
To determine the extrinsic factors that influence first-year nursing students to choose a nursing career.	Section 4: Question 20-23, 26-28
To determine nursing students' main reasons for their choice of nursing as a career.	Section 5: Question 29-42

Face validity: The face validity of an instrument refers to the apparent ability of an instrument to measure what it is supposed to measure: that is how the questionnaire is perceived by the respondent, its relevance and clarity to the respondent (Brink et al., 2012). In addition, the instrument is clear to the respondent if the measuring of the questionnaire goes according to the purpose of the research (Polit et al., 2012). Face validity is used with content validity in order to have accurate data collection.

The questionnaire was assessed for face validity by an expert in statistics as well as the supervisor and co-supervisor who are experienced and knowledgeable in statistics and quantitative research. Lastly, a pre-test was done prior to data collection.

3.6.3. Instrument reliability: Pre-test of instrument

Reliability is the consistency and dependability of the research instrument in measuring variables (Brink et al., 2012). It is necessary to do a pre-test to examine the internal consistency, feasibility, readability of the research instrument in order to detect mistakes which could affect its reliability (Brink et al., 2012). In addition, the pre-test is

conducted to assess the appropriateness, quality, and relevance of the instrument (LoBiondo-Wood & Haber, 2013). A Chronbach's alpha test was conducted on data from section four and five of the questionnaires and the result was in the range from .70 to .80 which was acceptable (Pallant, 2013).

A pre-test was conducted by a selection of ten voluntary participants from second-year Bachelor of Nursing in the academic year 2017. These were able to answer the questionnaire as they belonged in the nursing stream. The second-year nursing students were also used for pre-test in order to maintain adequate response rate from first year student in the main study. The questionnaire terms were much easier to understand and gave meaningful feedback as the respondents were in the nursing field. Lastly, it was easy to pick out the errors or mistakes in the instruments. Before the respondents were given the questionnaire and asked to complete it, prior instructions were given, and consent forms were signed. The respondents were also asked to indicate areas where they had difficulties. For instance, some words were not understood in section five about the main reason influencing the career choice. Therefore, small changes in wording were made to the questionnaire after the pre-test. The researcher also had a chance to identify the difficulties that might come up during data collection and develop a procedure that could be used during the process of administering the questionnaire in the main study.

3.7. Data collection

Data collection is the process of gathering data from the research participants (Burns et al., 2011). The researcher obtained informed consent from the respondents and used a self-administered pen and paper questionnaire to collect data. The researcher administered the questionnaires in a natural setting that was the main hall where the

students gathered for recreation at the university in the Western Cape. The questionnaire was in English, as all the nursing students are fluent in English and it is the official language of the university and in higher education. Completing the questionnaire took between 15-20 minutes. The permission to access the nursing students was obtained from the Director of Nursing School, the first-year coordinator, first-year administrator and lecturers of first-year nursing students. The study was described in detail to the respondents and informed consent was collected from respondents prior to data collection.

3.7.1. Data collection process

Data collection is the systematic collection of data in line with the subject under investigation, following specific objectives or question (Grove, Burns & Gray, 2012). The ethics clearance and necessary permission to conduct the research were granted by mid-July in the second semester of the 2017 academic year. The first-year level coordinator and lecturers were also first contacted to enquire about the availability of the first-year nursing students and appointments were arranged via email. A brief explanation regarding the research study was given to the lecturers and the coordinator before the procedure of data collection commenced. The first-year students were divided into two groups, the first group was having class at the university in the first week, and the second group was on clinical setting and were back at university in the following week. The data was collected from each group once they were back at university setting (the first group on week one, and the second group on week two). A suitable venue was booked which was the university hall that can accommodate all respondents after lectures.

The respondents were asked to meet at the venue after lectures and the researcher gave detailed explanation of the research purpose and information sheets were also issued. This was done to help the respondents understand what the study was all about, their rights as respondents and to allow them to ask the questions about anything they did not understand and also to attend to any other inquiry.

The information sheets and consent forms were handed to every respondent. Those who accepted to participate in the study then completed their forms. This was followed by the distribution of the questionnaires by the researcher to the respondents who had voluntarily accepted to participate in the study. All the first-year nursing students were willing to participate in the study.

The researcher's details and cell phone number, as well as the contact of the School of Nursing were provided on the information sheet. The respondents were informed that they were free to contact the researcher or the department at any time if anyone had an inquiry regarding the research study. The completed questionnaires and consent forms were coded immediately during and after collection. The allocation of a code to each questionnaire and consent form was to ensure anonymity.

3.8. Data analysis

The information gathered by the researcher was analysed using the Statistical Package for Social Sciences (SPSS) version 25 and data was captured and generated in quantifiable data as prescribed by Polit et al. (2012). A simple descriptive statistical method was used to analyse, describe and summarize the quantitative data (Burns et al., 2011). The following data analysis plan was used:

Sample realisation was expressed through the response rate calculation. The demographics of the sample were described. Numerical variables such as age were averaged with standard deviations calculation. Categorical variables such as gender had frequencies and percentages (%) calculated.

Prior exposure, internal and external factors to nursing was reported using frequencies and percentages of the agreement with different statements. In addition, the five (5) point Likert scale from 1=Strongly disagree, 2=Disagree, 3= Neutral, 4=Strongly agree, 5=Agree, was used to examine the factors which influence the first-year nursing students' choice of nursing. This Likert scale was collapsed into a dichotomous scale of agree (containing both agree, and strongly agree) and disagree (a combination of strongly disagree, disagree and neutral) to enable frequencies of factors to be reported.

The three main reasons for choosing nursing were ranked in order of importance. It was quantified according to 1 (most important reason), 2 (second important reason) and 3 (third important reason). Bar graphs and tables were used to illustrate the key findings. The relevant associations between demographics, prior-exposure, and the main reason and factors that influence first-year nursing student were tested using non-parametric statistics, The Mann-Whitney U test for comparison of the groups. Chi-square test (or Fisher Exact test) and Kruskal Wallis test were used to analyse and interpret the data, each variable was attended, investigated and interpreted based on the objectives used to find out the factors and the reasons influencing the first-year nursing students career choice at a university in the western Cape.

The instrument reliability was checked and the Chronbach's alpha test was calculated to establish the internal consistency of the instruments in 14 items of the Likert scale

questions in section three and four. These questions included intrinsic and extrinsic factors. For intrinsic and extrinsic factors, see Table 2. The Chronbach α for intrinsic factors were $>.80$ which are statistically acceptable, and for the extrinsic factors range from $.60$ to $.70$ which were deemed an adequate reliability (Pallant, 2013).

3.9. Ethics

Ethics approval was obtained from the Ethics Committee of the University of the Western Cape. Permission to conduct the study was obtained from the Director of the School of Nursing and the Academic Registrar. The following ethical principles were observed:

3.9.1. Informed consent

The researcher ensured that all the respondents were informed on what study is all about and what is expected of them as respondents and then supplied respondents with an information sheet. In addition to this, the respondents were explained why they were specifically selected to take part in the study, and they were informed that the participation in this study was voluntary. The respondents were made aware that the information regarding to the research study was going to be used with the required level of anonymity. The respondents' right to change their minds, at any time without penalty was explained, and lastly, they were asked to sign a consent form.

3.9.2. Respect for the person

The respondents' autonomy was respected which means that every individual had the right to choose to participate or not, and that the participation in the research study

was voluntary (Brink et al., 2012). Individual self-determination was a priority. The respondent had a choice of whether to participate in the study or not without prejudice or penalty for not doing so.

3.9.3. The principle of beneficence

The researcher ensured that any harm was minimized to the nursing students who participated in the research study (Polit et al., 2012). The researcher tried to ensure that the respondents experience no harm. The questionnaire did not contain any sensitive issues, but if respondents suffered any distress from filling in the questionnaire, a debriefing was planned by the researcher to facilitate with sessions if needed by such respondents (Brink et al., 2012).

3.9.4. Privacy/Anonymity

The right to privacy of the respondents was respected. The respondents remained anonymous and the data remained confidential. The questionnaires were identified by a number code and were kept in a safe place, in a locked cupboard. The data de-identified on secure personal computer, and the password was used to access the data by researcher. The data were kept secure more than five years after the study.

3.10. Conclusion

This chapter describes the research methodology that was used to investigate the factors influencing first-year nursing students' career choice at a university in the Western Cape in the year 2017. The setting which was the School of Nursing at a university in the Western Cape was discussed. The population under study was the 2017 first-year Bachelor of nursing students. The respondents voluntarily accepted to complete

the questionnaire. Furthermore, the approach and design were quantitative descriptive, and details were given. The questionnaire used was developed by the researcher using the literature review, the appropriateness, quality, and relevance were checked in a pre-test and an expert in statistics approved the questionnaire. Authorization to carry out the study was sought from the Ethics Committee and from the director of the Nursing School at the University of the Western Cape. Also, the ethical considerations in this study were discussed in this chapter. The first-year coordinator and lecturer were contacted for arrangements for data collection. SPSS version 25 was used to analyse the data collected. The next chapter includes the results of the study.



CHAPTER FOUR

RESULTS

4.1. Introduction

The purpose of the study was to investigate the factors (reasons) influencing first-year nursing students' career choice at a university in the Western Cape, South Africa. In this chapter, the results of this study are presented in five parts related to the objectives: sample realization and demographics of respondents, prior exposure to nursing; the main reasons students choose nursing as a career; and the intrinsic (personal) and extrinsic (environmental) factors which influence nursing students to choose nursing.

4.2 Sample realization

The study population was comprised of first-year nursing students admitted in the year 2017 at a university in the Western Cape (n=279) at the time of the survey. At the time of data collection, 52 students were not present and a total of 227 questionnaires were handed out to the first-year Bachelor nursing students. A total of 224 questionnaires were returned while three questionnaires were not. In addition, six (6) questionnaires were incomplete and were excluded in the final analysis, resulting in a total of 218 questionnaires (total response rate = 78.19%) included for analysis.

4.3. Demographic characteristics of the respondents

Most of the respondents were female (179, 82.1%) with only 39 male respondents (17.9%). Nearly all the respondents were younger than 21 years of age with an average age of 20.5 years (± 3.9 , 18 to 44 years) (Table 1)

Table 3: Age and gender of respondents

Gender	Male (n=39, 18.0%)	Female (n=177, 82.0%)	All (n=216)
Age	19.9 (±1.5)	20.6 (±4.3)	20.5 (±3.9)

The highest representative race group was black African respondents (135, 61.9%), followed by coloured (62, 28. %), white (19, 8.7%) with only two (2) Indians/Asian respondents (0.9%). There was a significantly higher proportion of black males than males in all the other population groups with 32.7% (32) compared to 11% (7) coloured with no white or Indian males ($\chi^2=9.5$, $p=.023$). Most of the respondents were single (211, 96. 8%) with only seven married respondents (7, 3.2%). With regards to nationality, most of the respondents were South African (200, 91.7%), the remaining respondents 8.3% were international students. Just over half of the respondents were from the Western Cape with (128, 58.7%), followed by respondents from the Eastern Cape (52, 23.9%), Gauteng (16, 7.3%), and 18 (8.3%) from the rest of the provinces. Most of the respondents (136, 62.4%) were fresh from school the previous year, with 36 (16.5%) reporting that they were working, and 18 (8.3%) of respondents were doing tertiary studies (Table 4).

Table 4: Demographic characteristics of the respondents

Demographic	Total (n=218)	Female (n=179)	Male (n=39)	Test χ^2	p-value
Race and gender					
Black	135(62%)	103(76.3%)	32(32.7%)	$\chi^2=9.520$	.023
Coloured	62(28.3%)	55(88.7%)	7(11.3%)		
White	19(8.7%)	19(100%)	0(0.0%)		
Indian	2(1%)	2(100%)	0(0.0%)		
Total	218(100%)	179(100%)	39(100%)		
Marital status-Gender					
Single	210(96.4%)	171(78.5%)	39(17.9%)	$\chi^2=1.809$	.405
Married	7(3.2%)	7(3.2%)	0(0.0%)		
Divorced	1(0.4%)	1(0.4%)	0(0.0%)		

Total	218(100%)	179(82.1%)	39(17.9%)		
Nationality –Gender					
South African	200(100%)	163(81.5%)	37(18.5%)	$\chi^2=0.614\%$	.433
Others	18(100%)	16(88.9%)	2(11.1%)		
Total	2018(100%)	179(82.1%)	39(17.9%)		
Province of origin-gender					
Western Cape	128(100%)	110(85.9%)	18(14.1%)	$\chi^2=13.602$	.09
Eastern Cape	52(100%)	36(69.2%)	16(30.8%)		
Gauteng	16(100%)	15(93.8%)	1(6.2%)		
Mpumalanga	8(100%)	7(87.5%)	1(12.5%)		
Free State	4(100%)	2(100%)	0(0.0%)		
Limpopo	4(100%)	2(50%)	2(50%)		
KwaZulu-Natal	3(100%)	2(66.7%)	1(33.3%)		
None of these	4(100%)	4(100%)	0(0.0%)		
Total	218(100%)	179(82.1%)	39(17.9%)		
Year of matric completion					
<2014	33(100%)	31(94%)	2(6%)	$\chi^2=9.309$	.930
2014-2015	57(100%)	41(72%)	16(28%)		
2016	127(100%)	106(83.5%)	21(16.5%)		
Total	217(100%)	178(82%)	39(18%)		
Activity prior-nursing-Gender					
School	136(100%)	111(81.6%)	25(18.4%)	$\chi^2=2.391$	.793
Working	36(100%)	31(86.1%)	5(13.9%)		
Tertiary study	18(100%)	16(88.9%)	2(11.1%)		
Others	22(100%)	16(72.8%)	6(27.2%)		
Total	212(100%)	174(82%)	38(18%)		

Chi-square (Fisher Exact Tests where appropriate(χ^2). Significant at $P<.05$

4.4. Nursing students' prior exposure to nursing

To assess the possible influence of prior exposure to nursing, respondents were asked to identify their exposure to nursing before studying nursing (Table 5). More than three quarters of the respondents reported that they knew someone who was working as a nurse (192, 88.1%). There were differences in prior exposure to nursing between the genders groups with a significantly higher percentage of females having significantly higher prior exposure to healthcare training in the item (*Have you ever done healthcare*

training ?) than males (44, 24.6% vs. 4, 10.3%, $\chi^2 = 3.8$, $p = .05$), and only female respondents reported having been previously employed in the healthcare system in the item (*Have you ever been employed in the healthcare system?*), which was reported only by female respondents ($\chi^2 = 5.3$, $p = .017$).

Table 5: Prior exposure to nursing

Prior exposure to nursing	Total (n=218)	Male (n=39)	Female (n=179)	Test χ^2	p-value
Have you ever done any healthcare training?	48(22.0%)	4 (10.3%)	44 (24.6%)	$\chi^2 = 3.8$	.050
Have you ever been employed in the healthcare?	22(10.1%)	0(0.0%)	22 (12.3%)	$\chi^2 = 5.3$	.017
Have you ever been looked after by a nurse when you were sick or ill?	130(59.6%)	26 (66.7%)	104 (58.1%)	$\chi^2 = 1.0$	.323
Have you ever looked after a relative or a friend who was sick?	178(81.7%)	32 (82.1%)	146 (81.6%)	$\chi^2 = .005$	.943
Is there anyone that you know who is working in the healthcare system as a nurse?	192(88.1%)	34 (87.2%)	158 (88.3%)	$\chi^2 = .04$	.790

Chi-square (Fisher Exact Tests where appropriate) (χ^2). Significant at $P < .05$

Of the 192 respondents who knew someone in nursing, prior to choosing to study nursing, most of the respondents reported having relatives, namely an aunt (54, 54/192), followed by a friend (34, 15.6%), a father (3, 1.4%) or an uncle (2, 0.9%). Though male and female respondents reported that the most common person in nursing they were exposed to were their aunts [male 10(25%) and female 54(24.6%)], more female respondents reported that this person was a friend 32(17.9%) but there were no significant differences.

4.5. Reasons for choosing nursing as a career in order of importance

The respondents were asked to rank the three main reasons out of a total of 14 possible reasons that influenced their decision to enter nursing as a career in order of importance (1=first important), (2=second important) and 3=third important).

Overall, *having a passion for nursing* (71, 32.6%) was the most commonly rated reason for choosing nursing as a career (Figure1). The overall rate was 127 responses as either first, second or third important reason. Passion for nursing was the highest rated reason as the 'first important reason. It was ranked as second (34, 26.8%) and third important (22, 17.3%). Followed by *I like to help others* (38, 35.2%) in first most important reason, as the second important (39, 17.9%) and third (14.2%). In the third place *Nursing has a stable job* (27, 36.0%) rated as the most important common first, as second important (rated reason for having chosen nursing as a career (Table 4).

Having a passion for nursing was also ranked second as the most important reason (34, 15.6%) and third as the most important reason (22, 10.1%) (Table 6).

Table 6: Main reasons for choosing nursing as a career

Reason I choose nursing (All =218)	1st important choice	2nd important choice	3 rd Important choice	Total/%
I have passion for nursing	71(32.6%)	34(15.6%)	22(10.1%)	127(58.0%)
I like to help others.	38(17.4%)	39(17.9%)	31(14.2%)	108(49.6%)
Nursing is a stable job	27(12.4%)	26(11.9%)	22(10.1%)	75(34.4%)
I am doing nursing as a stepping stone	15(6.9%)	10(4.6%)	16(7.3%)	41(18.9%)
I want to make a difference in the society	14(6.4%)	34(15.6%)	17(7.8%)	65(29.9%)
Nursing was my second option to studying Medicine	13(6.0%)	8(3.7%)	11(5.0%)	32(14.7%)
Nursing was my dream since I was a child	12(5.5%)	7(3.2%)	22(10.1%)	41(18.9%)
I want to be a role model in my family as a nurse.	7(3.2%)	9(4.1%)	17(7.8%)	33(15.2%)
There are many opportunities in nursing field	6(2.8%)	27(12.4%)	25(11.5%)	58(26.7%)
I will be able to get a bursary to study Nursing	4(1.8%)	4(1.8%)	14(6.4%)	22(10.1%)
Nursing is an interesting profession	3(1.4%)	11(5.0%)	13(6.0%)	27((12.4%)
Nursing profession has a good reputation	1(0.5%)	1(0.5%)	2(0.9%)	4(1.9%)
Nursing is a prestigious profession	0(0.0%)	2(0.9%)	8(3.7%)	10(4.6%)
Nursing has flexible shifts.	0(0.0%)	2(0.9%)	0(0.0%)	2(0.9%)

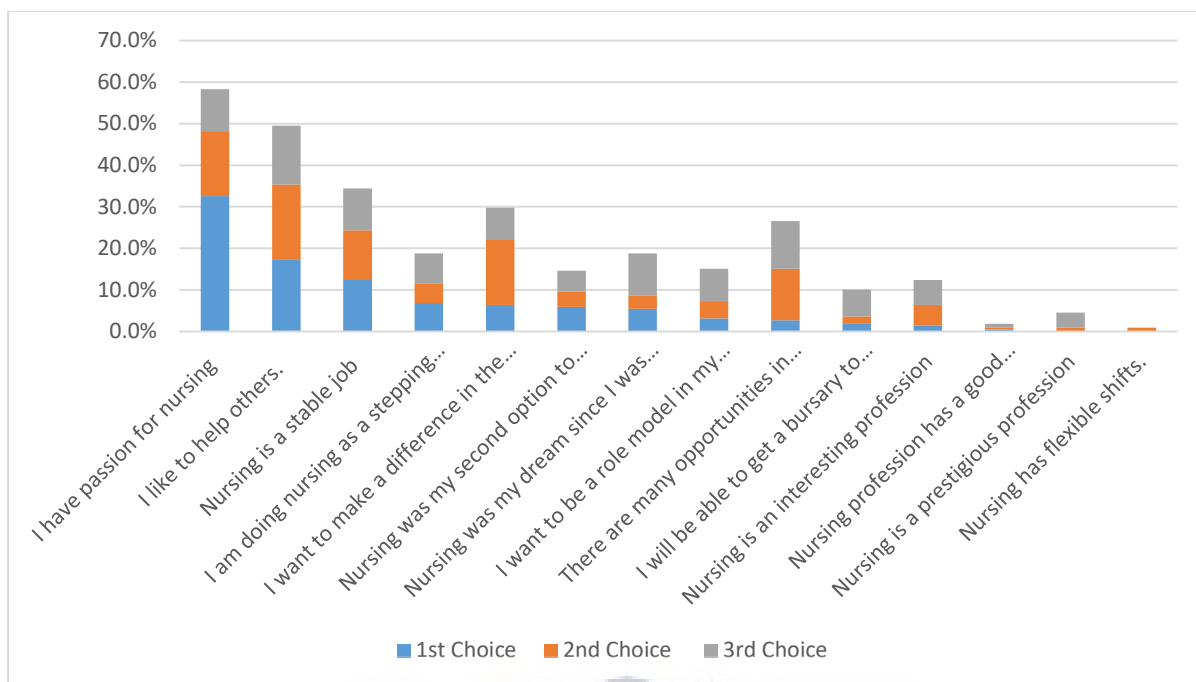


Figure 1: The main reasons for choosing nursing as a career in order of importance

Main reasons for choosing nursing as career (Female)

For female respondents, the highest rated reason for choosing nursing was *I have a passion for Nursing* followed by *I like helping others* (Table 7 and Figure 2).

Table 7: Main reasons for choosing nursing as a career (Female)

Reason I chose nursing (Female)	1st important choice	2nd important choice	3rd important choice
I have passion for nursing	64(35.8%)	26(14.5%)	12(11.7%)
I like to help others.	33(18.4%)	34(19.0%)	24(8.4%)
Nursing is a stable job	17(7.8%)	19(8.8%)	21(9.7%)
I am doing nursing as a stepping stone to another career	14(6.5%)	7(3.3%)	15(6.9%)
Nursing was my second option to studying Medicine	13(6.0%)	8(3.7%)	10(4.6%)
I want to make a difference in the society	11(5.1%)	32(14.7%)	14(6.5%)
Nursing was my dream since I was a child	5(2.3%)	9(4.3%)	15(6.9%)
I want to be a role model in my family as a nurse	5(2.3%)	9(4.3%)	15(6.9%)
There are many opportunities in nursing field	5(2.3%)	21(9.7%)	22(10.1%)
Nursing is an interesting profession	2(0.9%)	5(2.3%)	12(5.6%)
I will be able to get a bursary to study nursing	1(0.5%)	3(1.4%)	11(5.1%)
Nursing profession has a good reputation	0(0.0%)	0(0.0%)	1(0.5%)

Nursing is a prestigious profession	0(0.0%)	2(0.9%)	7(3.3%)
Nursing has flexible shifts.	0(0.0%)	2(0.9%)	0(0.0%)

I have a passion for nursing was also the most common reason ranked first important reason (64, 35.8%), respondents chose nursing as a career (Table 7). *I have a passion for nursing* was followed by *I liked to help others* (33, 18.4%) and that *Nursing is a stable job* as the most common first-rated reason for having chosen nursing as a career (17,7.8%) (Table 7).

I have a passion for nursing also ranked as the second rated reason (26, 14.5%) for the second important reason and the third important reason for choosing nursing as a career (12, 11.7%) (Table 7).

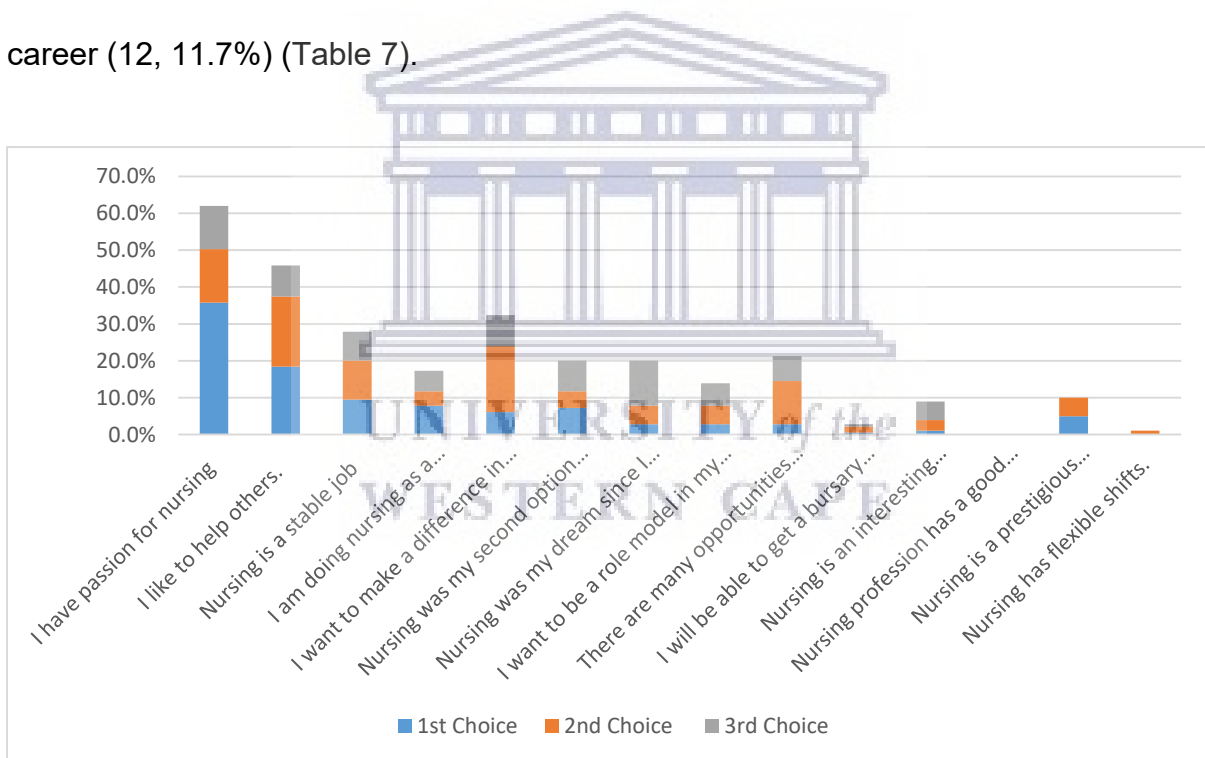


Figure 2: Main reasons for choosing nursing as career (Female)

Main reasons for choosing nursing as a career (Male)

For males, the overall highest rated reason for choosing nursing was *Nursing have a stable job* (10,25.6%). It was followed by *I have a passion for nursing* (7,17.9%) and

that *I liked to help others* (5, 12.8%) as the most common first ranked reason for having chosen nursing as a career in male. (Table 8).

Nursing was my second choice to studying medicine (19, 48.7%) had the highest overall rating as the second important choice (Figure 3). *Nursing is a stable job* was also the second rated for second important choice (8, 20.5%) followed by *Helping others* (7, 17.9%).

Table 8: Main reasons for choosing nursing as a career (Male)

Reason I chose Nursing (Male)	1 st important choice	2 nd important choice	3 rd important choice	Total
Nursing is a stable job	10(25.6%)	8(20.5%)	10(25.6%)	28(71.7%)
I have passion for nursing	7(17.9%)	5(12.8%)	7(17.9%)	19(48.6%)
I like to help others.	5(12.8%)	7(17.9%)	1(2.6%)	13(33.3%)
I am doing nursing as a stepping stone	4(10.3%)	0(0.0%)	6(15.4%)	10(25.7%)
Nursing was my dream since I was a child	4(10.3%)	3(7.7%)	1(2.6%)	8(20.6%)
I will be able to get a bursary to study nursing	3(7.7%)	0(0.0%)	1(2.6%)	4(10.3%)
I want to be a role model in my family as a nurse.	2(5.1%)	0(0.0%)	6(15.4%)	8(20.5%)
I want to make a difference in the society	1(2.6%)	0(0.0%)	2(5.1%)	3(7.7%)
There are many opportunities in nursing field	1(2.6%)	6(15.4%)	3(7.7%)	10(25.7%)
Nursing is an interesting profession	1(2.6%)	1(2.6%)	3(7.7%)	5(12.9%)
Nursing profession has a good reputation	1(2.6%)	1(2.6%)	1(2.6%)	3(7.8%)
Nursing was my second option to medicine	0(0.0%)	19(48.7%)	1(2.6%)	20(51.3%)
Nursing is a prestigious profession	0(0.0%)	0(0.0%)	1(2.6%)	1(2.6%)
Nursing has flexible shifts.	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)

Only one respondent chose *Nursing is a prestigious profession* as a third choice while *Nursing has flexible shifts* was rated zero in the first, second and third important choice.

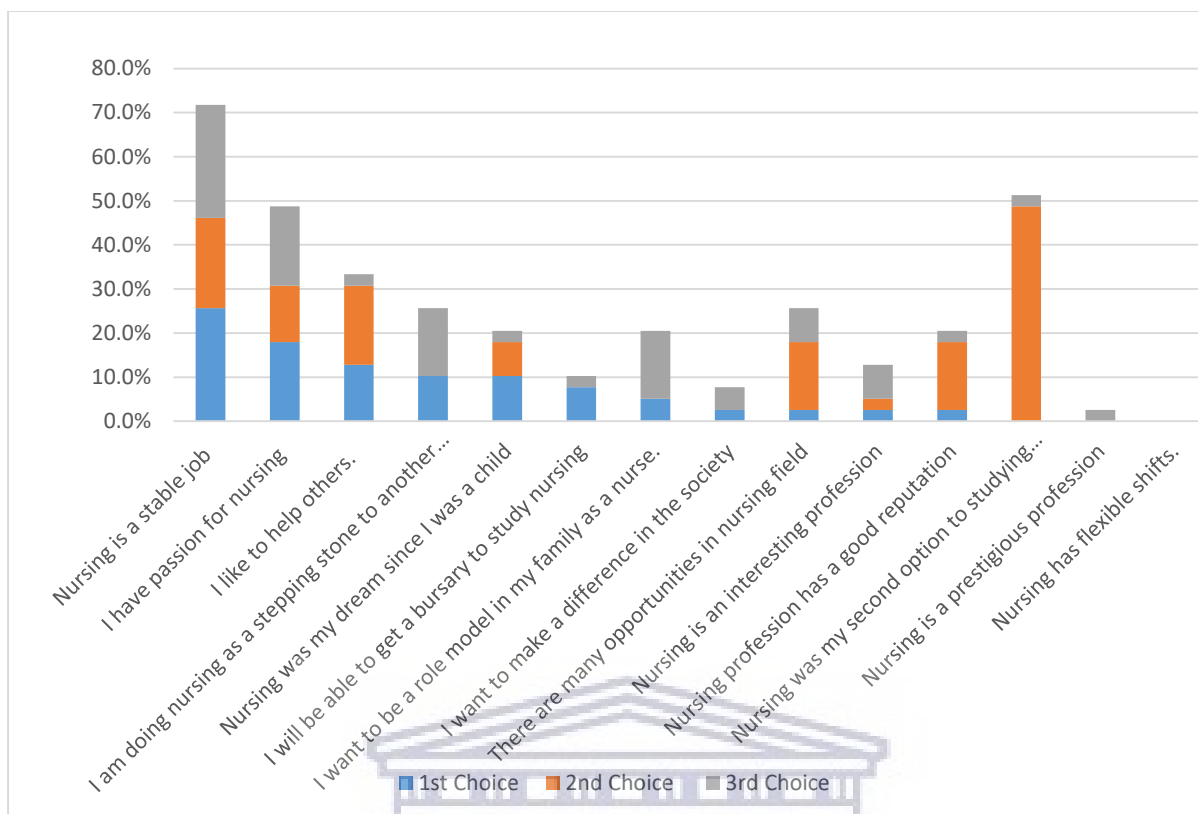


Figure 3: Main reasons for choosing nursing as career (Male)

4.6. Intrinsic factors that influence first-year nursing students' choice of a nursing as career.

In assessing the perceptions of the respondents on the intrinsic or personal individual factors that may have influenced their choice of nursing as a career, respondents were asked to rate the following statements: *Helping others; Making a difference in society; Nursing as interesting profession; Being a role model in family as a nurse; Having passion about nursing; Nursing as a prestigious profession; Nursing was my dream since I was a child.*

The most common or highest reasons rated by the respondents were: *Helping others* (206, 94.5%) and *wanting to make a difference in society* (205, 94.0%). This was followed by *Nursing as an interesting profession* (182, 83.5%); *Being a role model in family as nurse* (177, 81.2%); *Being passionate in nursing* (175, 80.3%); lastly *Nursing*

as prestigious profession (155, 71.1%); Nursing as dream since their childhood were not highly rated with only (74, 33.9%) of respondents rating this item (Table 9).

Table 9: Intrinsic factors that may influence first-year nursing students' choice of nursing career

Statement	Total (n=218)	Male (n=39)	Female (n=179)	Test χ^2	p-value
I like to help others	206 (94.5%)	34(87.2%)	172(96.1%)	4.9	.027
I want to make difference in society	205 (94.0%)	35(89.7%)	170(95.0%)	1.6	.212
Nursing is an interesting profession	182 (83.5%)	27(69.2%)	155(86.6%)	7.0	.008
I want to be a role model in my family as nurse.	177 (81.2%)	27(69.2%)	150(83.8%)	4.4	.035
I am passionate about nursing.	179 (82.1%)	24(61.5%)	155(86.6%)	10.5	.001
Nursing is a prestigious profession.	155 (71.1%)	22(56.4%)	133(74.3%)	4.9	.026
Nursing was my dream since I was a child.	74 (33.9%)	10(25.6%)	64(35.8%)	1.5	.227

Chi-square (Exact Tests where appropriate(χ^2). Significance set as $p < .05$

There were significant differences in the ratings of the intrinsic factors between males and females. Females compared to males rated the following statements higher, namely: *I like to help others* (172, 96.1% vs. 34, 87.2%, $\chi^2=4.9$, $p=.027$); *Nursing is interesting profession* (155, 86.6% vs. 27, 69.2%, $\chi^2=7.0$, $p=.008$); *I'm passionate about nursing* (155, 86.6% vs. 24, 61.5%, $\chi^2=10.5$, $p=.001$); *I want to be a role model in my family as a nurse* (150, 83.8% vs. 27, 69.2%, $\chi^2=4.4$, $p=.035$); and lastly *nursing is a prestigious profession* (133, 74.3% vs. 22, 56.4%, $\chi^2=4.9$, $p=.026$) (Table 9).

4.7. Extrinsic factors that may influence first-year students' choice of nursing as career

In order to assess the perceptions of the respondents on extrinsic factors that may have influenced them to choose nursing as a career, respondents were asked to rate the following statements: *Have a stable job*; *There are many opportunities in nursing field*; *Getting bursary to study nursing*; *Nursing has a good reputation*; *Doing nursing*

as stepping stone to another career; Nursing as second choice to other health related professions, and nursing has flexible shift.

The highest-rated factors by respondents (196, 89.90%) were that; *Nursing have the stable job*, secondly (190, 87.2%); *There are many opportunities in nursing field*; *Getting bursary to study nursing* (142, 65.1%); *Good reputation of nursing profession* (141, 64.7%); *Doing nursing as stepping stone to another career* (121, 55.5%); and *Nursing was my second choice to the other health-related career* (114, 52.3%). Only, 85 (39%) rated *Flexible shifts of nursing profession* as a factor to choose nursing as career (Table 10).

Table 10: Extrinsic factors that influence first-year nursing students' choice of nursing as career

Statement	Total (n=218)	Male (n=39)	Female (n=179)	Test χ^2	P-value
Nursing have a stable job.	196(89.9%)	35(89.7%)	161(89.9%)	$\chi^2=0.1$	0.97
There are many opportunities in nursing field	190(87.2%)	36(92.3%)	154(86.0%)	$\chi^2=1.126$	0.289
I can get a bursary to study nursing	142(65.1%)	25(69.2%)	117(65.4%)	$\chi^2=.002$	0.881
Nursing profession has a good reputation	141(64.7%)	24(61.%)	117(65.4%)	$\chi^2=.205$	0.651
I am doing nursing as a stepping stone to another career	121(55.5%)	27(69.2%)	94(52.5%)	$\chi^2=3.623$	0.057
Nursing was my second choice to the other health related professions	114(52.3%)	26(66.7%)	88(49.2%)	$\chi^2=3.933$	0.047
Nursing has flexible shifts	85(39.0%)	7(43.6%)	68(38.0%)	$\chi^2=.422$	0.516

Chi-square (Exact Tests where appropriate (χ^2). Significance set at $p < .05$

There were significant differences in the ratings of some of the extrinsic factors between males and female respondents for two factors, namely: *I'm doing nursing as stepping stone to another career*, (Male 27, 69.2% vs. Female 94, 52.5%, $\chi^2=3.623$, $p = 0.05$) and female respondents rated *nursing was my second choice to the other*

health professions lower than male respondents (Male 26, 66.7% vs. Female 88, 49.2%, $\chi^2=3.933$, $p=.004$).

4.8. Demographic factors influence on factors influencing choosing nursing as a career

4.8.1. Influence of Gender on Intrinsic and Extrinsic factors

Significant associations were found for gender and seven factors influencing a choice of nursing as a career among the fourteen factors (extrinsic and intrinsic) considered (Table 9 & Table 10). The affected factors are discussed below.

Male respondents rated lower than female respondents on the following factors that may influence a choice in nursing as a career: '*Nursing was my second choice*' was significantly rated lower by female respondents (3.11 ± 1.48 vs. 3.67 ± 1.35 , $U=-2.224$, $p=.026$).

Males rated the following factors significantly lower than females: *I am passionate about nursing* (3.69 ± 1.09 vs. 4.40 ± 0.80 , $U=-4.202$ $P<.001$); *I want to make difference in the society* (4.28 ± 0.98 vs. 4.65 ± 0.64 , $U = -2.846$ $p = 0.004$); *I like to help others* (4.28 ± 0.86 vs. 4.70 ± 0.59 , $U = -3.709$, $p = <.001$) *I want to be a role model in my family as a nurse* (4.05 ± 0.83 vs. 4.37 ± 0.95 , $U = -2.533$ $p=.011$); *Nursing is a prestigious profession* (3.82 ± 0.99 vs. 4.34 ± 0.83 , $U = -2.859$ $p=.040$); and *Nursing is an interesting profession* (3.82 ± 0.99 vs. 4.34 ± 0.83 , $U = -3.329$ $p<.001$).

4.8.2. Race influence on choice of nursing as career.

There were significant differences across race groups in two factors. Indian respondents rated *I am passionate about nursing* significantly lower than the other race groups

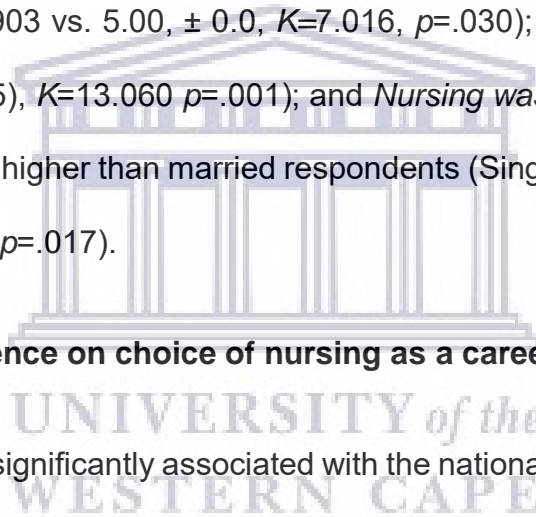
(Indian =3.5 ±0.707, Black African=4.2 ± 0.969, Coloured=4.3 ±0.767 and White=4.8 ±0.535) $K=10.9$, $p=.013$). Similarly, Indian respondents rated *Nursing was my second choice after other health subjects* much higher than other respondents (Indian=5.0 (.000), Black African =3.29 (1.486), Coloured=3.19 (1.365) &White = 2.53(1.465)

4.8.3. Marital status influence on choice of nursing as career

There were significant differences in the ratings between married and single respondents across three factors. Single respondents rated the following factors higher than married respondents: *I am passionate about nursing* significance higher than married respondents (4.25, ± 0.903 vs. 5.00, ± 0.0, $K=7.016$, $p=.030$); *Nursing has a bursary* (3.79(1.41) vs. 2.00(1.55), $K=13.060$ $p=.001$); and *Nursing was my second choice after other health subjects* higher than married respondents (Single:3.26, 1.452; Married :1.71, ± 0.951, $K=8.171$ $p=.017$).

4.8.4. Nationality influence on choice of nursing as a career.

Only three factors were significantly associated with the nationality of the respondents. South African respondents rated the following factors lower than other nationalities: South African respondents rated *Nursing was my dream since I was a child* significantly lower (2.93, ±1.242 vs. 4.00, ±1.283, $U=-3.167$ $p=.002$); and *Nursing profession has a good reputation* (SA [3.76 ± 1.004 vs. others 4.56 ± 0.511, $U=-3.397$ $p=.001$]). However, the third factor: *I can get bursary* was rated significantly higher by the South African respondents (3.79, ± 1.151 vs. 3.11, 1.3 ± 67, $U=-2.117$ $p=.034$).



4.9. The influence of previous exposure influence on choice of nursing as career.

To measure previous exposure, three prior exposure factors and their influence on the choice of nursing as a career were considered: Previous exposure to the health system in training (n=48, 22%), being employed prior to nursing in the health system (n=22, 10.1%) and prior contact with someone in nursing (n=130, 59.6%).

4.9.1. Personal training or work in the health system and choice of nursing as career.

It was hypothesized that having prior training in health would have an association with the intrinsic and extrinsic factors which may influence choosing nursing. Four factors were significantly rated higher by respondents with previous training compared to those without training, namely: 1) *I am passionate about nursing* (4.76, \pm 0.57 vs. 4.29, \pm 0.93, $U=3.285$ $p=.001$); 2) *I want to make a difference in society* (4.79, \pm 0.51 vs. 4.53, \pm 0.77, $U=-2.515$ $p=.012$); 3) *Nursing was my dream since I was a child* (3.40, \pm 1.198 vs. 2.91, \pm 1.29, $U=-2.226$ $p=.026$); lastly 4) *I can get bursary to study nursing* (3.19, \pm 1.46 vs. 3.63, \pm 1.11, $U=-3.498$ $P=.001$).

4.9.2. Prior employment and choice of nursing as career.

It was hypothesized that having prior been employed in health would have an association with the intrinsic and extrinsic factors which may influence choosing nursing. Two factors were significantly rated higher by respondents with previous employment, namely: *Nursing was my dream since I was a child* (3.82, \pm 1.17 vs. 2.92, \pm 1.26, $U=-3.165$ $p=.002$); and *I'm passionate about nursing* (4.73, \pm 0.631 vs.4.22, \pm 0.91

$U=-2.796$ $p=.005$). However two factors were significantly rated lower in extrinsic factors by respondents with previous employment, namely: *Nursing was my second choice to the other health related professions* (2.92 , \pm 1.49 vs. 3.29 , \pm 1.45, $U=-2.357$ $p=.018$); and *I can get bursary to study nursing* (3.19 , \pm 1.266 vs. 3.83 , \pm 1.14, $U=-3.683$ $p<.001$).

4.9.3. Prior contact with nursing and choice of nursing as career

It was hypothesized that prior contact with someone in nursing may influence a choice of nursing as a career.

Having looked after by a nurse when you were sick or ill resulted were significantly higher ratings for: *I'm passionate about nursing* (4.40, \pm 0.87; vs 4.08, \pm 0.92 $U=-2.933$ $p=.003$); and *I like to help others* (4.68, \pm 0.64 vs. 4.55, \pm 0.70 $U=-1.922$ $p=.055$).

Similarly, *Having looked after a relative or friend who were sick* resulted in significantly higher ratings for six factors, namely: *Nursing was my dream since I was a child* (3.10, \pm 1.27 vs. 2.68 , \pm 1.29, $U=-2.940$ $p=.054$); *Nursing has a flexible shift* (3.19, \pm 1.17 vs. 2.65 , \pm 1.21, $U=-2.456$ $p=.014$); *I'm passionate about nursing* (4.36, \pm 0.87 vs. 3.87 , \pm 0.93, $U=-3.261$ $p=.001$); *Nursing have a stable Job* (4.42 , \pm 0.76 vs. 4.42, \pm 0.64 $U=-3.014$ $p=.002$); *I like to help others* (4.67, \pm 0.67 vs 4.42, 0. \pm 64 $U=-2.963$ $p=.003$); and *I want to make a different in the society* (4.67, \pm 0.60 vs. 4.27, \pm 0.92 $U=-2.940$ $p=.003$).

Knowing someone who's working in healthcare system as a nurse resulted in significantly higher ratings for *Nursing is an interesting profession* (4.30, \pm 0.87 vs. 3.85, \pm 0.88 $U=-2.885$ $p=.004$).

4.10. Conclusion

The findings of this study were described in this chapter addressing the objectives of the study. The descriptive statistics, chi-square test (or Fisher Exact test) and Kruskal Wallis test were used to analyse and interpret the data, each variable was attended, investigated and interpreted based on objectives to find out the factors and the reasons influencing the first-year nursing students career choice at a university in the western Cape. The following chapter will discuss the findings in detail in the context of other literature.



CHAPTER FIVE

DISCUSSION OF RESULTS

5.1. Introduction

This chapter discusses the findings of the study on nursing students' career choice at a university in the Western Cape. To this end, the chapter discusses the profile of first-year nursing students, and addresses the objectives of the study, namely highlighting the first-year nursing students' main reasons for choosing nursing as a career supported by their ratings of the importance of various intrinsic (personal) and extrinsic (environmental) factors, including prior exposure to nursing care.

5.2. Profile of nursing students

As expected, most of the respondents were from the Western Cape, South African residents, mostly black African students (62%), with a female to male ratio of 4:1 and an average age of 20.5 years. This highlights the diversity within this nursing school and it's a good sign as nursing needs a multicultural and diverse workforce to reflect the core values of the nursing profession (Cowin et al., 2011). It confirms that the nursing profession is attracting young people into a nursing career as most of the respondents were under the age of 21 years. This is consistent with the findings of other South African studies on nursing recruitment by Khalaila (2015) and Abraham (2017) who reported an average age of respondents to be under 21 years. These findings are in contrast with some overseas studies such as in Italy, which showed that the nursing students were more likely to choose nursing as career at an older age (Dante, Graceffa, Del Bello, Rizzi, Landerca, Battistella & Palesa, 2014).

The gender ratio (4:1) of nursing students in this school is in line with both national and the Western Cape nursing students' gender ratio of 4:1 for the year 2018. This ratio however is much lower than that of registered nurse nationally which stood at 9:1 and much lower to that of the Western Cape at 12:1 (SANC, 2019). This study's respondents' gender ratio is also lower than that quoted in other studies (Abraham, 2017, Kabanya et al., 2016; Khalala, 2015; Halperin et al., 2014). In the US the ratio varies from 5:1 in Hawaii to 12:1 in Kentucky (Rappleye, 2015).

Historically, the nursing profession gender ratio shows that nursing is a female-dominated profession (Abudari et al., 2016; Olivier, 2010) and it is believed that there is a need to recruit more males into the profession to ensure a balanced gender nursing profession in the 21st century in (Barret-Landau & Henle, 2014). Pool (2012) states that the changing roles of males and females in society encourage males to view nursing more broadly than they did in the past and consider it as a viable career. This shift in attitude might go some way to improving the current universal nursing shortages and provide an opportunity for male nurses' talents to complement female nurses' talents. A nursing workforce with both male and female nurses working together may change group dynamics, gender differences and may even bring about improvement in social conditions (Mollo & Moss, 2016). Different studies reported an increase in the number of males in the nursing profession as a positive aspect and they urged nursing institutions to alleviate the barriers facing male nurses in their career choice in order to enhance and market nursing as career of choice for both female and male individuals (Abudari et al., 2016; Moore & Dienemann, 2014; Phillips et al., 2014; Meadus et al., 2011; McLaughlin et al., 2010).

5.2.1. Choosing nursing as career and the factors influencing nursing career choice

The main finding of this study was that the first two ranked reasons for choosing nursing as a career were that respondents were passionate about nursing and liked to help others. Nursing is a noble career and employed nurses are commonly viewed by society as being altruistic, caring, compassionate and passionate (Price et al., 2013) so it is encouraging that these values were identified as the main reasons for respondents.

This finding is in line with other studies. A study conducted by Natan et al. (2010), reported that passion for nursing topped the reasons why individuals chose to study nursing. In the Philippines, it was reported that an innate passion attracted nursing students to pursue nursing careers (Montayre, Montayre, & Bandong, 2016). Other studies have also reported that respondents were attracted to nursing for altruistic reasons (Wu et al., 2015; Halperin et al., 2014; Jirwe et al., 2012; Dunnion et al., 2010). Thus, although Cowin et al. (2011) reported that nursing qualities are changing, specifically, that they are shifting away from caring it seems that the core value of caring in nursing accompanied by compassion and a desire to help others remains in modern nurses.

This study thus shows that these nursing students have some of the core characteristics required in a nursing profession namely; qualities of respect, and regard for the dignity of humankind, interest in people, good interpersonal skills, personal maturity, sensitivity, sympathy, tolerance, friendliness and a lack of discrimination (De Cooman et al., 2008; Kabanya et al., 2016). This finding lends hope to the idea that young nurses will keep the internal desire which attracted them to the service of the society.

The finding comes with the provision that once recruited, support is needed in order to keep nurses motivated and retain them in their chosen areas of specialisation (Liaw et al., 2016). To achieve this, reinforcement and good facilitation and role modelling by nurse educators may be key for these nursing students to develop positive characteristics and values of the nursing profession (Lim & Muhtar, 2016).

Nursing being considered as a stable job was the third main reason ranked by respondents as a reason influencing their career choice in nursing but over half of the respondents (55.5%) ranked a bursary as an external factor which may influence a choice in nursing. This confirmed similar findings in studies conducted in South Africa by (Cupido, 2017; Roos et al., 2016), which reported that nursing students were mainly attracted by bursary offers and that the economic situation in the country determines how nursing is chosen. Similarly, Jephtha's (2008) findings in South Africa also show that the students were attracted to nursing by bursary offers. The government provides nursing bursaries to the Department of Health to enable those who want to do nursing to be able to study (Jephtha, 2008; Cupido, 2017).

5.2.3 Gender differences in choosing nursing.

In this study, the reasons for choosing nursing varied between male and female respondents: more females indicated a passion for nursing as opposed to most males who chose nursing as a stable career as their main reason. Indeed, the female students reported an internal desire to help people and passion to nurse as the main reason for choosing nursing as career, which was again similar to studies on the nursing values of nurses published elsewhere (Natan et al., 2010). On the other hand, males' overall highest rated reason for choosing nursing was that nursing provides

stable jobs. Nursing was my second choice was the second highest overall rating, followed by I have passion for nursing and I like to help others.

Showing extrinsic motivation for choosing nursing, male nurses were inclined to extrinsic factors more than female nurses, such as flexible hours, salary, future earning potential, opportunity for advancement, autonomy, flexibility to leave and return to the workforce, employment security and travel opportunities (Moore et al., 2014; Al Jarrah, 2013). However, less than 10% of the female respondents indicated that they chose nursing because of its job stability. In contrast, nearly three quarters of male respondents (71.7%) identified the main reason for choosing nursing is the fact that nursing presents a stable source of income with a stable job guaranteed.

This finding in male respondents is like the findings of a study on Israeli male immigrants and Jewish born nurses where the male nurses were interested in the job security of the nursing profession (Natan et al., 2010). Similarly, a study conducted by Twomey and Meadus (2016), reported that the main reasons for males joining nursing were helping others, availability of a secure job and nursing being challenging work.

South Africa, with its high rate of unemployment and economic instability among the youth, with youth unemployment being at 27.1% in 2018 (Stats SA, 2018), should make school leavers be drawn to a choice of a career where there is a hope of getting a job. According to the census done in different countries in the world in the year 2017, South Africa was the top country with the youth (15-24 years) having the highest unemployment rate (57.4%) and local survey conducted on the youth of 15-35 years in 2018, found youth unemployment of around 38.2% (Daniel, 2018). Monetary reasons were also seen in the literature of other countries as the attraction into a career in

nursing (Tanalp, Ilguy, Dikbas & Oktay, 2012) and financial reasons such as job opportunity and security were seen to be the main extrinsic reason for students choosing nursing as a career (Al Jarrah, 2013). The nursing profession offers a better opportunity for students to get employment directly for instance via community service, which in South Africa is provided to the nursing graduate for integration to the nursing profession (Nursing Act, 2005). In this climate, individuals from disadvantaged backgrounds will always ensure that they are able to provide for both themselves and their family (Knight, Corbett, Smith, Watkins, Hardy & Jones, 2012; Zamanzadeh et al., 2015). Recruiting males to the profession may need to include messages promoting available opportunities and continuous career development (Cook-Krieg, 2011).

5.2.4. The influence of prior exposure

It's important to note prior exposure to nursing, either in the form of knowing a nurse, looking after a person who is ill or prior work experience in health may have a significant influence on career choice of female respondents. A study conducted in Israel on first-year nursing students regarding previous exposure to nursing showed that prior exposure influenced career choice and the study programme (Haron, Reicher & Riba, 2014). However, this was rated lower than other factors influencing the respondents' choice of nursing as career.

In the current study, more than three quarters of respondents knew a person who was working in nursing with this person most often being an aunt. This is consistent with the finding of Natan et al. (2010), who reported that having a relative in nursing may positively influence a nursing career choice through encouragement and having information to make informed decision. Ten Hoeve et al. (2017) showed that role models in the nursing students' immediate environment influenced them to choose nursing as

a career. Similarly, Kabanya et al. (2016) and Tan-Kuick (2012) revealed that relatives may be role models for students who may want to follow their footsteps.

However, in the current study, parents were not supportive in their children's career decision, with fathers being the least supportive. This is congruent with the studies conducted by Pham (2011) and Buerhaus et al. (2005) who reported that there were mixed feelings among parents, specifically, most fathers were opposed to their sons' decision to choose nursing as career. This finding is consistent with other studies (Price, 2011; Meiring, 2011); both which reported that parents were generally not supportive of their children's decision to come to nursing.

Looking after a relative or exposure to a nurse role model when one is sick also influences the decision to join or choose a nursing career. Similarly, Wu et al. (2015) reported that exposure to the healthcare system while one is sick strongly influences a nursing career choice. Work experience in hospital prior to a nursing program enrolment was significantly associated with the decision to choose nursing as a career (Kukkonen et al., 2016; ten Hoeve, et al.; 2016; Eick et al., 2012; Dunnion et al., 2010).

5.2.5. The poor image of nursing.

Though nearly half of the respondents agreed that they chose nursing because of its good reputation (64.7%), this was not ranked as an important reason for respondents choosing nursing as career (37.8%) and none of the respondents ranked *Nursing has good reputation or that nursing is a prestigious profession* as the most important main reason of choosing nursing as career. Similar findings were reported in other studies in South Africa on the reputation of nursing and its image. Respondents did not regard nursing as prestigious (Van Wyk et al., 2013, Van Zyl, 2011). The nursing profession appears to have a low status and low prestige, and this was reported to negatively

affect the respondents' career choice in nursing significantly (Wu et al., 2015). The image of nursing has been a problem for recruitment for a significant period and it is up to the nurses themselves to display a positive attitude and act to attract potential candidates to the nursing profession (Chauke, 2014; Van Wyk et al, 2013).

5.2.6. Low influence of flexibility of working in nursing

It was expected that flexible working shifts, that is, the self-schedule was thought to bring positive outcome and benefits to the nurses and patients (Russell, Howkins, Arnold, 2012). Previous research conducted by Halperin (2005) showed that flexible work shifts helped the employee to manage their stressful work conditions, resulting in fewer stress symptoms reported. Internationally, work flexibility in nursing has been associated with attracting the best recruits, job satisfaction, commitment and retention (Twigg & Duffield, 2009; Pillay, 2009). However, in this study flexible shifts were ranked lower than other reasons by the respondents and appeared not to be an important factor influencing the respondents' choice of nursing as a career. A similar finding was reported by Lim et al. (2016) where flexible working hours were ranked lower under reasons for choosing a nursing career. Thus, this study's findings that shift flexibility had no influence on nursing students' career choice reflect the study of Pillay (2009) who showed that in South Africa nurses work long shifts but get lower pay and are less appreciated by the public.

5.3. CONCLUSION

The factors which influence nursing students to choose the nursing career were that students were mostly influenced by altruistic reasons, to help others. Most female respondents chose nursing because it was their passion though the majority of male students chose nursing because they regard it as a stable job with many opportunities.

The study also highlights the importance of prior exposure to nursing as a recruitment factor.



CHAPTER SIX

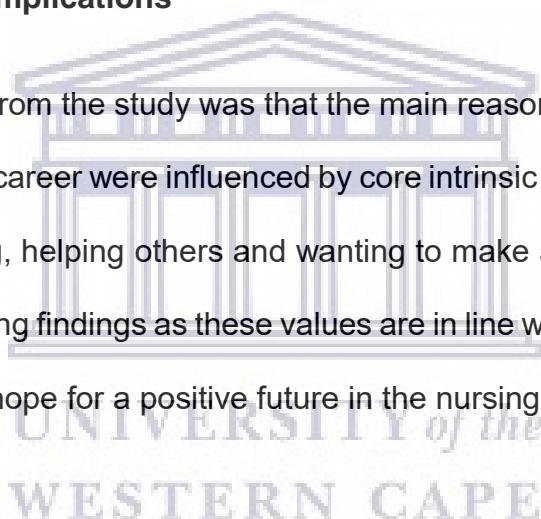
CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This study investigated the factors and reasons influencing choosing nursing as a career at a university in the Western Cape. This chapter highlights the key findings of the study, suggests recommendations for recruitment and further research and discusses the limitations of the study.

6.2. Key findings and implications

1. The first key finding from the study was that the main reasons for nursing students choosing nursing as career were influenced by core intrinsic factors, namely having a passion for nursing, helping others and wanting to make a difference in society. These are encouraging findings as these values are in line with nursing core values and leave us with a hope for a positive future in the nursing profession.
2. The second key finding was that there were differences in the reasons for choosing nursing as career between male and female respondents. The main reasons for a nursing career choice for female respondents matched the career choice of the majority of respondents giving altruistic reasons including helping others, a passion for nursing and wanting to make difference in society. However, though altruism was also important in male respondents, they rated financial reasons, a stable job and opportunities available in nursing as the main reasons for choosing nursing as a career.



3. The third key finding is the influence of positive prior exposure to nursing, either from the students' own experience or through knowing someone in the health system. Having prior employment in the healthcare system (female respondents), knowing someone in the healthcare system such as a relative or friend and having looked after a relative or a friend who was sick were found to be the factors which had an influence on the nursing career choice of the respondents. However, it was noted that the parents did not influence the respondents' decision to choose nursing as career.
4. The last key finding was that the image of nursing and reputation was not an important reason to the respondents in choosing nursing as a career.

6.3. Recommendations

6.3.1. Recommendations for the nursing school

1. The strategies for recruitment and advertising for nurses should focus on the positive values and attractive elements of nursing and represent nursing as a helping profession for those with a passion for making a difference in the lives of people.
2. The nursing school should identify ways in which to offer positive prior exposure to nursing for high school students or people interested in a nursing career. These could include events such as Nurses' Days, organizing visits to the nursing school and exposing outsiders to the skills lab, giving regular talks about a nursing career in the community and on media programmes. Such efforts would let potential recruits know what nursing is all about and the opportunities available in a nursing career. In addition, giving them a glimpse of the hospital environment is very important, such as providing opportunities to high school students for exposure to the

clinical setting, using a shadowing system. This would arouse the interest and might well lead to the recruits choosing nursing as their career.

3. The nursing school should improve the promotion and marketing of nursing as a career of choice for both young and older females and males. Activities should be planned to reduce misconceptions about the nursing profession.
4. It should specifically design recruitment strategies for male students highlighting the many opportunities in nursing.
5. The nursing school should recognize the importance of role models in students' choice of a career in nursing. They should thus liaise with other stakeholders who are involved in nursing training such as hospitals and other institutions for consistency in education of the nurses as well as keeping students more motivated in their chosen career. In addition, they should organize regular communication and interactions with nursing professionals on professionalism for good production of quality nurses.

6.3.2. Recommendation for nursing education

Based on this study, it is recommended that:

1. Nursing school educators, clinical supervisors and nurses in hospital should be encouraged to be role models in clinical settings and in their daily lives. This would promote nursing as a career of choice and improve the status and prestige of the nursing profession.
2. There should be constant communication and good cooperation between nursing schools and other nursing institutions and hospitals in order to ensure excellent training and to keep nursing students motivated in their chosen career.

6.3.3. Recommendations for research

1. The study was a quantitative survey and further studies should include qualitative focus groups or interviews which will provide more depth of understanding as to why students choose nursing as a career.
2. Further research should be conducted on the portrayal of the nursing profession in South Africa media and television as this could be beneficial in the reduction of misconceptions that exist about nursing.
3. Further research should be conducted on the image of nurses and how the status of nursing status might be improved through nurse role models.
4. A follow-up research study of nursing students is recommended to find out if there is any change in their reasons and factors that influence their choice of nursing as a career as their studies progress.
5. A more detailed in-depth study should be conducted which would include model and framework development to provide a structure around the factors which influence recruitment and valuable feedback for the planning of nursing recruitment.

6.4. Limitations

The study has several limitations.

1. The data was collected in the second semester, the 20th September to the 10th October. At this time the students were already exposed to the clinical setting and this exposure could have influenced their responses.
2. The study was conducted in one nursing school and this could reduce generalisation of the findings.
3. The use of a conceptual framework would have been beneficial to the study.

6.5. Conclusion

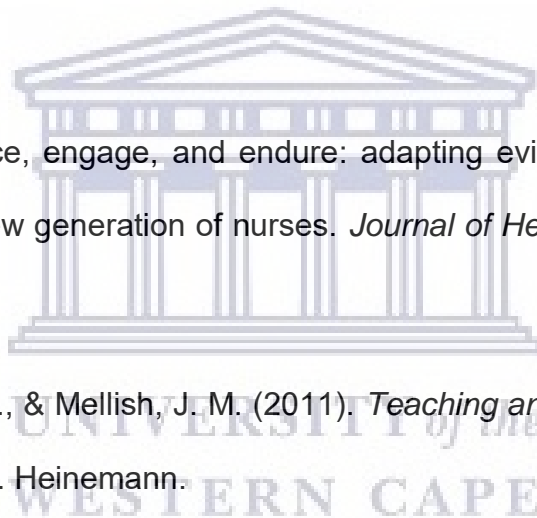
The current study investigated the main reasons and factors influencing first-year nursing students' career choice at a school of nursing at a university in the Western Cape, South Africa. The study's findings revealed that the nursing students were attracted to nursing mainly because of their internal desires, namely, having a passion for nursing, helping others and making a difference to society. Nursing institutions and the health departments need to work together in order to put in place the strategies to recruit, prepare and retain nurses by providing a good quality healthcare setting as the nurses are the backbone of healthcare system



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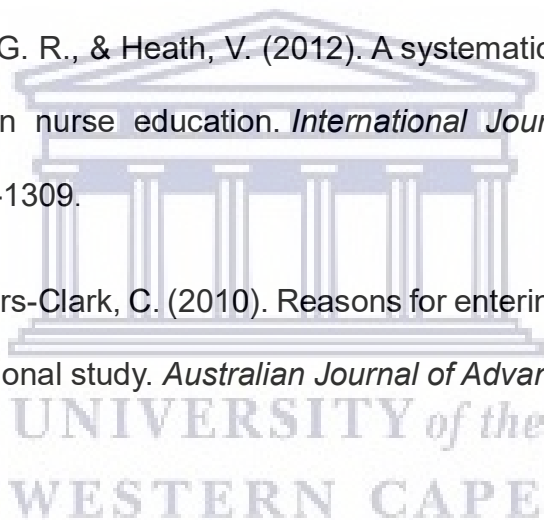
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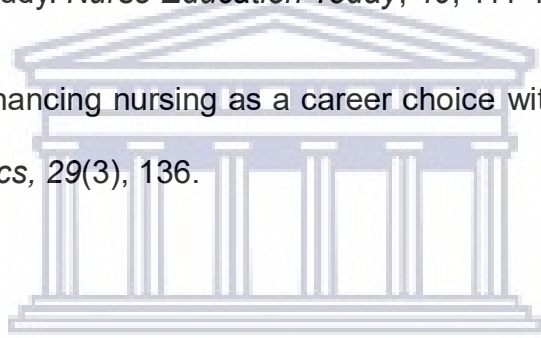
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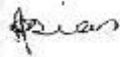
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LIST OF APPENDICES

Appendix A: Ethical Clearance Certificate from University

 UNIVERSITY of the WESTERN CAPE	OFFICE OF THE DIRECTOR: RESEARCH RESEARCH AND INNOVATION DIVISION	Private Bag X17, Bellville 7535 South Africa T: +27 21 959 2988/2948 F: +27 21 959 3170 E: research-ethics@uwc.ac.za www.uwc.ac.za
<p>30 June 2017</p>		
<p>Ms J Nibagwire School of Nursing Faculty of Community and Health Sciences</p>		
<p>Ethics Reference Number: HS17/5/13</p>		
<p>Project Title: Factors influencing first year nursing students' career choice at a university in the Western Cape.</p>		
<p>Approval Period: 30 June 2017 – 30 June 2018</p>		
<p>I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.</p>		
<p>Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.</p>		
<p>The Committee must be informed of any serious adverse event and/or termination of the study.</p>		
<p> Ms Patricia Josias Research Ethics Committee Officer University of the Western Cape</p>		
<p>PROVISIONAL REC NUMBER - 130416-049</p>		
<p>FROM TOPIC TO ACTION THROUGH KNOWLEDGE</p>		

Appendix B: Letter to registrar requesting permission to conduct a research

Letter requesting permission from University Registrar:

D23 The Oaks
Chad Road
Retreat 7945
17 July 2017

University Registrar
University of the Western Cape
Private Bag X17
Bellville 7535

Dear Prof. Lawton-Misra

Re: Request for permission to conduct a research study


I am Jeanne d'Arc Nibagwire, a second year master's student in nursing education. My student number is 3200087. I am requesting permission to conduct a research study for my mini-thesis on "Factors influencing first year nursing students' career choice at a university in the Western Cape". I plan to do a survey of all the current foundation and first year level Bachelor of Nursing students registered at the University of the Western Cape in 2017.

I have obtained the Ethics Approval from the Human and Social Science Research Ethics Committee (registration number: HS/17/5/13). Data will be collected by administering questionnaire and participation will be voluntary. Confidentiality and anonymity will be ensured throughout the research study. This study will provide useful information on factors influencing nursing career choice at the University of the Western Cape, which may be used by authorities of nursing school to improve recruitment strategies and admission criteria as well as information to educators so that support can be given to the students in enhancing retention and further career planning to the nursing students.

For more information, please see the attached documents.

I thank you very much for your assistance.

Your Sincerely

Jeanne d'Arc Nibagwire. 
E-mail address: 3200087@myuwc.ac.za

Appendix C: Approval Certificate to conduct a research



**STUDENT
ADMINISTRATION** 
Administration Building, 1st Floor
ashaijje@uwc.ac.za, nschoeman@uwc.ac.za
021 959 2110

18 July 2017

RE: PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF THE WESTERN CAPE

Name of Researcher : Jeanne d'Arc Nibagwire
Research Topic : Factors influencing first year nursing students' career choice at a university in the Western Cape
Date of issue : 18/07/2017
Reference number : UWCRP180717JDN

As per your request, we acknowledge that you have obtained the necessary permissions and ethics clearances and are welcome to conduct your research as outlined in your proposal and communication with us.

Please note that while we give permission to conduct such research (i.e. interviews and surveys) staff and students at this University are not compelled to participate and may decline to participate should they wish to.

Should you wish to make use of or reference to the University's name, spaces, identity, etc. in any publication/s, you must first furnish the University with a copy of the proposed publication/s so that the University can verify and grant permission for such publication/s to be made publicly available.

Should you require any assistance in conducting your research in regards to access to student contact information please do let us know so that we can facilitate where possible.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A. Shaikjee', written over a faint background watermark of a building.

DR AHMED SHAIKJEE
DEPUTY REGISTRAR: ACADEMIC ADMINISTRATION
OFFICE OF THE REGISTRAR

UWCRP180717JDN

Appendix D: Letter to the School of nursing requesting permission

Letter for Permission from the Head of School of Nursing

D23 The Oaks
Chad Road
Retreat 7945
21st July 2017

The Director
School of Nursing
University of the Western Cape
Bellville, Cape Town
7535

Dear Prof. Chipps

PERMISSION TO CONDUCT A RESEARCH STUDY


I am Jeanne d'Arc Nibagwire, a second year master's student in nursing education. My student number is 3200087. I am requesting permission to conduct a research study for my mini-thesis on "Factors influencing first year nursing students' career choice at a university in the Western Cape". I plan to do a survey of all the current foundation and first year level Bachelor of Nursing students registered at the University of the Western Cape in 2017.

I have obtained the Ethics Approval from the Human and Social Science Research Ethics Committee (registration number: HS/17/5/13) and permission from the University of the Western Cape Registrar. Data will be collected by administering questionnaire and participation will be voluntary. Confidentiality and anonymity will be ensured throughout the research study. This study will provide useful information on factors influencing nursing career choice at the University of the Western Cape, which may be used by authorities of nursing school to improve recruitment strategies and admission criteria as well as information to educators so that support can be given to the students in enhancing retention and further career planning to the nursing students.

For more information, please see the attached documents.

I thank you very much for your assistance. Looking forward to your response.

Your Sincerely

Jeanne d'Arc Nibagwire. 
E-mail address: 3200087@myuwc.ac.za

Appendix E: Approval letter from the head of nursing department



School of Nursing
Faculty of Community and Health
THE UNIVERSITY OF THE WESTERN CAPE

Dear Ms Nibagwire (3200087)

RE: PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF THE WESTERN CAPE

As per your request, we acknowledge that you have obtained all the necessary permissions and ethics clearances (HS17/5/13) and are welcome to conduct your research as outlined in your proposal and communication with the School of Nursing.

Please note that while we give permission to conduct such research (i.e. interviews and surveys) staff and students at this School are not compelled to participate and may decline to participate should they wish to.

Should you wish to make use of or reference to the School's name, spaces, identity, etc. in any publication/s, you must first furnish the School with a copy of the proposed publication/s so that the School can verify and grant permission for such publication/s to be made publicly available.

Should you require any assistance in conducting your research in regards to access to student contact information please do let us know so that we can facilitate where possible.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jennifer Chipps'.

A/Prof Jennifer Chipps
A/Director School of Nursing
Faculty of Community and Health
THE UNIVERSITY OF THE WESTERN CAPE

T: [+27 21 959 3024](tel:+27219593024)
E: jchipp@uwc.ac.za

25 July 2017

Appendix F: Information sheet



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Cell: 0782303448

E-mail: 3200087@myuwc.ac.za

INFORMATION SHEET

Project title: Factors influencing first year nursing students' career choice at a university in the Western Cape.

What is this study about?

This study aims to investigate the factors influencing first year nursing students' career choice at a university in the Western Cape. It is being conducted by Mrs. Nibagwire Jeanne d'Arc at the University of the Western Cape. The findings of the study may contribute to improving recruitment practices, support for students and retention of students in the nursing programme.

What will I be asked to do if I agree to participate?

You will be asked to complete a questionnaire in which you need to give information related about your reasons for choosing nursing as a career and the factors influencing your choice to study nursing. The completion of the questionnaire will take place in your lecture room at university and it will take approximately 15-20 minutes to complete.

Would my participation in this study be kept confidential?

I undertake to protect your identity to the maximum extent possible. To ensure your anonymity, your name will be omitted on the questionnaire and will contain no information that may personally identify you. Identification codes will be used on the questionnaire forms to protect your identity. To ensure confidentiality, the completed forms will be kept in a locked filing cabinet. Details of any information provided will be kept confidential. The collected data will be published without mentioning your name. If a report or an article is written about this research project, your identity will be protected.

What are the risks of this research?

There is minimal risk associated with participating in this research project. If you experience any discomfort, psychological or otherwise during the process of your participation in this study, a debriefing session will be provided and an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

The finding of this study will provide more understanding of the factors that influence first year nursing students' choice of career at a university in the Western Cape. This information may be used to improve recruitment, retention strategies and admission criteria of nursing students. In addition it can lead to students getting support on challenges they encounter in their career choice.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. It will not affect or hinder your studies, marks or graduation in anyway.

What if I have questions?

This research is being conducted by Mrs. Jeanne d'Arc Nibagwire at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Researcher: Mrs. Nibagwire Jeanne d'Arc
School of Nursing
University of the Western Cape.
Cell: 0782303448
Email: 3200087@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Prof. Jennifer Chipps
Head of School of Nursing
University of the Western Cape
Private Bag X17
Bellville 7535
Email: jchipps@uwc.ac.z

Prof José Frantz
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535; chs-deansoffice@uwc.ac.za

Appendix G: Consent form



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Cell: 0782303448
E-mail: 3200087@myuwc.ac.za

CONSENT FORM

**Title of Research Project: FACTORS INFLUENCING FIRST YEAR NURSING STUDENTS'
CAREER CHOICE AT A UNIVERSITY IN THE WESTERN CAPE**

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....

UNIVERSITY of the
WESTERN CAPE

Appendix H: Sample Questionnaire

Research Questionnaire

Factors influencing first year nursing students' career choice at a university in the Western Cape.

Questionnaire code _____

Date of data collection: _____

Section 1: Please answer the questions below

1. How old are you? _____
2. Gender: Female ___ Male ___
3. Race: Black ___ White ___ Coloured ___ Indian ___
4. Marital status: Single ___ Married ___ Divorced ___ Co-habitation ___ widow(er) ___
5. Nationality: South African ___ Others, please specify _____
6. What province do you come from (before coming to university)? _____
7. In which year did you complete your Matric? _____
8. What were you doing before you started the current nursing program: Studying (school) ___ studying (university or college) ___ Working ___ Other ___?

Section 2: Please tick Yes or No to answer the following questions.

Prior exposure to nursing before commencing study	Yes	No
9. Have you ever done any health care training?		
10. Have you ever been employed in the health care system?		
11. Have you ever been looked after by a nurse when you were sick or ill?		
12. Have you ever looked after a relatives or a friend who were sick?		
13. Is there anyone that you know who is working in the health care system as a nurse?		

14. If your answer to question 13 is YES, please indicate your relationship to this person/ people.

a. Mom	b. Dad	c. Sibling	d. Uncle	e. Aunt	f. cousin	g. Grandparent	h. Friend	i. Other
--------	--------	------------	----------	---------	-----------	----------------	-----------	----------

Section 3: Looking at the factors below, indicate to what degree each factor may have influenced your decision to choose nursing as a career. Please tick in the relevant column.

Factors which had influence your nursing career choice.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. I am passionate about nursing.					
16. I want to make difference in society					
17. Nursing was my dream since I was a child.					
18. I like to help others.					
19. I want to be a role model in my family as nurse.					

Research Questionnaire

Section 4: Please indicate the level to which each of the following statements reflect what has influenced you to choose nursing as a career.

Factors influencing nursing career choice.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20. There are many opportunities in the nursing field					
21. Nursing have a stable job.					
22. Nursing profession has a good reputation					
23. I can get a bursary to study nursing					
24. Nursing is an interesting profession					
25. Nursing is a prestigious profession.					
26. I am doing nursing as a stepping stone to another career.					
27. Nursing was my second choice to the other health related professions.					
28. Nursing has flexible shifts.					

Section 5: Please CIRCLE THREE (3) MAIN reasons for choosing nursing AND then rank these three reasons in order of importance as 1 (Most important), 2 (Second Important) and 3. (Third important).

Please label them by 1, 2 and 3 according to their importance to you.	
29. I have passion for nursing	
30. Nursing have a stable job	
31. I like to help others.	
32. Nursing was my dream since I was a child	
33. Nursing is an interesting profession.	
34. I want to make a difference in the society	
35. Nursing is a prestigious profession	
36. I want to be a role model in my family as a nurse.	
37. Nursing profession has a good reputation.	
38. I will be able to get a bursary to study nursing	
39. There are many opportunities in nursing field	
40. I am doing nursing as a stepping stone to another career.	
41. Nursing was my second option to studying Medicine	
42. Nursing has flexible shifts.	

Thank you for filling in this questionnaire!

Appendix I: Letter from the editor

30 Fir Lane

Tokai

7945

Contact numbers: landline 021 712164

Mobile 0728595282

14 August 2019

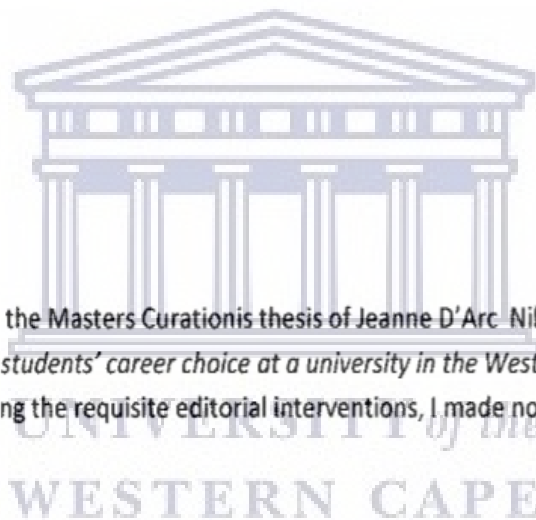
To whom it may concern

This document confirms that the Masters Curationis thesis of Jeanne D'Arc Nibagwire *Factors influencing first year nursing students' career choice at a university in the Western Cape* was edited by me and that other than making the requisite editorial interventions, I made no changes to its content.

Sincerely



Kathleen M. Merrington PhD (UCT 1989)



Appendix J: Turnitin Report


Jeanne d'Arc Nibagwi... master thesis 21% 1173631566 16-Sep-2019

Turnitin Originality Report

Processed on: 16-Sep-2019 12:37 SAST
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master thesis By Jeanne d'Arc Nibagwire



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