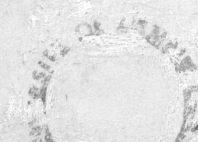


C O N T E N T

	<u>Page</u>
Declaration	i
Abstract	ii
Dedication	iii
Acknowledgement	iv
List of Tables	v
<u>Chapter I</u>	
Introduction to study and definitions	1
Introduction	1 - 3
Statement of the problem	3
Purpose of the study	3
Operational definitions	3 - 4
Conclusion	4 - 5
<u>Chapter II</u>	
REVIEW OF LITERATURE	6 - 15
<u>Chapter III</u>	
METHODODOLOGY	16
Setting	16
Methodology	16
Selection of sample	16
Research instrument for data collection	17
Analysis of data	18
<u>Chapter IV</u>	
PRESENTATION AND ANALYSIS OF DATA	19 - 29
<u>Chapter V</u>	
SUMMARY DISCUSSION, IMPLICATIONS AND RECOMMENDATION	30
Summary	30 - 32
Discussion	33 - 40
Implications	41 - 42

SPR
MED
BWA
1984



Recommendations

43

Limitations

DECLARATION

APPENDIX A - Tables

46 - 1

I hereby declare that this study is entirely the result of my own individual effort. The various sources used have been acknowledged in the text and bibliography.

Table A - Sex distribution of sample

Table B - Age distribution of sample

Table C - Religion of the sample

Table D - Marital status of the sample

Table E - Length of period in training of the sample

Table F - Subjects sat for at school and grades obtained by sample

APPENDIX B - PERMISSION TO USE INSTRUMENT

49 - 5

Sig APPENDIX C - INSTRUMENT

52 - 5

Candidate
BIBLIOGRAPHY

56 - 5

Supervisor
REFERENCE NOTES

57

Approved by: _____

Supervisor

ABSTRACT

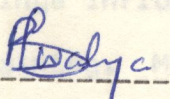
The main aim of the study is to identify factors influencing the Zambian Youths to choose nursing as a career with a view to attract and encourage more students to join nursing.

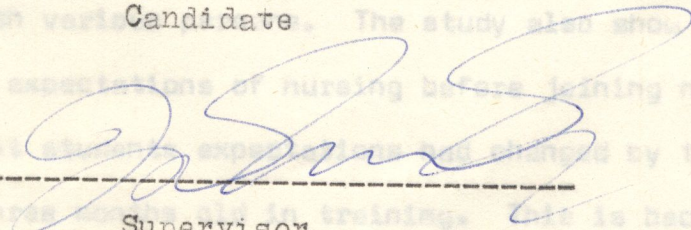
The study includes literature on previous studies regarding the choice of nursing career. It also includes literature on occupation socialization.

DECLARATION

The study sought to identify and or what influenced the student's decision to join nursing, students feelings towards being accepted for nursing and the person who influenced their feelings. It also sought to identify what influenced the student's decision of nursing before starting nursing education, whether their expectations have changed and the reasons why. The study was also concerned with student nurses suggestions which could help other school leavers choose nursing as a career.

The study showed that students in the sample had various people and things influencing them to choose nursing before commencing to study nursing. Some of them were able to discuss their feelings with various people. The study also showed that students had various expectations of nursing before joining nursing.

Signed: 
Candidate

Approved by: 
Supervisor

however, some of the expectations had changed by the time they were in training. This is because of the reality of things they encountered while in nursing education and training. Finally, students in the sample have suggested various ways which could help other school leavers choose nursing as a career.

The main aim of the study is to identify factors influencing the Zambian Youths to choose nursing as a career with a view to attract and encourage more students to join nursing.

The study includes literature on previous studies regarding the choice of nursing career. It also includes literature on occupation socialization.

The study sought to identify who or what influenced the student's decision to join nursing, students feelings towards being accepted for nursing and the person with whom they shared their feelings. It also sought to identify student nurses expectation of nursing before entering nursing education and training, whether their expectations have changed and the reasons why. The study was also concerned with student nurses suggestions which could help other ^{School} school leavers choose nursing as a career.

The study showed that students in the sample had various people and things influencing them to choose nursing before commencing training. Most of them were able to discuss ~~their~~ ^{their} feelings with various persons. The study also show that students had various expectations of nursing before joining nursing. However, most students expectations had changed by the time they were three months old in training. This is because of the reality of things they encountered while in nursing education and training. Finally, students in the sample have suggested various ways which could help other school leavers choose nursing as a career.

ACKNOWLEDGEMENTS:-

I acknowledge with pleasure my research supervisors M/s P.S. Chibuye (Lecturer at the University of Zambia) for her expert advice and guidance throughout the development of the research design. I also express my profound thanks to DR. J.C. SAKJIVANDANI (Lecturer at the University of Zambia) for his encouragement and guidance throughout the remaining part of the study.

DEDICATION:-

To my parents Mr. and Mrs MUNJILI, my wife Josephine (Lusaka School of Nursing) and Mr. Zizinge (Mufulira School of Nursing).

My thanks to my brother Mr. S.K. Mulya and colleague Mr. Mulenga for encouragement and moral support.

I should like to express my gratitude to my employers (Ministry of Health) and sponsors (Directorate of Ren Power Planning) who made it possible for me to come and study for the Diploma in Nursing Education.

Last but not least I thank Miss M. Banda and my niece Rosemary for typing this study.

LIST OF TABLES

ACKNOWLEDGEMENTS:-

I acknowledge with pleasure my research supervisors M/s P.S. Chibuye (Lecturer at the University of Zambia) for her expert advise and guidance throughout the development of the research design. I also express my profound thanks to DR. J.J. SANJIWANDANI (Lecturer at the University of Zambia) for his encouragement and guidance throughout the remaining part of the study.

I espress my thanks to the Principal Tutors Mrs. M'hango (Lusaka School of Nursing), Ms McCahon (Ndola School of Nursing, Ms Magai (Kitwe School of Nursing) and Mr. Zzizinga (Mufulira School of Nursing).

My thanks to my brother Mr. D.K. Bwalya and colleague Mr. Mulenga for encouragement and moral support.

I should like to espress my gratitude to my employers (Ministry of Health) and sponsors (Directorate of Man Power Planning) who made it possible for me to come and study for the Diploma in Nursing Education.

Last but not least I thank Miss M. Banda and my niece Rosemary for typing this study.

L I S T O F T A B L E S

- Tables:
1. Education^a attainment of sample
 2. Type of School attended by sample
 3. Province in which school attended by sample is found.
 - The most favourite subjects to respondent while at school
 5. Subject at school which has helped the respondent in coping up with nursing classroom work
 6. Respondent's most preferred job while at school
 7. The sample's most influencing person or thing in choosing nursing as a career
 8. Feeling felt by the student nurse when he/she first heard that he/she has been selected for nursing
 9. First person the sample talked to after hearing that he/she has been selected for nursing
 10. Advice received by respondent from first person talked to after hearing that she/he has been selected for nursing.
 11. Respondent's reasons for joining nursing
 12. School learningⁿ experience particularly helpful in preparing the student nurse to pick on nursing career
 13. Life experience particularly helpful in preparing the student nurse to pick on nursing career
 14. Student nurses' expectations of nursing before commencing training
 15. Student nurses' suggestions which could help other school leavers (Zambian Youth) choose nursing as a career

CHAPTER 1

INTRODUCTION TO STUDY AND DEFINITIONS

INTRODUCTION:

Nursing has been said to be the single largest profession for most working women in the world (Furgortry, 1971). Zambia is no exception and it has attracted so many young women and men since independence than before. Apparently it becomes difficult to understand why one chooses a particular career. Why have these young people chosen to join nursing? What really causes them to join?

Since 1977, many young male Zambians completing form V (grade XII) standard of education have taken up nursing as a career to join forces with their female counter parts in the Registered Nurse Training Programme, thus breaking history of professional nursing which has been dominated by females. The number has been increasing since then and it appears many more will continue to be attracted into the profession.

From experience it appears that many young people have been attracted into nursing because of the neat white uniform nurses wear, desire to help people especially the sick. Others from the Christian point of view feel that they would save the lord God, better if they cared for the sick, yet others would say it is the only profession that was open to them or the results that they obtained at Cambridge Examinations were disappointing and they couldn't be taken on into the University to do medicine which they had envied for many years. Instead they opted to take up nursing so as to remain within the medical field.

Lewis (1980), in a study "Wastage from nurse training" found that when those students who considered to leave nursing were questioned on their motive to choose nursing, they said they were less influenced by a desire to help and deal with people rather than objects. Bowman (1972) also looked at the Exodus of students from the profession. Before examining the reasons for withdrawal Bowman (1972) found it necessary to ask the question; "Why is it that pupils take up nursing?" The reasons given very considerably. It seemed that there was a great deal of positive intrinsic motivation and it appeared that the majority of girls who took up nursing became interested at an early age.

Malarkey (1979) observed in her study that there had been a substantial increase in College enrolment of women over twentyfive and many decide on nursing as their career choice. Malarkey (1979) adds:-

After high school, more of these students interrupted or terminated their schooling to marry and raise a family. The reason for resumption of education tafter this interruption include personal growth of fulfilment, the need to enter the job market in a meaningful employment and preparing for life after children are grown. Moreover, many of the older students have a desire to be a nurse.

It could be true that many people have a desire to be a nurse, to help the sick, to serve the Lord, to earn a living. But do these people have a good idear of what nursing is all about? What they have to do in their training programme and what they have to bring to the profession after having trained as a nurse? One observer wrote in tThe Zambia Daily Mail Newspaper dated 20th June, 1983, lodging a complaint against nurses at Wusikile Mine Hospital and said:

"Mothers of sick children were being asked to do the washing of plates, wsweeping and scrubbing the floors and walls in the kitchens. Mothers were being asked to boil water for bathing the sick children. This is being unfair to mothers with sick children. What are the nurses and hospital cleaners supposed to do as part of their duties?

Some of the nurses rebuke the children who call them for assistance. Some nurses do not even twant to change children's beddings. Nurses should not only look forward to pay day. This Profession requiree love and care of the sick.

The above extract makes interesting reading and requires analysis. Research finding show that people take up nursing profoundly because they want to help other people, to be dealing with people rather than things and enjoyment of feeling of responsibility, (Singh and Smith, 1975) Contrally to these notice the observer seems to be in disagreement with some nurses who give the above mentioned reasons as cited by Singh and Smith (1975), for joining nursing. This is because it seems what they do in nursing practice is in apposition to the stated reasons why they joined nursing.

If nurses have such kind of attitude in nursing as pointed out by the 'Observer' then there is something wrong and there should be better reasons than helping. Otherwise if a person has reasons for joining nursing then those reasons should be reflected in one's own behaviour as a professional nurse. If that trend of attitude continues standards of nursing in Zambia will continue to fall with each day that comes. The consumer of nursing service, the patient, will be frustrated and lose confidence in the nurse unless the situation is arrested soon to protect the profession and the client. How can this be achieved? Research serves as an instrument to provide scientific answers to nursing problems (Abdelah and Levine, 1977). This is why the author decided to study the factors influencing Zambia Youths to take up nursing.

STATEMENT OF THE PROBLEM:

The major problem in Zambian Schools of nursing today is the identification of factors that could help nurse selectors to choose suitable candidates for nursing programmes.

PURPOSE OF THE STUDY:

The purpose of the study was to identify factors influencing the Zambian Youth to take up nursing as a career. Therefore the study was directed to exploring:

1. Why student nurses choose nursing as a career and what factors influenced them to do so.
2. To get ideas from the student nurses on their expectations of nursing before entering and whether their expectations have changed since entering nursing school
3. To find out how school leavers view the nursing profession.
4. To get suggestions from students which they feel could help future school leavers wishing to join nursing.

OPERATIONAL DEFINITION:

1. Clinical teacher: A member of staff of the nursing school dealing with teaching of student nurse in clinical aspect of nursing.
2. Nursing: An art and a science which involves the whole patient body, mind spirit; promotes his spiritual mental and physical well being by teaching and by example. (Henderson, 1966)

3. Principal Tutor: A qualified tutor holding an administrative position in a nursing school.
4. School leaver: A pupil who is about to or has completed form V (Grade XII) standard of education.
5. Student Nurse: A nursing student engaged in a three year training programme leading to registered nurse upon completion of the three year basic nursing programme.
6. Suitable Candidate: School leaver with qualifications (i.e. full school certificate) enabling her to enter the Registered Nurse Training Programme. She also has interest in the profession.
7. Tutor: A qualified teacher with a Diploma in Nursing Education (D. N. E.)
8. Youth: In this study the word 'Youth' has been limited to individuals aged between 17 and 35 years.

CONCLUSION:

From the above discussion it could be seen that there are several factors that influence people in choosing nursing as a career. Some of the factors are common to many countries while others appear to be peculiar to certain countries.

As witnessed by the newspaper article discussed it appears that people give many reasons for joining nursing but surprising enough they do not line up to their convictions for joining the profession. Therefore, this raises a lot of questions of factors influencing decisions by the youth to join nursing. Do Zambian Youths have difference factors that influence them to join nursing? It is the concern of this study to try to discover the influencing factors most especially those which may appear to be peculiar to Zambia.

Identification of such factors will:-

1. Help discover scientific knowledge to be added to the present existing knowledge of nursing.
2. Help nurse educators in the selection of suitable candidates for nursing programmes.
3. Contribute to selection of candidates in other colleges.
4. Help minimize wastage from Schools due to admission of unsuitable candidates.
5. Help to produce competent nurses thus raising standards of nursing care, protecting the profession and client.

CHAPTER II

REVIEW OF LITERATURE

Many sociologists and nurse researchers have carried out studies on recruitment, selection and attrition of student nurses (Chibuye 1982). Career choice has not been an exception. What factors influence the youth or an individual to take up nursing as a career? Research has discovered that there are several factors which influence individuals to take up nursing and these can be personal or environmental.

review of literature has shown that there are several motives for choice of nursing profession, such as opportunity to help other people work of service for the community, the esteem with which people regard a nurse, to develop insurance against not being married, the starting salary, the opportunity to use one's own special aptitudes, opportunity to travel after qualifying, enjoyment of feeling of responsibility, opportunity for promotion (Singh and Smith 1975).

Sociologists and nurse researchers in other countries have ventured into this problem. Paduano (1976) state:

Nursing is a fast growing profession in Spain attracting thousands of students each year. A myriad of social factors, including improvement in working conditions for nurses and a trend towards females seeking careers outside home, have contributed towards making nursing an attractive career choice.

Contrarily to this notion Meleis (1979) says that nursing in Kuwait has been considered a profession for the educationally disadvantaged or for the economically handicapped female. Those students who did take up nursing did so for the following reasons: "They preferred not to complete their high school education. They were poor students, they needed education to earn a living being educated or they needed to earn a living upon completion of the shortest educational programme".

On the other hand Meleis (1979) seems to be in agreement with Paduano when she adds that, to make nursing programme more attractive, students were paid a handsome salary during school and were promised only morning shifts upon graduation. Nevertheless, the programme continues to draw students from the disadvantaged strata of society and graduates continue to be disadvantaged when compared with other professions in the country.

Moreover, nursing was the last choice for high school graduates. First they applied for teacher preparation programme, then business administration programme and others, and if not admitted to any of these, they were automatically admitted to the nursing programme (Meleis 1979). The above statement could be true for Kuwait. However, it is worth asking the question, could this be true for other countries as well?

Personal interviews held at Lusaka's University Teaching Hospital School of Nursing from 16th to 21st May, 1983 for students aspiring for Zambia Registered Nurse training course, in addition to the review of brief essays written about their own personal life history revealed their reasons for wanting to join nursing as follows:-

1. They envied nurses uniform
2. Desired to work with, talk and help people in need
3. Parents and relatives suggested to them to join nursing
4. Some had been members of the Zambia Red Cross Society which emphasized love and service to mankind
5. Others had friends, relatives or themselves hospitalized and saw how the nurses and doctors cared and helped them to pull through their illness. As a result they felt committed to care for the sick people as they were cared for.

6. One candidate said, "my mother died immediately after she gave birth to me. I was left under care of nurses in the hospital until I was three years old after which my father came to take me home. As I grew up and got educated I thought I would also render my services to the sick".

It should be noted that the representative sample of candidates interviewed (for literature review purpose) randomly and from whom the above information was obtained was only a very small fraction, about 16 out of a population of interviewees of over 200 persons. Therefore, the figure is too small for generalization.

From the sociological point of view people continuously acquire new ideas through primary and secondary contacts such as the family and friends respectively. These ideas such as disciplines, aspirations, social roles, customs, norms or behaviour are internalized so that such behaviour is taken for granted.

Leslie et al (1973) described such a process as being socialization and defines it as being that which account of the social order, and cope with it by some combination of conformity, non conformity, avoidance and conflict. Simply its a process of becoming a social being.

Socialization is carried out initially by parents and Kinsmen living with the family. These primary agents make the deepest impression on the personality because they provide the first training. Other agents (pears, teachers, employers, mass media and so on) must complete for attention and build on the already established framework.

Socialization which involves intense interaction over sometime (as in primary group) is likely to have more effect on the individual than less direct influence, as through radio and newspapers (Peil 1977).

Peil (1977) goes further to say that; reference groups (a category to which one who interact frequently and pursue common goals) are also important source of socialization. For instance, a comparative reference group supplies a model against which to assess one's own position, as when a form V school girl from the low social status group compares her standard of living to that of a successful registered nurse. This may influence the student to strive hard so that she becomes a nurse and move from the low status to the medium social status class.

Other sociologists have looked into the problem of school leavers seeking for employment opportunities from different angles. Carter (1966) has been noted to say:

It is perhaps even more apperent now that it was thirty years ago that the country's failure to provide adequate opportunities for school leavers is detrimental in ways both direct and indirect, to tis economic and social well being.

Carter (1966) looked at the transition from school to work pointing to the merits as well as the deficiencies of the present situation, adding that this involves an analysis of the ways in which children's job aspirations are formulated. Notably through the influence of the home and the social back ground, and the impact of the school and the employment youth service. It involves too, an account of means by which boys and girls find jobs, and a discussion on their reaction to the world of work.

✓ Carter (1966) explains that at all levels of an educational system, the constant aim is "to prepare young people psychologically for taking a future part in a socially useful work, in labour, in creating the values necessary for the development of the socialist state". This statement is in reference to Soviet - Russia and adds that, in practice, this means the sub-summing of individual preferences and perhaps of aptitudes, to the overall requirement of the state planned economy. At the age of 15 or so a high proportion of Russian boys and girls are sent to school which have a particular vocational orientation. The schools are intergrated with local industries and commercial concerns - an engineering factory, for exaple - or with any of the social services, such as a hospital. From this time on, a more general education is combined with training for the jobs which will subsequently be taken up in the organization with which the school is linked.

The same could be said for Zambia though in a different manner. in this country the process of occupational socialization is rather democratic as opposed to socialist way of Russia. During school holidays students, obtain work permit forms from their heads of school to seek vocational employment with companies or organizations of their own choice. They choose these companies probably in anticipation of their future careers.

Carter (1966) makes reference to Britain in the following manner:

So far from their being a close relationship between what schools attempt to do and what industries require, indeed there have been in the past strong influences against vocational education at any rate until after secondary stage.

Moreover, there are some secondary modern schools in Britain in which there is definate vocational bias. Some emphasise on girls doing shorthand and typing lessons to prepared for office work.

The advocates of such vocationally oriented courses claim that they give rise to great interest amongst secondary modern children and result in higher educational attainment.

The argument provided by Carter (1966) is that vocational bias is not indeed to prepare children for specific occupations though it is difficult to accept that it does not influence children considerably in their choice of work. The plan is conceived, however, as providing a basis for sound general education to their vocational element in regarded essentially as a means of achieving the pupils interest and demonstrating that school work has relevance to the wider work. Thus in principle, school does not have as its primary aim the preparation of boys and girls for particular sorts of occupation.

Having said this, it is necessary to stress that there is a general relationship in some countries, eg Britain, between the educational and occupational hierarchies. The type of school that a boy attends has a decide influence upon the type of job that he is able or aspires to enter. Thus public schools, grammar schools and to a less extent, technical schools, continue to prepare their pupils for employment at the professional, administrative and managerial level, whilst most secondary schools lead their boys and girls inevitably towards the lower level jobs (Carter 1966).

Finally, but not list, through vocational guidance programmes with the help of career teacher, school attempts to inform and advise children about choice of employment. Vocational guidance is a process defined by Meyer (1942) as:

A process assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choice involved in planning of future and building a career - decision and choices necessary in effecting satisfactory vocational adjustment.

The programme involves aiding the individual to obtain needed information concerning occupations so as to choose wisely among the occupations which are open to him. Therefore, he must know about the opportunities and requirements of various occupations and especially of those that interest him most.

Besides what school does the family also has a role in influencing a youth just about to complete secondary education in choosing a particular occupation. Carter (1966) had this to say about home centred families:

In the home centred families the ability to plan ahead think things out is reflected in daily conversation. As time to leave school approaches, the parents bring the subject up more and more informally at tea time, perhaps, but possibly almost in the form of a business meeting concerned with the special intention of weighing up possible types of work. The well informed father can give his son considerable insight into the employment scene.

How does this work out in terms of the move from school to work? Research has shown that some of these parents take the view that the responsibility of deciding on a particular occupation rests with them rather than with their children - they consider, especially where sons employment is for too important a matter to be left for him to decide. They feel that the decision which is made now will affect the course of his life. One boy whose parents were of this view when asked why he had decided on a particular occupation, replied, "I dont know that it is my choice at all mother just told me to do it. All the family said was that it was a good idea, so I thought I had better do it". Other parents will not go to such an extreme, to decide on what they believe to be sensible occupation, and then by hint and persuasion, try to accept the wisdom of their choice (Carter 1966).

Venes (1962) had suggested another perspective by adopting Riesman's terminology of 'traditional directed', 'inner directed' and 'other directed'. The traditional directed refers to a situation in which the choice is predetermined by a family or neighbourhood tradition because no other choice would be thinkable to the young person. As examples, Venes quotes reasons given by children (most of whom were from farming communities, where the tradition directed is more likely to occur than in the urban industrial setting) for choice of work. 'It runs in the family', 'its in the blood', 'other girls all seem to do it when they leave school'. The inner directed is one in which the choice is made with reference chiefly to the chooser's own talents and interests - 'a boy has always loved tinkering about with bits of wire' or 'a girl just loves cooking and always has'. Finally there is the other directed choice, made with primary reference to outside sources of information or to consideration of the chooser's position in the general social order. As examples, there are those who are attracted to particular jobs by a talk or a pamphlet or by seeing a member of the profession at work. Or the other directed child may be primarily concerned with the prospects a job offers such as good money, or a place in the world. The above analysis is useful in illustrating the varying influences which may affect a child's choice of work.

It is also by common sense that friends, through peer groups share different ideas and a future career is no exception. In picking up ideas about work, boys and girls are likely to depend upon older brothers and sister and upon school friends and friends in the neighbourhood as their parents. For instance, boys will pay attention to the views of older boys who are at work.

By sharing views concerning a particular work one may get influenced into choosing that career.

Furthermore prejudice has been cited by many authors as being one of the influencing forces for school leavers in choosing occupation. Supporting this concept is Furgortry et al (1971) who say that an individual chooses implicitly or explicitly a position in a socially ranked hierarchy of occupations, with associated financial and prestige rewards. The decision, for example, to be an architect may be initially motivated either by the conception of the architect position in society as a highly prestigious and well paid or by the notion of designing beautiful buildings or of working with interesting people.

Furgortry et al (1971) proceed to say the choice of occupation is subject to different constraints for women than for men. Both men and women experience their own vicissitudes of decisions, trial and error, testing out and shifting of occupational commitments, but they start with somewhat different conceptions of their suitability for various occupations.

From the above discussion several factors have been identified which influence the youth in choosing a career. The factors seen to be peculiar to the situation in Kuwait discussed above. Though several factors have been identified it is felt that the factors influencing Zambian youths to choose nursing and not any other career be explored. It is really that they want to help mankind through nursing? Suppose they find nursing to be different from what they thought it was would they withdraw or just continue to remain in it?

Suppose they opt to withdraw because they realise it was a wrong career would that have any consequences on nursing? Is it possible to screen out those who are likely to withdraw before they actually begin their training?

Notter (1978) said research is the tool to answering perplexing questions in nursing. It seeks to uncover new scientific knowledge that would contribute to the advancement of the nursing profession. So the author strongly feels that a research study be carried out to determine those factors which influence the youths of Zambia to enter into nursing profession.

161

CHAPTER 3

METHODOLOGY

SETTING.

The study was conducted at the four Registered Nurse training Schools in Zambia. Three of these schools are based at Government Central Hospitals while the fourth is at a mine hospital. The schools were namely, University Teaching Hospital ^{school} of Nursing in Lusaka Province. The other three are in the Copperbelt Province. These are Ndola Central Hospital School of Nursing, Kitwe Central Hospital School of Nursing, and Mufulira Ronald Ross Hospital School of Nursing (Mine).

SELECTION OF SAMPLE

The sample has been described as "a representative selection of the group of population to be studied and the sample which is consistent with the problem to be studied", (Notter, 1968). The sample comprised of 100 subjects. 12 were males and 88 females. The sample involved 25 volunteers from each school of Nursing. The students involved in the project were only those in their first years of study and not more than three months of being in training. They were the July, 1983 intake.

This group was chosen particularly because it was felt that the students expectations of nursing while at school will not have changed very much. They were likely to have a lay imagery of nursing than those who were in the second or third year of study and who are more likely to be influenced by the school of nursing and work setting and poses an institutionally approved imagery of nursing. Secondly, the subjects were chosen primarily because they were more likely to give the real factors that influenced them (part of the Zambian youth population) to choose nursings as a career.

17)
The sample also seemed to be a representative of all the students in the July, 1983 intake thus making it suitable for generalization. Moreover, the time allowed for the study was limited and to cover all the students would have been very expensive in both material *in selection* (for sample, papers for questionnaire) and financial resources.

The sample was selected among the volunteers by simple random sampling a process described as, "one in which everyone in the group from which the sample is taken has an equal chance of a probability of being selected, (Notter, 1978). "Treece and Treece (1977) add that it is a process by which the researcher obtains the sample without aiming for specific individuals, objects or conditions.

In this study the author had pieces of papers numbered one to ten placed in a box. One student was asked to pick a number from the box. For instance, if 5 was picked then every fifth student was selected to take part in the study.

RESEARCH INSTRUMENT

For the purpose of this study a questionnaire described by Notter (1978) as "paper-and-pencil approach to the collection of data", was used to collect data. The interview method, "a planned verbal interaction between two or more people with a definite purpose in view" (treece and Treece 1977), could have also been used to collect data. However, it was found unsuitable because it requires more time to interview each person individually, and the cost in time and effort is greater for the interview compared with administering the questionnaire.

DATA COLLECTION

DATA WAS COLLECTED IN SEPTEMBER, 1983. This is because it was felt that during this period the students admitted to schools of Nursing in July, 1983 will not have changed their expectations of Nursing very much due to the acquisition of the new concepts of nursing as they learn more and more about nursing both theoretically and clinically.

The period was also convenient because this was during the holiday and there was ample time in which to travel and cover the four schools of nursing. It could have been much better if data were collected within the first months of the students being admitted to the school of nursing to minimize the influence of nursing education upon the the students' conception of nursing. This was not possible due to pressure of academic work.

The questionnaire was administered personally so that subjects had a chance of completing the questionnaire within a few minutes and hence had time of continuing concentrating on their studies.

ANALYSIS OF DATA

The data was intended to be analysed manually and presented in table form.

Girls School Certificate	29	29
Cambridge School Certificate	25	25
General Certificate of Education	6	6
TOTAL	100	100

Table II: Type of school attended by sample

Type of school attended	Number	Percentage
Girls Boarding School	37	37
Co-education Day School	31	31
Co-education Boarding School	13	13
Girls Day School	12	12
Boys Boarding School	5	5
Boys Day School	2	2
TOTAL	100	100



Chapter IV

Presentation and analysis of data

This chapter presents the data obtained from the study. Responses for a particular question are presented in table and descriptive form where necessary additional information is added.

Table I: Educational attainment of sample

Educational attainment	Number	Percentage
Zambia School Certificate	69	69
Cambridge School Certificate	25	25
General Certificate of education	6	6
TOTAL	100	100

Table II: Type of school attended by sample

Type of school attended	Number	Percentage
Girls Boarding School	37	37
Co-education Day School	31	31
Co-education Boarding School	13	13
Girls Day School	12	12
Boys Boarding School	5	5
Boys Day School	2	2
TOTAL	100	100

Table III: Province in which school attended by sample is found

Province	Number	Percentage
Copperbelt Province	41	41
Southern Province	15	15
Lusaka Province	10	10
Northern Province	10	10
Eastern Province	7	7
Central Province	6	6
Western Province	6	6
Luapula Province	2	2
Northwestern Province	2	2
United Kingdom (UK)	1	1
TOTAL	100	100

Table IV: The most favourite subjects to respondent while at School

Subject	1st Priority	2nd Prio	3rd Priority	No
Others	25	33	30	88
Biology&Human&Social Biology	28	34	14	76
English Language	27	17	7	51
English Literature	16	10	7	33
Mathematics	15	8	8	31
Commerce	5	5	11	21

Table V: Subject at School which has helped the respondent in coping up with nursing classroom work

Subject	1st Priority	2nd Prio	3rd Priority	No
Biology&Human&Social Biology	69	13	-	82
No response	12	18	31	61
Others	6	20	25	51
English	12	26	10	45
Mathematics	-	8	16	24
Religions Education	1	9	11	21
Physical Science	1	6	7	16

Table VI: Respondent's most preferred job while at school

Job	1st Priority	2nd Prio	3rd Priority	No
Others	31	33	50	114
Nursing	44	20	9	73
Teaching	4	21	17	42
Accountancy	2	9	10	26
Medicine	13	5	3	21
No Response	5	5	8	18
Business Administration	1	7	3	9
TOTAL	100	100	100	

The data show that, on first choice, 51% of students preferred other jobs as compared to 44% who indicated nursing.

Table VII: The sample's most influencing person or thing in choosing nursing as a career

RESPONSE	Number	Percentage
Parents/Guardians	40	40
Siblings	20	20
Mass media	15	15
Friends	8	8
None	8	8
Other (eg type of school attended, Red cross Society)	5	5
Teacher	4	4
TOTAL	100	100

Table VIII: Feeling felt by the student nurse when he/she first held that he/she has been selected for nursing

FEELING	Number	Percentage
Very happy	47	47
Happy	26	26
Mixed feeling: (Excitement, fear, anxiety, pleasure)	20	20
Not very happy	3	3
Not happy	1	1
Anxious	1	1
Proud	1	1
Achievement	1	1
TOTAL	100	100

Reasons for not being happy

1. Knew that she was going to be selected.
2. Had not yet decided whether to take up nursing or not until sometime when she realized that she was among the lucky ones to be offered a place in a college.
3. Did not like the career.
4. Had second thoughts about continuing in the nursing profession.

Table IX: First person the sample talked to after hearing that he/she has been selected for nursing

Person talked to	Number	Percentage
Parents	37	37
Siblings	29	29
Other relative:(uncle, aunt, brother in-law, sister in-law)	20	20
Friend	12	12
Husband	1	1
Boss (at working place)	1	1
TOTAL	100	100

Table X; Advise received by respondent from first person talked to after hearing that he/she has been selected for nursing

A D V I S E	Number
work hard and take studies seriously	55
Encouraged to take up nursing	32 32
To be well behaved at school	6
Be kind, patient, helpful, sympathetic and friendly to people especially patients	3
No advise given	3
Seek advise whenever in need of it	1
choose a career which would be beneficial and one which would not make life unhappy	1
Other	11

93% of the sample were happy with the advise given. 7% were not happy.

Reasons for not being happy

1. Do not like working hard.
2. Being discouraged when encouragement was needed.
3. Because advise given painted a picture that nursing wasn't all that nice as thought earlier.
4. Nursing involved a lot of work and that in the course of training the respondent would end up being frustrated and regret having accepted the wrong career.
5. The respondent was thought to be weak and would stop training either by playing about or something else.
6. Because advise was based on working hard in school work. Respondent felt she would not manage because she had stayed away from school for too long.
7. Advise was not reasonable as the adviser seemed to be ignorant about the whole idea of becoming a nurse.

Table XI: Respondent's reasons for joining nursing

Reasons for joining	Number
To help people	66
To learn more about the human body, disease and treatment	13
Interest in nursing	9
Influence from parents and relatives	8
To have a secure job	8
Failure to secure first career choice	5
To find a chance of studying medicine through nursing	4
Envied nurses uniform	4
Influence from friends	3
Good conditions of service eg good accommodation for nurses especially in the mines	3

Table XII: School learning experience particularly helpful in preparing the student nurse to pick on nursing career

School learning experience	Number	Percentage
Being a member of a service club eg Red Cross Society, Interact club, Child Care Club, Girl Guide & Scout movement	30	30
Lessons in Biological Sciences eg Biology, Human & Social Biology	20	20
Other eg - Assisting in school clinic, responsibility of looking after the students (school prefect)	14	14
None	12	12
Lessons in Religious education	7	7
Being a member of a Church movement eg Zambia Young Christian Students (Z.Y.C.S.), church choir	6	6
No response	6	6
Advise from teacher	6	6
TOTAL	100	100

Table XIII: Life experience particularly helpful in preparing the student nurse to pick on nursing career

Life experience	Number	Percentage
Good medical and nursing care received by respondent or given to relative of respondent while hospitalized	59	59
Other - eg experience with working with many people, involvement in Zambia Nurses Association, Bad treatment received from nurses	17	17
Visits made to the hospital	6	6
None	6	6
No response	6	6
Health problems in the family	4	4
Influence from nurses	4	4
T O T A L	100	100

Table XIV: Student nurses expectations of nursing before commencing training

EXPECTATIONS	Number
Other - eg nursing was for the uneducated male nurses nursing male patients	21
An easy job	19
Given total care to patient	18
Nursing only involved giving medications and injections	17
A tough job	11
A scaring profession as it involved seeing dead bodies and going to the mortuary	11
Going to the wards immediately upon entering Nursing	9
No response	4

Respondents were also asked to say whether their expectations since entering nursing had changed or not. 57% said 'Yes' and 43% said 'No'

SUGGESTIONS

Differences for the 'Yes' response

1. Nursing does not only involve giving medicines and injections but giving the patient individualized care. It also involves giving bed pans, feeding and psychological care (13%)
2. Nursing is not an easy job. It demands hard work (7%)
3. Attend classes before going to the wards (5%)
4. Nurses are educated (1%)
5. Nursing is not a scaring profession (7%)
6. Other, eg no bullying by senior students (20%)

Arrange for school leavers to visit the hospital to attract students to nursing profession

Secondary school students should be involved in school activities related to health (eg Red Cross Society, Nutrition) as these are helpful in preparing them to enter nursing

Secondary school teachers should emphasize subjects helpful to nursing eg biology and mathematics

Press attitudes towards patients should be good to avoid wrong impression in the public about nursing profession

Student nurses should be given an opportunity to visit secondary schools to share their experience in nursing profession as this could be an attraction to other students

Table XV: Student nurses' suggestions which could help other school leavers (Zambian youths) choose nursing as a career

SUGGESTIONS	Number
Nursing School Teaching Staff should visit secondary schools to give talks on nursing career	56
There should be more improvement in nursing service conditions (eg increased student allowance, shorter hours of work), to make the profession more attractive	15
School leavers wishing to join nursing should have interest in the career	10
Advertise the profession through nursing brochures, Journals, books, and films which should be provided to secondary schools. Also advertise through other forms of mass media (T.V. Radio, Newspaper)	6
Arrange for school leavers to visit the hospital to orient students to nursing profession	6
Secondary School Students should be involved in school activities related to health (eg Red Cross Society, Nutrition) as these are helpful in preparing them to enter nursing	4
Secondary school teachers should emphasize subjects helpful to nursing eg biology and mathematics	3
Nurses attitudes towards patients should be good to avoid wrong impression to the public about nursing profession	3
Student nurses should be given an opportunity to visit secondary schools to share these experiences in nursing profession as this could be an attraction to other students	2

CHAPTER VSUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS U M M A R Y

The study data suggest that most Zambian Youths entering Registered Nurse Training programme have various factors that influenced them to take up nursing. Most of these factors have been observed to be similar to those obtained by earlier researchers in other countries.

In this study most students entered nursing soon after completing Grade XII (form V) Majority had very good educational qualifications. Surprisingly enough slightly over half of the respondents came to nursing either as a second choice after unsuccessful attempt at another career or some other reasons yet to be explored.

A large number of the sample were recruited from the Copperbelt Province, possibly because the province has more secondary and nursing schools than any other province. Moreover, there is good communication network. Thus students from this province may be better informed than those from rural areas.

It is true that family relations have a greater role in influencing the youth in taking up nursing career. The study has shown that majority of the sample were influenced by family members. Other factors such as mass media, friends, teachers, have a minor part to play in the students choice of a career. It is not amazing that very few entrants were recruited through the mass media because even the author has observed that the mass media is rarely utilized by the concerned authorities in advertizing the the nursing profession.

Despite many students being happy about being selected for nursing some were unhappy. They were not happy because they did not actually like the career, were doubtful about continuing in the nursing career or were undecided. Therefore, we should not be surprised if some of the student nurses quit the profession in the mid of their training without apparent reasons.

Changes in developments in both the social and economic status of the country over the past few years (for example, increased out of school school leavers, few jobs for large numbers of job seekers, static number of nursing schools and other colleges, etc.) schools should be particularly careful about the stability of motives of those they accept for training. Brown and Stone (1971) mention it is very difficult in a survey of this sort to get at true motives. It is all too easy to give an orthodox socially acceptable answer to a researcher regarding reasons for starting on nursing training.

Most of the student nurses joined nursing mainly because they wanted to have an opportunity to help people. Other students' reasons for joining were to learn more about the human body, disease and treatment. Some took up nursing for the sake of interest, have a secure job and influence from parents or friends.

There are various school learning experiences which could influence the school leavers choice of nursing career. For example, being a member of a service club like the Red Cross Society. Responsibility to look after other students (school prefect), Biology lessons and advice from the teacher were among others.

Life experiences like good medical and nursing care received by or given to a relative of respondent while hospitalized, involvement in

in the Zambia Nurses Christian Fellowship, visits made to the hospital.
Encounter with a stressful situation (eg death), health problems in the
family, influence from qualified nurses, are other influencing factors
in career choice.

Many student nurses expected many things from nursing. Some expected nursing to be an easy job yet others expected it to be a tough job. Some of the students found that their expectations before commencing training had changed. Their expectations were not exactly as they thought earlier on.

Lastly, student nurses in the sample have suggested various ways by which other school leavers could be attracted into nursing as well as how the image of nursing to the lay person would be enhanced. They suggest that nursing school staff should regularly visit secondary schools to give career talks on nursing. There should be most improvement in the nurses conditions of service and increased advertisement of the profession through the mass media.

Respondents add that secondary school teachers should arrange for school leaver to visit the hospital to orient students to the field of nursing. They should also emphasize subjects helpful to nursing eg biology and mathematics. Furthermore, the sample say that secondary school students should be involved in school activities related to nursing and those students wishing to join nursing should have interest in it. Another suggestion is that student nurses should be given an opportunity to share their experience in nursing schools with their counter parts in secondary schools. Above all they say nurses' attitudes to patients should be good to avoid wrong impression to the public about nursing profession.

DISCUSSION OF FINDINGS

All respondents in the study had attained Grade XII standard of education, the minimum entry education level for the Registered Nurse training programme. This data observation is contrarily to the belief previously held by some respondents that, "nursing was only for the uneducated".

Moreover, Table F in the appendix shows that most of the student nurses had obtained very good grades in their final examinations at school. Chibuye (1982) also observed similar results in her study. She commented that more student nurses in schools of nursing today are highly qualified than a few years ago. There were more recruits with a good number of 'O' levels. She added that the reason for this increase in educational qualifications for student nurses are:

1. The practical recognition of the fact that a good general education is a pre-requisite for a good nursing education (I.L.O, 1960).
2. The nursing profession is concerned about the quality of care and how to meet the demands placed on nursing by medical and technological advancement.
3. Due to unemployment more well qualified candidates ~~are~~ are entering nursing where vacancies are easily available and for some as a last resort.

The origin of the student nurses was also looked into. The study has shown that most students (37%) who entered nursing were attracted from Girls Boarding Schools. Thirty one percent (31%) attended co-education Day Schools, thirteen percent (13%) attended Co-education Boarding Schools and 12% Girls Boarding Schools. There were also students who attended Boys Boarding Schools (5%) and Boys Day Schools (2%).

The sample's schools of origin were scattered throughout the nine (9) provinces of the country. The small majority (41%) originated from schools on the Copperbelt Province.

Other students came from Southern Province (15%), Lusaka Province (10%), Northern Province (10%), and Eastern Province (7%). Some students came from central province (6%), Western Province (6%), Luapula Province (2%) and Northwestern Province (2%). One respondent came from United Kingdom (1%). The large number of students from the Copperbelt Province Schools could be attributed to the fact that:

1. The forty one percent of students were close to the three Registered Nurses training schools on the Copperbelt.
2. There are more secondary Schools on the copperbelt province than any other province.
3. The students on the Copperbelt may be better informed about nursing than those in rural areas.

One student nurse in the study suggested that nursing schools should send more application forms to rural areas if more school leavers from these areas have to join nursing. This then implies that the rural students are at a disadvantage as far as information and communication is concerned, particularly in developing countries like Zambia.

The author further observed that certain schools from some provinces had more numbers of school leavers who entered nursing. For instance, 80% of students from Northern Province came from one Girls Boarding Secondary School. Only 20% came from other schools. Carter (1966) states that there are some schools in which there is a definite vocational bias. Some emphasize on girls doing preliminary training for nursing. On the other hand he argues that vacation bias is not indeed to prepare children for specific occupations though it is difficult to accept that it does not influence children considerably in their choice of work.

Brown and Stones (1971) found that the majority of students who constituted one study had relatives in hospital jobs. This does not appear to be so significant in this country.

In the present study only 4% of students stated having family contacts with jobs in the hospital.

On first priority (Table) a small majority of students (28) expressed that biological subjects (biology, Human and Social Biology) had been their most favourite subjects at school. 27 students stated English language. Those students who said other subjects were 25. Other students said English Literature (16 students) mathematics (15 students) and commerce (5students).

Most of the sample (69%) considered biological sciences to be the most helpful subjects in coping with nursing classroom work. One student had to say:

Biology has helped me in understanding anatomy and physiology. English Language and literature have been helpful in taking good notes.

In addition, twelve (12) students stated english to be the most helpful in coping with nursing classroom work. Other students did not respond (12), while six (6) students mentioned others and one (1) student said Peligious Education.

The data collected on the student nurse's most preferred job while at school showed a wide variety of career choices. On first choice 44% of respondents preferred nursing, 31% other jobs, 13% preferred medicine. Some of the students (5%) did not respond. 4% preferred teaching, 2% accountancy and one percent (1%) indicated business administration.

The study suggest that 51% of the sample had intentions of taking up other careers other than nursing. The reason why these students came into nursing could be due to the fact that these entrants had been prevented from pursuing their original ambitions either through lack of qualifications for other jobs, or through parentaral opposition (Brown and Stones 1971).

There was a 100% response to the question on who or what influenced the student nurse in choosing nursing as a career. Most respondents (40%) were influenced by parents and guardians. Others were influenced by siblings (20%) mass media (15%), friends (3%), home (8%). Five percent (5%) were influenced by other things such as type of school attended. The conclusion drawn from this question is that it seems the ultimate choice of career lies in the influence of parents.

Being selected for nursing is usually a moment which produces different reactions to the message received. When respondents were asked about how they felt when they first heard that they had been selected for nursing many of them (47%) were very happy. 26% felt happy, 20% had mixed feelings such as anxiety, fear, excitement and pleasure. 3% were not very happy, 1% not happy, 1% anxious, 1% proud and another 1% felt a sense of achievement.

Those students who were not happy gave various reasons. One student nurse said confidently, "I knew I was going to be selected". Other students had the following reasons:

1. had not yet decided whether to take up nursing or not till after sometime when the student realized that she was one of the lucky one to be offered a place in a college.
2. did not like the career.
3. had second thoughts about continuing in the nursing career.

Such reasons bring into question the 'student' role in nurse education. They raise questions whether such students will be able to complete training or withdraw. This is unquestionably a field of further research.

It was obvious that the sample would tell someone about their being selected for nursing.

their feeling with parents. 29% discussed with siblings. Data also showed that certain students confided in relatives (20%) 12% discussed with friends while 1% talked to husbands. Other students talked to the boss at their former working place (1%).

All respondents (100%) received some advise from the person they talked to. 93% of the students were happy with the advise given. 7% were not happy. The reasons given for not being happy were that; 'advise was based on working hard which I did not like,' 'I was being discouraged when encouragement was needed', and 'advise painted a picture that nursing wasn't all that nice as thought earlier'.

Reasons for joining nursing were explored. The most significant reason observed was the opportunity to help people (66 students). Very few students indicated to learn more about the human body, disease and treatment (13 students). Interest in nursing (9 students), to have a secure job (8 students), influence from parents and relatives (8 students). One student who gave the later reason stated:

I just wanted to fulfil my parents wishes. Nursing wasn't my career

So it appears that some student take up nursing even though they have no interest. They do so just because they want to statisfy other people. Such students may pose a problem to the cost of education and training. However, is it possible to detect such students so that they are counselled early about the profession they intend to take up? It is possible to prevent wastage through such means? Perhaps these are other areas of research.

Many student nurses found certain school learning experiences helpful in preparing them to pick on nursing career. Majority (30%) indicated being a member of a service club like Zambia Red Cross Society.

some found nursing not a clean job but a dirty job (4%) others found nursing was not an uninteresting but interesting career.

For example, one respondent was a member of the interact club and to help the blind. So after completing school she thought of help in health. Other students were helped by responsibility of looking after other students eg as school prefect (14%). Some students did not have any school experience (12%) whereas 7% felt lessons in Religious Education were helpful.

The most significant life experience particularly helpful in preparing the student nurse to pick on nursing career was good medical and nursing care (5%) received by respondent or give to relative of respondent while hospitalized.

Many student nurses came into nursing because they expected to find nursing an easy job (19%), give comprehensive care to patient (18%). There were also students who expected that nursing only involved giving medication and injections (17%). Some students in the sample (11%) expected nursing to be a tough job, a scaring profession (11%) as involved seeing dead bodies and going to the wards immediately upon entering nursing. There were also other expectations given.

Further analysis of data on this aspect revealed that 57% of the same expectations of nursing before commencing changed while they were in training. Chibuye (1982) states:

Perhaps, this is not surprising as students' responses to this section of the study could have easily been coloured by their experiences in training. It would have been more appropriate if they were asked this question before or immediately they came into nursing.

Students observed a lot of differences in nursing between what they expected before commencing training and what they found in nursing. The student who expected nursing as only involving giving medication and injections before entering nursing comments, "nursing does not only involve giving medications and injections but giving patient individual care. It involves giving bed baths, bed pans feeding etc".

Some students found nursing not an easy job as expected but one that demands hard work (7%). Five percent (5%) of the sample found that they attend classes before going to the wards. These who expected nursing to be a scaring profession found it as unscaring profession (7%).

Some found nursing not a clean job but a dirty job (4%) others found that nursing was not an uninteresting but interesting career.

There are nursing implications in the author's findings which are important both for recruitment and for training. Finally, students in this study were asked to give suggestions which they thought could help other school leavers choose nursing as a career. The research has shown that students in this study have many ideas which they think could help other students choose nursing as a career. 56% called for nursing school teaching staff to visit secondary schools to give talks on nursing career. They suggest that there should be more improvement in the educational and nursing service conditions (15%). Other suggestions are that school leavers wishing to join nursing should have interest in the career (10%), there should be advertisement of the profession through mass media eg nursing brochure, journals, books, radio, television and newspaper.

Further suggestions are that secondary school teachers should arrange for school leavers to visit the hospital to orientate students to the nursing profession (6%). Secondary School students should be involved in school activities related to health such as the Red Cross Society, Nutrition Club and Girl Guides which are helpful in preparing them to enter nursing (4%). Secondary School teachers should emphasize subjects relevant to nursing eg Biology and mathematics (3%). Nurses attitudes to patients should be good to avoid wrong impression to the public about the nursing profession (3%). Lastly, but not the least student nurses should be given an opportunity to visit secondary schools to share their experiences in nursing profession as this could be an attraction to aspiring school leavers. Nevertheless secondary school teachers may not be to blame especially in the absence of literature regarding nursing education and training as well as nursing service. To sum up the discussion Kakungu (1984) state:

People are ignorant about what actually nursing is all about. Therefore, they should be made very clear with the fact that to be a nurse you have to take an interest in sick people, have concern about their needs and ready to help at all times. They should be able to appreciate and expect to find the basic care such as

- a) Giving and emptying bed pans
- b) Bathing patients
- c) Emptying dirty sputum mugs
- d) Cleaning soiled linen

SCIENCE IMPLICATIONS: Biology and physical science as well as there are nursing implications in the author's findings which are important both for recruitment and for training. Firstly, the image held by some members in the general public is not likely to encourage school leavers who have realistic pictures of their own needs, strengths and failings to enter the profession. It is too discouraging.

However, the need for more school leavers in nursing will need to grow. In order to attract more recruits it will be necessary to present an image of the profession with which it is easier for potential entrants to identify. It is advisable that prior information regarding the nature of nursing education and training as well as nursing service could remove, as Chibuye (1982) state, 'the surprise element concerning the amount of theory and study required during training', in addition, the nature of work on the wards. This information could be used during the interview to ensure candidates fully understand not only the amount and standard of study required but also the student nurse's role in the nursing service as part of the nursing care giver.

Secondly, secondary schools do not prepare their students adequately as far as information regarding the nursing profession is concerned. This is evidenced by the number of students influenced by teachers to take up nursing even though the ultimate choice of a career lies in the student herself. Nevertheless secondary school teachers may not be to blame especially in the absence of literature regarding nursing, particularly for this country. Therefore as suggested by students nurses in the sample nurse educators need to go to secondary schools to give career talks to students.

Furthermore, this problem should be stimulating to both nurse educators, practitioners and researchers. It calls for nurses to write nursing brochures, articles and books which could be used to disseminate information to secondary schools so that students are better informed about the profession.

Science subjects such as biology and physical science as well as mathematics and english should continue to be emphasized during selection of students for nursing. Most respondents felt that these were the subjects which have been helpful in coping with nursing classroom work.

- 1. It is recommended that attitudes of school leavers towards nursing be researched into.

Another implication is that it may not be possible for student nurse selectors to detect those students who enter nursing as their second or third choice and even those expressing doubts about continuing in the profession or have no desire at all to be a nurse. But these are the students that selectors have to be concerned with if wastage to a certain extent has to be avoided during the course of training. Perhaps what is also important is counselling before the student decides to leave the profession.

The study has shown that parents and guardians have a big role to play in the students life. Most students confided in their parents/guardians for advice. These are the significant others for teachers to consult when decision of importance are to be passed on the student.

The size of the sample was only limited to half the number of students admitted in July, 1983 to the Registered Nurse Training Programme. School leavers who had been admitted about the same time to enrolled nursing schools were excluded due to costs involved in having a big sample. This only four institutions were involved and findings are more limited and relevant to subjects studied though may apply to other students.

The other limitation was the time available in which the study had to be completed and submitted. The study had to be completed within a short period. A further limitation was the money to cover expenses like transport to get to nursing training schools, typing and binding.

Christianity	57	57
no religion	12	12
Education for students		
Teaching of Social Studies		

APPENDIX A - TABLES

RECOMMENDATIONS

The following recommendations could be the basis for future research in this respect of nursing education.

Table A: Sex Distribution of Sample

1. It is recommended that attitudes of school leavers towards nursing be researched into.

2. There is need to determine how well school leavers are informed about nursing.

3. It is essential that evaluation of the selection tool (eg interview) be carried out to make it more potent in detections of those aspiring candidates for nursing without definite interest in the profession.

4. Nurses attitudes towards patients should be investigated. This is because some respondents felt that some nurses' attitudes towards patients may be prohibitive to those wishing to enter the profession.

LIMITATIONS OF THE STUDY

Table B: Age Distribution of sample

The investigation in this study identified limitations pertaining to time, size and money to meet the costs of the study.

Age in years	Number	Percentage
The size of the sample was only limited to half the number of students admitted in July, 1983 to the Registered Nurse Training Programme. School leavers who had been admitted about the same time to enrolled nursing schools were excluded due to costs involved in having a big sample. This only four institutions were involved and findings are more limited and relevant to subjects studied though may apply to other students.		
TOTAL	100	100

The other limitation was the time available in which the study had to be completed and submitted. The study had to be completed within a short period. A further limitation was the money to

cover expenses like transport to get to nursing training schools, typing and binding.

RELIGION	Number	Percentage
Christianity	87	87
No response	12	12
Bokankar The Ancient Teaching of Soul Travel	1	1
TOTAL	100	100

Table 7: Subjects APPENDIX A - TABLES
sample

Table D: Marital status of the sample

Table A: Sex Distribution of Sample

Marital Status	Number	Percentage
Single	94	94
Female	86	86
Male	14	14
TOTAL	100	100

All men (100%) were single
 93.0% of women were single
 4.6% of women were married
 2.3% of women were engaged

Table B: Age Distribution of sample

Age in years	Number	Percentage
16 - 20	54	54
21 - 25	44	44
26 - 30	2	2
TOTAL	100	100

Table C: Religion of the sample

RELIGION	Number	Percentage
Christianity	87	87
No response	12	12
Eckankar The Ancient Teaching of Soul Travel	1	1
TOTAL	100	100

Table F: Subjects sat for at school and grades obtained by sample

Table D: Marital status of the sample

S U B J E C T	G R A D E S O B T A I N E D					
	Distinction	Merit	Credit	Pass	Fail	None
Marital Status	A	Number	C	D	Percentage	
Single		94			94	
English language	2	30	42	26	-	100
Married		4			4	
Mathematics	-	52	22	31	32	98
Engaged					2	
Geography		11	25	37	5	78
Total		100			100	

Biology 11 25 37 5 78

Religion All men (100%) were single 30 13 9 2 64

93.0% of women were single

English Literature 4.6% of women were married 28 17 2 1 58

2.3% of women were engaged

History - 14 14 21 7 56

Commerce 2 10 28 13 53

Physics 4 2 38

Human Social Biology 2 16 10 24

Table: Length of period in training of the sample

In order to collect data I need to administer a questionnaire

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table: Length of period in training of the sample

Table F: Subjects sat for at school and grades obtained by sample

S U B J E C T	G R A D E S O B T A I N E D					
	Distinction	Merit	Credit	Pass	Fail	Number
	A	B	C	D	F	
English language 17th August 1983	2	30	42	26	-	100
Mathematics	-	5	22	31	32	90
Geography Mr Misinga The Principal Tutor Mafalala School of Nursing 24th August, 1983.	-	11	25	37	5	78
Biology P.O. Box 197 KAPULIKA	-	11	25	28	1	665
Religious Education	10	30	13	9	2	64
English Literature	10	28	17	2	1	58
History I am a first year student in the Department of Post Basic Nursing and taking a diploma in Nursing Education Course.	-	14	14	21	7	56
Commerce I am required to carry out a research project in an area of my choice in partial fulfilment of the course requirement. My study is on "Factors influencing the Zambian youth to up Nursing".	2	10	28	13	-	53
Physical Science In order to collect data I need to administer a questionnaire	-	5	12	17	4	38
Human & Social Biology I am a student nurse in your school. I will be looking forward to your participation in my research during the months of September this year.	2	3	16	10	-	31
Bemba I will be looking forward to your participation in my research during the months of September this year.	2	9	11	4	-	26
General Science I would like to suggest that you should try to grasp the material for further study.	-	2	5	5	-	12
Agricultural Science	-	-	6	3	2	11
Home Economics L. Bwalya	1	4	3	3	-	11
Principles of Accounts	-	2	2	1	1	6
Zonga	1	1	2	1	-	5
Food and Nutrition (SAYING PRINCIPLES)	-	-	2	2	-	5
Economics	-	1	-	2	-	3
Nyanja	-	2	1	-	-	3
Art	-	1	1	1	-	3
Lozi	-	1	-	2	-	3
Physics	-	-	1	-	1	2
Communication Skills	1	6	-	-	-	1
Sociology	1	-	-	-	-	1
Fibres & Febrics	-	1	-	-	-	1

The University of Zambia
School of Medicine
Department of Post Basic Nursing
P O Box 50110
LUSAKA

University Teaching Hospital
School of Nursing
P.O. Box 50366
LUSAKA

17th August 1983

Mr Zizzinga
The Principal Tutor
Mifulira School of Nursing
P O Box 197
MUFULIRA

24th August, 1983.

Mr. Dupe Bwalya
University of Zambia
School of Medicine
Department of Nursing
P.O. Box 50110
LUSAKA

Dear Sir,
I am a first year student in the Department of Post Basic Nursing and taking a diploma in Nursing Education Course.

I am required to carry out a research project in an area of my choice in partial fulfilment of the course requirement. My study is on "Factors influencing the Zambian Youth to up Nursing".

RE: QUESTIONNAIRE TO 1ST YEAR STUDENT NURSES

In order to collect data I need to administer a questionnaire to first year student nurses in your school, the July 1983 intake during the months of September this year.

I will be looking forward to your consideration.

I am pleased to let you know that I have no objections. However, I would like to suggest that you meet the group tutor who will be available for further assistance.

Yours faithfully,

Dupe L. Bwalya

/fc

signed.

D.M.O Mhango (Mrs)
(ACTING PRINCIPAL TUTOR)

University Teaching H
School of Nursing
P.O. Box 50366
LUSAKA

24th August, 1983.

Mr. Bupe Bwalya
University of Zambia
School of Medicine
Department of Nursing
P.O. Box 50110
LUSAKA

RE: QUESTIONARE TO 1ST YEAR STUDENT NURSES

Thank you for your letter requesting permission to administer a fesearch to the first year student nurses.

I am pleased to let you know that I have no objections. However,, I woul like to suggest that you meet the group tutor Miss Kalinda for further assistance.

signed.

D.M.D Mhango (Mrs)
(ACTING PRINCIPAL TUTOR)

APPENDIX C

Mufulira School of Nursing
Ronald Ross Hospital
P.O. Box 197
MUFULIRA

QUESTIONNAIRE FOR STUDENT NURSES

Ref: AZ/175/83

Instructions

29th August 1983 on this form is completely confidential. No names are required. There will be no means of identifying any individual

Mr Bupe Bwalya
The University of Zambia
School of Medicine
Department of Post Basic Nursing
P.O. Box 50110

PLEASE tick () either the appropriate answer or write your comments in the space provided

Dear Mr Bwalya

RE: RESEARCH PROJECT FACTORS INFLUENCING THE ZAMBIAN YOUTH TO TAKE UP NURSING

For Office Use only

Thank you for your letter of the 17th August, 1983 regarding the above mentioned project, which you are intendint to carry out in the partial fulfilment of your course requirement.

It will be in order for you to carry out this project by administering a questionnaire to first year student nurses in our school.

We will be grateful if you will let us know your findings after this project has been completed.

Yours faithfully
A. Zizinga

Signed (a) 16 - 20 years

(b) 21 - 25 years

(c) 26 - 30 Years

A Zizinga
PRINCIPAL TUTOR

c.c. The Chief Medical Officer
Malcolm Watson Hospital

Marital Status: Please tick ()

(a) Single

(b) Married

(c) Divorced

(d) Widowed

(e) Separated

(f) Engaged

1

2

3

QUESTIONNAIRE FOR STUDENT NURSES

Instructions

Any information on this form is completely confidential. No names are required. There will be no means of identifying any individual concerned.

Please tick () either the appropriate answer or write your comments in the space provided

For Office Use only

1. Sex: Please tick ()

(a) Male

(b) Female

1

2. Age: Please tick ()

(a) 16 - 20 years

(b) 21 - 25 years

(c) 26 - 30 Years

(d) 31 - years and above

2

3. Please state your religion

3

4. Marital Status: Please tick ()

(a) Single

(b) Married

(c) Divorced

(d) Widowed

(e) Separated

(f) Engaged

4

5. How long have been in training?
(State your answer in months)

6. What were your educational attainment on entering Nursing?

- (a) Cambridge School Certificat (C.S.C)
- (b) G.C.E. 'O' level
- (c) Zambia School Certificate (Z.C.S.)
- (d) Other, (please state)

7. List all the subjects you set for at school and indicate the grades obtained

8. What were the three top most favourite subjects to you at School? (List them in order of priority)

- (a) _____
- (b) _____
- (c) _____

--

--

9. At this stage of your training which subjects at school do you think have helped you in coping with your nursing classroom work? (Please list them in order of priority)

- a) _____
- b) _____
- c) _____

10. i) Which school did you attend last before entering nursing?

ii) In which district in this school?

iii) Please state the province where the school is found

11. Type of school attended, Please tick (✓)

- a) Girls Day School
- b) Girls Boarding School
- c) Boys Day School
- d) Boys Boarding School
- e) Co-education day School
- f) Co-education Boarding School
- g) Other, Please specify

12. What were the three top most preferred jobs to you at School? (Please list them in order of priority)

- a) _____
- b) _____
- c) _____

13. Who influenced you most in choosing nursing as a career?

- a) Father
- b) Mother
- c) Teacher
- d) Sister
- e) Brother
- f) Friends
- g) Mass media e.g. T.V., Radio, Newspaper etc

21

--

22

--

23

--

24

--

27

--

h) Other, please specify

14. a) How did you feel when you first heard that you had been selected for nursing?

b) Who was the first person you told the news that you had been selected (write relationship)

15. What advise did you get from him/her?

16 a) Where you happy with the advise given? Please tick
(✓)

a) Yes

b) No

b) If 'No' give reasons

17. What were your main reasons for joining nursing?

18. Please specify which of your school learning experience(s) if any were particularly helpful in preparing you to pick on this career?

19. Please specify which of your life experience(a) if any were particularly helpful in preparing you to pick on this career?

20. Before commencing your training what were your expectations of nursing? (please list them)

21 i) At this stage of your training, have your expectations of nursing changed?
Please tick (✓)

a) Yes

b) No



ii) If 'Yes' what are the major differences?

22. Please give suggestion which you could help other school leavers Zambian Youth choose nursing as a career?

Thank you very much for helping in completing this questionnaire



BIBLIOGRAPHY

1. Abdlellah F G and Levine E (1975) Better Patient Care Through Nursing Research Mc Millan Co. New York.
2. Bowman M P (1972) What a waste Nursing Mirror 28th January p 55 - 59.
3. Brown R G S and Stones R W H (1971) The decision to nurses: A study of male nurses. Nursing Times, 25th March, Vol 67 No 12 P. 45 - 48.
4. Brown R G S and Stones R W H (1971) The image of nursing Nursing Times, 1 April Vol 67 No 13 P. 49 - 52.
5. Carter M (1966) Into Work, Richard Clay, The Chamber Press Ltd. Britain.
6. Chibuye P (1982) A study of factors influencing student nurses' decision to complete training unpublished thesis.
7. Clarke M (1977) Research in Nursing Education, Nursing Times, Vol 73, No 23 P 25 - 28.
8. Furgortly et al (1971) Sex, Family and Career Occupational Choice and Career Performance, Allen and Union Ltd P 114.
9. Hill S M et al (1980) Educational Research in Nursing An Overview. International Nursing Review, January/February Vol 27, Vol 1, Issue 29.
10. Henderson V (1955) Principles of Practical Nursing Mc Millan Co. New York.
11. Kakungu C (1984) Expectation of a student nurse, Paper presented to a seminar on trends in nursing in Mufulira. Unpublished article.

12. Leslie G R et al (1973) Introductory Psychology Order and change. Oxford University Press Inc London, P 185.
13. Lewis B (1980) Wastage from nurse training Nursing Times, 13 November, Vol 76, No44.
14. Malarkey L (1979) The Older student, Journal of Nursing Education. February, Vol 18, No 2.
15. Meleis A I (1979) The case of Kuwait. International issue of Nursing. International Nursing Review, July/August, Vol 2 No 4 issue 226.
16. Meyer (1973) In Carter M (1966) , Into Work. Richard Clay, The Chamber Press Lt Britain.
17. Notter E L (1978) Essentials of Nursing Research. J. W. Arrowsmith Ltd, Bristol.
18. Paduano A M (1976) Nursing Education in Spain. International Nursing Review September/October, Vol 23, No 5 Issue 209, p 150.
19. Peal M (1977) Consensus and conflicts in African Society - An introduction of Socio T E A Constalbe Ltd. Endinburgh, p
20. Singh A and Smith J(1975) Retention and withdrawal of student nurses. International Journal of Nursing Studies, Pergamon Press Vol 12, P 43 - 56.
21. The Zambia Daily Mail (1983) 'The Observer', 20th June Vol 5,995
22. Treece E W and Treece J W (1977) Elements of Nursing Research in Nu The C. V. Mosby Co St Louis.
23. Veness T (1962) In Carter (1966) Into work, Richard Clay (The chamber Press) Ltd London.

REFERENCE NOTES

Interview for school leavers (1983), information obtained from school leavers who attended interviews at University Teaching Hospital School of Nursing, July.

