

FACTORS INFLUENCING HIGH SCHOOL LEARNERS TO CHOOSE NURSING AS A CAREER

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Declaration

This is to certify that the work is entirely my own and not of any other person, unless explicitly acknowledged (including citation of published and unpublished sources). The work has not previously been submitted in any form to the Durban University of Technology or to any other institution for assessment or for any other purpose.

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Abstract

Globally there is recognition of a health workforce crisis characterised by critical shortages, migration, and an uneven geographical distribution of health professionals. The Nursing Strategy for South Africa records that for many decades nursing has been a career of choice for South Africans from all sectors of society (Department of Health 2008: 11). That has changed as nursing has become less appealing to learners. This raises questions as to the knowledge, attitudes and perceptions of learners towards the nursing profession.

Aim of the study

The aim of the study was to determine factors influencing high school learners towards nursing as a career.

Methodology

A descriptive cross-sectional quantitative and qualitative design was used to guide the study. The study was conducted in two high schools that were purposely sampled; the population comprised of high school learners from the two schools. Questionnaires were used to collect data from Grades 10 and 11. Life Orientation subject teachers were interviewed during data collection. Quantitative data was analysed by using SPSS. Qualitative data was analysed by using thematic analysis.

Results

The findings of this study revealed that learners had inadequate knowledge of nursing. Interviews with teachers showed that this inadequate knowledge by learners could be associated with a lack of active involvement of the Department of Health in promoting nursing as a career.

Dedication

I dedicate this dissertation to my creator, Lord and Saviour thank you so much for the strength that you have given to me, all the Glory belongs to you.

To my loving parents, Mrs Ngxola and Mrs Mbangi, for their understanding and caring attitude.

My husband, Mr Z.G. Mbangi, for always supporting and inspiring me to never give up on all the things I need in life. It is only because of your support and unyielding faith in me that I have been able to achieve this.

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Glossary of Terms

- **Attitude** - Is defined as the general feeling (ranging from positive to negative) or evaluation (good or bad) a person has towards self, other people, objects or events (Louw and Edwards 2008: 748).
- **Career guidance** - Refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers” (OECD & EC 2004 cited in Debono, Camilleri, Galea and Gravina 2007: 19).
- **Knowledge** - The total of what is known about the subject (Paperback Oxford English Dictionary 2006:418).
- **Nursing** - Means a caring profession practised by a person registered under section 31, which supports, cares for and treats a health care user to achieve or maintain health and where this is not possible, cares for a health care user so that he or she lives in comfort and with dignity until death (Nursing Act 2005: 6).
- **Perception** - The ability to see, hear or become aware of something through the senses. A way of regarding, understanding or interpreting something (South African Concise Oxford Dictionary 2007:550).
- **Professional nurse** - A person registered with the South African Nursing Council (SANC) as a nurse under Article 16 of the Nursing Act, No 33 of 2005, as amended (Republic of South Africa 2005). The terms ‘registered nurse’ and ‘professional nurse’ are used interchangeably.

- **South African Nursing Council** - The body entrusted to set and maintain standards of nursing education and practice in the Republic of South Africa.

It is an autonomous, financially independent, statutory body, initially established by the Nursing Act, No. 45 of 1944, and currently by the Nursing Act, No. 50 of 1978 as amended to the Nursing Act No. 33 of 2005 (Republic of South Africa 2005).

List of Acronyms

AIDS	:	Acquired Immune deficiency Syndrome
CHC	:	Community Health Centre
DHS	:	District Health Care System
DoE	:	Department of Education
DoH	:	Department of Health
ESMOE	:	Essential Steps in Managing Obstetrical Emergencies
FET	:	Further Education and Training
HIV	:	Human Immunodeficiency Virus
HRH	:	Human Resources for Health
HSRC	:	Human Sciences Research Council
KZN	:	KwaZulu-Natal
LO	:	Life Orientation
MDG	:	Millennium Developmental Goals
OECD	:	Organisation for Economic Co-operation and Development
PHC	:	Primary Health Care Clinic
PSCD	:	Personal, Social and Career Development
PSD	:	Personal and Social Development
SA	:	South Africa
SANC	:	South African Nursing Council
SCCT	:	Social Cognitive Career Theory
SPSS	:	Statistical Package for Social Sciences

UNDP : United Nations Development Programme

WHO : World Health Organisation

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Globally, there is recognition of a health workforce crisis, characterised by critical shortages, migration, and uneven geographical distribution of health professionals. According to the World Health Organisation (WHO) nurses make up the largest single group of health care professionals in any country, including South Africa (WHO: 2006). The Nursing Strategy for South Africa records that for many decades nursing has been a career of choice for South Africans from all sectors of society (Department of Health 2008: 11). Historically, nursing as a career was accessible to many previously disadvantaged school leavers who were attracted to the subsidised nursing education and training, which has recently changed. Nursing is no longer regarded as worthwhile or lucrative by young people as it used to be (Department of Health 2008: 11). Anecdotal evidence suggests that the standards of nursing have dropped and that the image and status of the profession have declined (Department of Health 2012: 19). According to Searle (2000: 95), nursing is deemed a highly ethical profession and relies on the moral integrity of individual practitioners to provide quality nursing care.

The following factors are cited by the Nursing Strategy (Department of Health 2008: 11) as the reasons that lead to the decline of the status and image of the nursing profession:

- The availability of students' positions in the public sector has declined, and the availability of other career choices has diluted the number of new recruits into the nursing profession.
- Bursaries that are provided to nursing students are low compared to the bursaries provided to medical/dental students. This entices suitable students to seek options other than nursing, where lucrative bursaries are offered.

- The social positioning of nurses and teachers used to be recognised in the communities as people of high social standing, which this has changed dramatically.
- Expanding opportunities in the general labour market have resulted in an increase in competing employment opportunities nationally and even internationally. Thus the nursing profession has to battle with, and ensure that it works hard, to restore its image and attract the best minds to its ranks.
- Low remuneration, poor working conditions.
- Shortage of supplies and equipment and poor working environments.

The South African Nursing Council (SANC) registers all nurses on the roll on completion of training, but does not specify whether a nurse is practising in South Africa or outside the country. It also does not specify whether a nurse has retired or not; or a nurse is still looking for employment nor does it specify the type of the employment contract. Other nurses are registered even though they are not practicing, but they choose to remain registered (SANC statistics 2013). This is further supported by the Human Resources for Health (HRH) which declares that the SANC numbers are included for the purpose of completion only. It is important to note that these figures are not a true reflection of the numbers of health professionals available for the health workforce (George, Quinlan and Reardon 2009: 29).

According to Mkhize and Nzimande (2007: 24), 41% of learners were interested in nursing but were discouraged by poor working conditions, low salaries, and the lack of information about nursing as a career. Adib-Hajbaghery and Mansur (2005: 7-10) highlighted that at the time of applying for admission to nursing most learners did not know the requirements of the profession very well. These learners who enter the profession with inadequate knowledge will cease to perform to the required standards and will experience psychological pressures. These learners lack the appropriate

personality features for nursing. Efforts to inform the public about nursing careers and nursing shortages have not always been free of controversy.

Some have challenged the images of nursing portrayed in the popular media as well as in recruitment campaigns, suggesting that these images are detrimental to the image of the profession (Gordon 2005: 74; Summers 2006: 84-85). According to Donelan et al. (2008: 852-853), in the United States there is remarkably little available national data on the public's perceptions of nursing and the factors that shape those perceptions. How is the nursing profession viewed in comparison to other career options? Does the public know of recent nurse labour shortages? What news and advertising messages resonate with the public, and with the diverse population of people of different ages, gender, race, and ethnicity who might form the future nursing workforce?

1.2 PROBLEM STATEMENT

Worldwide there is declining interest in nursing as a career by school leavers (George, Quinlan and Reardon 2009: 31). The Nursing Strategy for South Africa records that for many decades nursing has been a career of choice for South Africans from all sectors of society (Department of Health 2008: 11). Historically, nursing as a career was accessible to many previously disadvantaged school leavers who were attracted to the subsidised nursing education and training, although recently that has changed. Nursing is no longer regarded as worthwhile or lucrative by young people as it used to be (Department of Health 2008: 11).

According to SANC 2013/12/31 age distribution of nurses registered, only 4% of nurses below the age of 30 are professional nurses, whilst 14% are enrolled nurses and 15% are nursing assistants. The low proportion of nurses

registering before they turn 30 suggests the possibility that many are migrating abroad after completing their studies. Alternatively, nurses may be choosing to do other work after completion of their studies, or continuing with their studies in other fields.

Nurses entering the profession at a young age are entering and practising mostly as enrolled nurses and nursing assistants, while most of the nurses aged 40 and above are professional nurses (SANC 2013). This suggests that in the future there will be a dramatic shortage of nurses, and in particular professional nurses, if their production is not drastically increased. In examining the age distribution of professional nurses alongside the low production rates of professional nurses, it can be predicted that the shortage of professional nurses will worsen in the future if decisive and immediate action is not taken to rectify this shortage. The gaps and challenges that were identified from the previous studies show a great need to conduct a study on the factors influencing high school learners towards nursing as a career. Since there is no evidence of a research study that has been conducted in KwaZulu-Natal (KZN) on what knowledge, attitudes and perceptions school leavers have about nursing, it is important to conduct a study on nursing as a career.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to determine factors influencing high school learners towards nursing as a career.

1.4 OBJECTIVES

The objectives of this study were to:

- Assess the knowledge that high school learners have about nursing as a career.
- Determine attitudes of the learners towards nursing as a career.
- Determine the perceptions of high school learners towards nursing as a profession.
- Explore the preparation of the learners for a career by Life Orientation (LO) teachers.

1.5 SIGNIFICANCE OF THE STUDY

The findings will be presented to the KZN provincial offices of the Departments of Education and Health or Universities and Nursing Colleges to be used in marketing and recruitment drives. This study will assist the Departments of Education and Health to work together closely in planning their exhibitions, and in supporting each other in order to attain their goals. The two departments might consider a long term plan for LO teachers with regards to nursing; for example, planning for a workshop those teachers will undergo so as to capacitate them with knowledge in nursing. It may also assist with providing insight into how learners regard nursing as a career. Learners will gain more knowledge about nursing, and will be able to make informed decisions when choosing the stream and their careers.

The Department of Health and institutions of higher learning, both public and private, will be able to plan for effective career guidance, marketing, recruitment and retention of learners for nursing as a career. Strategies may be developed by stakeholders in order to strengthen and sustain the professional nursing workforce in South Africa.

1.6 THEORETICAL FRAMEWORK: SOCIAL COGNITIVE CAREER THEORY

The Social Cognitive Career Theory postulates that people are products and producers of their environments and the cognitive processes regulate people's choices. The Social Cognitive Career Theory will be discussed in detail in Chapter 3.

1.7 OUTLINE OF THE DISSERTATION

Chapter 1: Introduction and background to the study.

Chapter 2: Literature review.

Chapter 3: Research methodology.

Chapter 4: Presentation of the results.

Chapter 5: Discussion of results.

1.8 CONCLUSION

This chapter presented the background, purpose and aims of the study. The chapter highlighted the reasons that have led to the decline of the status and image of nursing profession, as outlined by the Nursing Strategy. Chapter two will focus on relevant literature that was reviewed in order to gain more insight and understanding, and to support the relevance of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will present the thoughts, views, assumptions and investigations made by various authors and researchers on nursing as a career.

2.2 CAREER GUIDANCE IN HIGH SCHOOLS

Career guidance involves giving information to learners about different career options that are available after finishing high school. Information is formally given to learners as a lesson in school. These lessons are conducted by teachers who guide learners on how to choose career opportunities that are suited to their abilities and interests (Mphahlele 2011: 17). Historically, career guidance services for disadvantaged South African communities were very limited because of past apartheid government policies (Buthelezi, Alexander and Seabi 2009: 506). Schools in the disadvantaged black communities were significantly underfunded, which resulted in overcrowded, ill-resourced classrooms and a significant shortage of qualified teachers. This is further supported by Maree (2009: 436), who argued that career opportunities in South Africa are not fairly distributed to the previously disadvantaged groups, and that the majority of black persons have not received adequate career counselling.

Since the demise of the apartheid order in 1994, the South African Department of Education has embarked on curriculum transformation aimed at providing quality education to all learners, especially in disadvantaged contexts. As part of the massive process of curriculum restructuring in the 1990s, the career and vocational guidance subjects of the old education system were incorporated into the current curriculum as part of the Life

Orientation (LO) learning area. LO aims at equipping learners with the requisite knowledge, skills, and attitudes to be responsible young people (Department of Education 2002: 4). Although it is intended to educate learners about health promotion and social, personal and physical development, LO is also meant to educate learners about diverse career fields and the world of work.

Despite these stated objectives, however, it is worth noting that a number of research studies reveal that this learning area is not meeting the needs of learners effectively. Prinsloo (2007: 166) reported that teachers in government schools, particularly those in rural areas, were inadequately equipped to cope with the demands of LO programmes. This is further supported by the findings of the study conducted by Buthelezi, Alexander and Seabi (2009: 517), which revealed that learners were concerned about the inefficient manner in which the LO curriculum was presented by teachers.

2.3 CAREER GUIDANCE IN KZN

The KZN Department of Education has drafted policy guidelines on the implementation of career guidance and counselling. Since the introduction of the National Curriculum Statement Policy in the education system in 2002, there have been no policy guidelines to direct and guide the development and implementation process of the career guidance and counselling support programmes (KZN Department of Education 2010: 10-19). Career guidance objectives are weakly reflected in the policies for education and training.

A career guidance policy and strategy is therefore needed to improve career guidance services in the KZN Department of Education. During the past several decades, a mismatch has been evident in the country between the skills imparted by the National Education System and those demanded by the

workplace. The mismatch has been exacerbated in recent years by the integration of new technologies in almost every sphere of professional activity. Narrowing the gap between education and the world of work is thus a priority for the government, because of the potential economic and social benefits to be derived from increasing the proportion of the population that is engaged in productive livelihoods. Career guidance and counselling is widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work, as well as between school and society. It is a means of assisting young people to make appropriate and judicious educational choices that will enable them to develop their potential and to have access to work opportunities that are compatible with their interests and abilities. It can also help to instil confidence and a positive attitude, to derive fulfilment from their chosen areas of learning and work and, most importantly, to inculcate an eagerness for lifelong learning. The policy seeks to address the existing challenges and opportunities within the organisational set up. It also proposes the development of stronger links between the Educational Sector and Social Sector.

The services offered shall include academic, career, college access and personal / social planning for every learner, developmental classroom lessons for every learner, and individual and group counselling for some learners who need more intensive assistance beyond classroom lessons or planning/advising sessions. The career guidance and counselling programme in KZN shall take cognisance of the socio-economic and cultural changes and realities of the society. Hence the programme shall be sensitive to cultural values, practices, gender issues and other realities. A small equipped career centre should be set up in each school; this will enable learners to have easy access to services (KZN Department of Education 2010: 10-19).

2.4 NURSING AS A CAREER OF CHOICE

According to WHO, there are challenges that relate to the suitability of the students who are recruited into the health professions (WHO 2010: 8). Health professionals who are not representative of the people they serve in terms of language, ethnicity or other social and demographic factors, may find it more difficult to understand and respond to the particular needs of communities. Fees for professional education are high and subsidies to ensure affordability are rare, limiting the pool of potential candidates. The concentration of opportunities in urban and specialist settings also influences the types of students who are recruited. Potential candidates from rural under-served areas face numerous disincentives including travel, accommodation and lack of familiarity with an environment so far from home (WHO 2010: 8).

It is worth noting that the findings of the study that was conducted by Mkhize and Nzimande (2007: 15) revealed that 13% of learners in the sample were interested in pursuing nursing as a career. The findings further showed that there was no decreased interest in nursing, but the institutions received many applications; as a result, the training institutions could not cope with the increased number of applications.

According to the findings of the study that was conducted by Jrasat, Samawi, and Wilson (2005: 145-156) in Abingdon England, a learners personal desire to become a nurse accounted for only 31.0% of the total, while 69.0% began a nursing career for other reasons, such as family or economic pressures. Their findings revealed that there was no correlation between the learners' gender, high-school public certificate average, and the decision to become a nurse.

Upon graduation, 30.0% of students would prefer to work at hospitals, 19.0% at emergency rooms, 21.0% at an ambulatory health centre, and 26.0% in administrative positions. Females favoured working at health centres over males (24.8% vs. 12.1%, respectively), whilst more males favoured working in administrative positions than females (30.8% and 23.5% respectively). These findings support the need for a study that will determine the views of high school learners towards nursing as a career.

Neilson and Lauder (2010: 680-690) examined what high academic achieving school pupils really thought about a career in nursing. The participants in this study reported that proper work experience in nursing could make it more attractive as a career choice, but that there were difficulties and barriers in obtaining appropriate work experience in nursing. These included unhelpful attitudes of teachers towards work experience in nursing in general, and placements which were typically in a nursing home or a care home. They were of the opinion that departments of nursing within universities should have input into organising more realistic work placements, and that their involvement could foster greater interest amongst pupils in nursing as a career of choice.

The findings of the study by Adib-Hajbaghery and Dianat (2005: 5) support Neilson and Lauder's study by revealing that most students did not know the requirements of the profession very well at the time of applying for training as nurses. These students entered the profession with inadequate knowledge, hence they ceased to perform to required standards and experienced psychological pressures. These learners lacked the appropriate personality features for nursing. This is further supported by the findings of King, Hardie and Conway (2007: 138), who concluded that "career advisors had limited knowledge of the multitude of nursing roles and responsibilities and lacked awareness of the availability of a variety of advanced practice, roles and professional development opportunities available to nurses".

It is worth noting that the findings of some studies revealed that nursing is less popular among high school learners as a career of choice (Mphahlele 2011:59; King, Hardie and Conway 2007:137; Cohen et al. 2005:91). The findings of Mphahlele (2011: 28-30) showed that the perceptions held by school leavers are that nursing as a career of choice is amongst the least popular, less interesting, and poorly appealing to high school learners in the province of Gauteng. The findings of this study further state that nursing is the least appealing of career choices by school leavers, with only 4.8% of participants looking forward to becoming nurses. Commerce was the most appealing choice (22.6%). This is supported by Cohen et al (2005: 91) who stated that nursing is rated as the lowest profession among school guidance counsellors.

King, Hardie and Conway (2007: 138) argue that tertiary students who experienced discrepancies between pre-entry perceptions and the actual educational requirements of a nursing degree were more likely to leave the course. This supports the hypothesis that nursing is rated poorly when compared to other career choices of school leavers. Interest in nursing as a career of choice could only be stimulated if the school leavers are given clear, accurate and continuous information on nursing to create awareness about nursing as a career of choice. Therefore, career advisors and guidance teachers need a thorough workshop about nursing profession so as to be able to effectively promote nursing among high school learners.

2.5 THE SHORTAGE OF NURSES IN SOUTH AFRICA AND A CHALLENGE FOR THE FUTURE

The high public regard for nurses by the public, however, has not necessarily translated into an adequate supply of individuals who are willing to be nurses. The expected future demand for nurse labour challenges us to look more closely at the public's perceptions of nursing and nursing careers, and

consider how they are shaped by personal experience, media messages, and socio-demographic factors. The best available evidence suggests that barring a major re-organisation of health care delivery in the next generation, our society will need more nurses. Although the current nursing shortage that began in 1998 has begun to ease in recent years, projections of the future supply of registered nurses consistently points to a substantial slow-down in the growth in the number of registered nurses in the workforce over the next decade. The most recent projections suggest that a shortage of registered nurses will develop midway into the next decade, and that the deficit will grow to as many as 285,000 registered nurses by 2020 (Buerhaus, Auerbach, and Staiger 2008: 143). A shortage of this size would be nearly three times larger than any shortage experienced in the United States during the past 50 years. If this future shortage materialises it could cripple access, quality, and safety to millions of South Africans. Assuming that there is no let-up in the demand for registered nurses, then unfortunately by 2025 the nursing shortage is projected to reach 500,000 registered nurses. The impact of a shortage of this size is difficult to comprehend.

This is further supported by SANC statistics which shows that there were about 4% of registered nurses that were below 30 years, 30 to 39 years = 19%, 40 to 49 = 29%, 50 to 59 years = 31%, 60 to 69 years = 14% and above 69 years = 3%. These results show that most of the registered nurses were between the ages 50 to 59 years, followed by 40 to 49 years. This is different when looking at the statistics for enrolled nurses and enrolled nursing assistant, whereby they had 14% and 15% for those nurses below 30 years, and most of these categories are between age 30 to 39 years which is 36%, then followed by 40 to 49 years which is between 25% and 27% (SANC statistics 2013).

The causes and solutions of learners' attrition in institutions of higher learning had been a topic of debate for many years. Community college-based

associate degree nursing programmes have their share of the attrition problem, and they have been working to find a remedy to reduce the attrition rate. Community college-based nursing programmes have not, however, clearly identified factors that are responsible for the attrition problem.

In this *ex post facto* study, contributing factors that are responsible for the attrition of academically competent learners are explored. The collected data suggests that the success of a retention plan mainly depends on the institution's ability to address the needs of learners and intervene accordingly. The study findings pointed out areas that affect learners' readiness, engagement, integration, and persistence. The study recommends the need for learners to focus on early preparation prior to starting the nursing programme, and the institution's readiness to provide a student support system. Future studies should focus on the level of student preparedness especially for students from-under represented social groups (Yigezu 2009: 125).

The finding that nursing students have the highest prevalence of drop-out is most concerning, given that nursing students are in short supply in South Africa and are urgently needed to fill vacant posts. Thus, even more nursing students will need to be recruited in the years to come (Connelly et al. 2007:115). In addition, the findings of Shisana et al. (2004: 846) show that the prevalence of HIV infection is higher in the rural provinces of Mpumalanga (19.6%) and North West (19.7%) in comparison to the urban provinces of KZN (17.1%) and Free State (9.6%). This adds further pressure to the HRH crisis in these rural areas which already struggle with substantial staff vacancy gaps. HIV and AIDS reduces the productivity of HIV positive health workers, thereby increasing the labour turnover, diminishing the average level of work experience and the average length of time employed, which in turn increases the workloads of HIV negative health workers and drives up the cost for public sector health budgets. This poses a significant threat to South Africa's

achievement of the strategic objectives for HIV and AIDS, as young nurses who are HIV positive will have limited amount of time employed in the health sector (Connelly et al. 2007:115; Shisana et al. 2004:844). Based on the above findings, Shisana warns that with one in seven nurses and nursing students in the public sector now HIV positive (14.3%), and more nurses suffering from full blown AIDS than are actually being produced, the system could shortly be rendered impotent Shisana (2004 cited in Bateman 2007: 510).

A further point of concern is the overall decrease (1.2%) in the output of professional nurses from four-year programmes and bridging programmes in South Africa between 1999 and 2008 (3910 in 1999, to 3862 in 2008). The production of professional nurses needs to increase by at least 13.1% from the current rate, just to keep abreast with the population increase. Further aggravating factors are the burden of disease, HRH migration, retirement, and the high HIV prevalence of HRH. If this annual decline were to continue, it would undoubtedly exacerbate the current shortage of nurses in South Africa.

2.6 CONCLUSION

The literature reviewed provided background information on the knowledge, perceptions and attitudes of high school learners towards nursing as a career. The following chapter will present research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology used in this study. The focus will be on research design, theoretical framework, setting, population, pilot study, sampling strategy, data collection process, data analysis, validity and reliability, ethical considerations.

3.2 RESEARCH DESIGN

A descriptive cross-sectional quantitative and qualitative design was used to guide the study. This design was intended to gain more information about characteristics within a particular field of study. The purpose was to provide a picture of situations as they naturally happen. In many aspects of nursing, there is a need for a clearer delineation of the phenomenon before causality can be examined. It can be used for the purpose of developing a theory, identifying problems with current practice, justifying current practice, making judgements, or determining what others are doing in similar situations. Cross-sectional designs were used to examine groups of subjects in various stages of development simultaneously, with the intent to describe changes in the phenomenon across stages. The descriptive design was combined with qualitative and quantitative methods in order to complement each other. The aim was to facilitate greater understanding of the target population's needs, and assist in the development of specific interventions that might alleviate the problem (Burns and Grove 2005: 233-236).

A quantitative design was used for Phase 1, which entails data collection from learners by using a questionnaire. Phase 2 employed a qualitative study

through in-depth interviews with the teachers that teach LO to Grade 10 and 11 learners.

3.3 THEORETICAL FRAMEWORK: SOCIAL COGNITIVE CAREER THEORY

The Social Cognitive Career Theory (SCCT) postulates that people are products and producers of their environments, and the cognitive processes regulate people's choices. This can be explained in the form of a triadic reciprocal causality, which refers to the reciprocal interaction of personal attributes (feelings, attitudes and aptitude), the social environment, and the individual's overt behaviour (Stead and Watson 2006:59). The Social Cognitive Career Theory hypothesises that person inputs (including predispositions such as attitudes and personality traits) and background contextual affordances affect occupationally relevant self-efficacy beliefs and outcome expectations by shaping occupationally relevant learning experiences (performance accomplishments, various learning, verbal persuasion and emotional arousal) (Schaub and Tokar 2005: 305).

In view of the paucity of studies on the relevance of career counselling in the context of disadvantaged individuals in South Africa, the research questions in the current study are twofold:

- (1) What are the knowledge, attitudes and perceptions of high school learners towards nursing as a career?
- (2) What is the preparation of high school learners in terms of career guidance?

Self-efficacy is defined as a dynamic set of beliefs that are linked to particular performance domains and activities. Self-efficacy expectations influence the

initiation of specific behaviour and the maintenance of behaviour in response to barriers and difficulties (Brown and Lent 2005: 104). Bandura et al (1977 cited in Leung 2003: 125) theorised that self-efficacy expectations are shaped by four primary information sources or learning experiences, which are personal performance accomplishments; vicarious learning; social persuasion; and physiological and affective states.

The SCCT model views the development of career goals and choices as functions of the interaction among self-efficacy, outcome expectations and interest over time. Career choice is an unfolding process in which the person and his/her environment mutually influence each other. It involves the specification of primary career choice or goal, actions aiming to achieve one's goal, and performance experience providing feedback to the individual on the suitability of the goal. In addition, SCCT posited that compromise in personal interests might be required in the career choice process due to a context specific to the person, for example cultural beliefs, social barriers, or lack of support. An 'ability' factor, defined as one's achievement, aptitude, and past performance, was highlighted in the performance model of SCCT. Ability serves as feedback from reality to inform one's self-efficacy and outcome expectation, which in turn would influence performance goals and levels.

Brown and Lent (2005: 262) suggested that incongruence between efficacy and objective ability for example; overconfidence or under-confidence would likely lead to undesirable performance for example, being ill-prepared for a task, performance anxiety. An optimal point is a slightly overshoot self-efficacy which would promote further skills utilisation and development. SCCT offers a comprehensive framework to understand the development of career interest, career choice, and performance that is grounded in self-efficacy theory.

The authors found a positive relationship between the career search self-efficacy of participants and family support, and a negative relationship between career search self-efficacy and career indecision. For male learners, the relationship between family support and career indecision was partially mediated by career search self-efficacy. These findings were consistent with the general SCCT career choice models, and illustrated the importance of social support to career decision and efficacy (Brown and Lent 2005: 264).

The big-five theories offer career guidance professionals worldwide a set of principles and concepts that they could use to communicate about practice and research. Locating the universals of career guidance and development across culture is indeed important. Career guidance practitioners and researchers should critically evaluate the cross-cultural limitations of these theories to identify points of divergence. These may include the cultural relevance of theoretical constructs, assessment methods, and the content and design of career interventions based these theoretical perspectives. There should be more international collaboration to further develop the big five career development theories, both in research and practice (Leung 2003: 412).

3.4 SETTING

The study was conducted in uGu District, which is located in the south of KZN Province. The district has a population of 704 141 and comprises six local authority areas. According to the District Health Plan 2007/08, 84% of the population is rural and communities are characterised by poor access to services, lack of roads and other communication infrastructure, and a relatively low level of access to social, education and health services (KZN, Department of Health, 2006).

As at 29 January 2013 there are 509 registered public and independent schools in the uGu District, of which 491 are ordinary public schools, sixteen are ordinary independent schools and three are Special Needs Schools. The uGu District Office, Department of Education is situated in Port Shepstone on the Lower South Coast of KZN Province. The education boundaries coincide with the boundaries of the uGu District Municipality. UGu District is part of the Coastal Cluster, which is situated 128 kilometres from Durban and 190 kilometres from Pietermaritzburg. The Geographic Area of Port Shepstone is approximately 5047 square kilometres.

The map below reveals that many of our schools are situated in deep rural areas (Figure 3.1). Schools are distributed into two Circuits namely Circuit A and Circuit B. Circuit A (Sayidi) comprises nine wards, (Gamalakhe, Izingolweni, Margate, Ogwini, Paddock, Pisgah, Sakhayedwa, St Faiths and Umzumbe) and Circuit B (Scottburgh) is made up of eight wards, (Braemar, Dududu, Emabheleni, Highflats, Turton, Mthwalume, Umdoni and Umkomazi). The schools in the District are distributed into these seventeen wards.

Ugu District Council

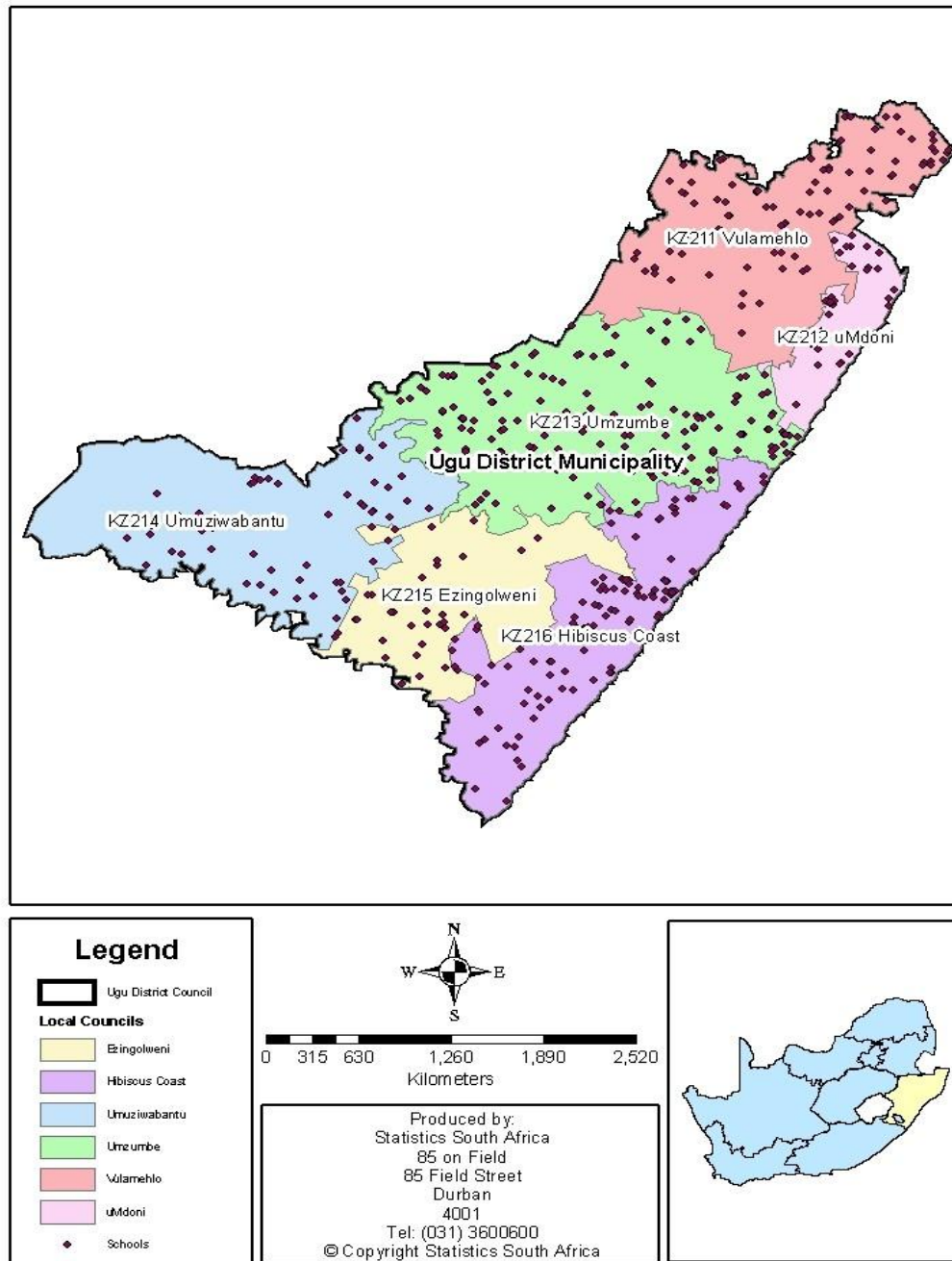


Figure 3.1: The map below shows the distribution of schools in the different municipalities.

A population is the entire aggregation of cases in which a researcher is interested (Polit and Beck 2008: 337). The population sample for this study comprised high school learners from the two schools. Grades 10 and 11

learners were the target population for Phase 1, and LO teachers for Phase 2. Grade 12 learners were not included in this study because they had already chosen the relevant subjects for their careers (streams) and careers of their choice, and they knew what their focus would be in the following year. Learners were given an opportunity to choose the streams in grade 10; hence this study collected data from learners in Grades 10 and 11. The total population of learners was 1004, and the population of LO teachers was six.

3.5 SAMPLING STRATEGY

A purposive sampling of two high schools from UGu District was done. The researcher purposively selected a school in a rural setting (School 1) and a school in an urban setting (School 2), since anecdotally urban schools are better resourced than the rural schools. According to Maree (2009: 441), very few rural and township learners have had exposure to the world of contemporary careers. The American Nurses Association (2010: 1) provides the following contemporary definition of nursing: “protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations”. Hence, nursing education needs to ensure that the contemporary nurse has the necessary knowledge and skills. Prinsloo (2007: 166) argues that most teachers in government schools, particularly those in rural schools, were inadequately equipped to cope with the demands of LO programmes. Sampling of the participants will be done in two phases. Phase 1 will entail the selection of learners, and phase 2 will be the selection of LO teachers.

3.6.1 Phase 1: Grade 10 and 11 learners

A random sampling strategy was employed to select all the consenting participants of the selected two schools. The researcher obtained the register of all grade 10 and 11 learners from the principal, and this was used as a

sampling frame. Numbers instead of names were allocated to each consenting learner, and the numbers were drawn randomly from a hat until the required sample was reached. In consultation with the statistician, a sample size was determined (Appendix 10). Given the population of 1004, with an alpha level of 0.05 and a margin of error of 0.05, the following sample size for categorical data with associated breakdown was calculated: Total minimum sample required, given above values, is 278. Twenty percent was added to this in case of 'spoilt papers' for example, missing data; thus the researcher administered 333 questionnaires in total. This figure was broken down proportionally as follows:

Table 3.1: Sample size for phase 1 – Questionnaires

School	Grade	Population	Required Sample
1	10	250	83
1	11	295	98
2	10	223	74
2	11	236	78
		1004	333

Inclusion criteria

- All consenting learners in grades 10 and 11.
- All learners that were below age 18, whereby parents have given consent in writing.
- All learners above age 18 who have given consent in writing to be part of the study.

Exclusion criteria

- Participants who did not wish to participate in the study.

3.6.2 Phase 2: Life Orientation (LO) teachers

Purposive selection of all consenting LO teachers was done. A total of six LO teachers comprised a sample as illustrated in the table below:

Table 3.2: Sample size for phase 2 – LO Teachers

School	Grade	Population	Required Sample
1	10 and 11	4	4
2	10 and 11	2	2
		6	6

Inclusion criteria

- All consenting LO teachers.

Exclusion criteria

- LO teachers who did not wish to participate in the study.

3.7 DATA COLLECTION PROCESS

Data collection was done in two phases.

3.7.1 Phase 1

During Phase 1, data was collected from learners by using questionnaires (Appendix 7). The proposed research instrument was a questionnaire that was used in an extensive study that was conducted in Johannesburg by

Mphahlele (2011). Ms Mphahlele gave the researcher permission to use the instrument and the questionnaire was adapted to suit the context of the research (Appendix 8). The data collection method comprised a questionnaire with closed-ended questions and a few open-ended questions, which would be distributed to the selected high school learners. All learners that had consented to participate in the study would be put in one classroom during a lunch break. The researcher will hand out the questionnaires to the consenting participants. Collection boxes were provided at the school for participants to deposit the completed questionnaires, so as to maintain confidentiality. In order to gain permission for learners below 18 years of age to participate in the study, parents were called to a meeting at school with the assistance of the school principal. The purpose of the meeting was explained and consent forms were given to parents to be completed. Once the consent forms were signed, the researcher collected them from parents.

3.7.2 Phase 2

In phase 2 interviews were conducted with all LO teachers in each school. An interview guide with a grand tour question was used to facilitate the discussion (Appendix 9). A grand tour question is typically an opening question that asks the respondent to give a broad description about a particular topic, and is followed by a variety of questions that probe deeper into the domains uncovered through the grand tour initiation (Brenner 2006: 358).

The researcher requested a quiet room from the principal for use during the interviews with the consenting teachers. Interviews were conducted during the free periods or lunch breaks, and these lasted for about 30 minutes. Permission was sought from the participants to use an audio recorder to record the interviews.

3.8 PILOT STUDY

Since the researcher used a validated questionnaire that was modified, an expert group was used to pre-test the questionnaire before the commencement of the research. The tool was evaluated by three post graduate supervisors outside nursing. They found the questionnaire valid and that it addressed the aim and objectives of the study. Minor changes were made to Questions 7.9 and 9.7 (Appendix 7).

3.9 DATA ANALYSIS

Quantitative data was analysed by computing frequencies and percentages using the latest version of the Statistical Package for Social Sciences (SPSS), version 20. Descriptive statistics, in the form of tables and graphs, were used to describe the data graphically. In addition, measures of central tendency, including means and modes, as well as a measure of spread using the standard deviation was calculated, where appropriate. In order to test for significant trends in the data, inferential statistics was applied. These included Pearson's correlation, t-tests, ANOVA and chi-square tests. Where the conditions were not met for the application of these tests, non-parametric equivalent tests were applied. A p-value of 0.05 was used throughout to indicate significance.

Qualitative data was analysed by using thematic analysis. Qualitative data was transcribed from the voice recorder into a written format. The transcribed interviews were captured onto a master file through Microsoft Word. The data analysis was done in alignment with Tesch's coding method, as described in Creswell (2009: 186). This includes:

- Reading through all transcripts to get a general impression of the collected data.
- Writing down margin thoughts that emerge from the data.

- Making a list of all topics. Similar topics will be clustered together. These topics will be preliminarily organised as major topics, unique topics and leftover topics
- Abbreviating topics as codes, to be written next to the corresponding segments of the data. Any other topics or codes that emerge would also be written next to the appropriate segment of the text.
- The most descriptive wording for the topics would be used and would be turned into sub-categories.
- Grouping together of the related topics and emerging list of categories.
- Preliminary analysis of data by assembling data that belong to each category from which themes will emerge.
- Existing data will be re-coded.

3.10 VALIDITY AND RELIABILITY

Content validity was tested, by choosing experts that have a supervision track record to test the validity of the data collection tool. According to Polit & Beck (2012:458), 'content validity concerns the degree to which an instrument has an appropriate sample of items for the construct being measured and adequately covers the construct domain'.

Polit & Beck (2012:457) indicate that, "reliability is the consistency with which an instrument measures the target attribute". The researcher administered the same questionnaire to all the participants in the sample population, and the same guide for interviewing the LO teachers.

3.11 ETHICAL CONSIDERATIONS

This research was reviewed by the Faculty of Health Sciences Research and Higher Degrees Committee and ethical clearance was requested from the Institutional Research Ethics Committee (Appendix 1). Permission was sought from the District Manager, UGu District of Education (Appendices 2a and 2b) and School Principals (Appendices 3a, 3b, 3c), to collect data from the sampled schools. The researcher alone collected this information electronically into a personal password-protected computer to ensure confidentiality. Codes were used and no names appeared in the document. The data collection instruments will be locked in a steel cupboard, for a period of five years. Thereafter, all data will be destroyed by shredding. The information that will be stored in the computer will be wiped from the password protected computer after five years. The Subject Information Letter that explains the outline of the study was given to the participants, and thereafter consenting participants were asked for written informed consent (Appendices 5a, 5b and 6). Parents who had children that were below eighteen years who were participating in the study gave consent for their children to participate in this study. The consent documents for parents and learners were both in IsiZulu and English, to accommodate those who may not understand English well.

3.12 CONCLUSION

This chapter deliberated on the research methodology, ethical considerations and the theoretical framework that was used in the study. The following chapter will present the results of the study.

CHAPTER 4

PRESENTATION OF RESULTS

4.1 INTRODUCTION

The previous chapter outlined the methodology adopted in conducting the study. This chapter presents the results of the study. As stated in Chapter 1, the objectives of the study were to:

- Assess the knowledge that high school learners have about nursing as a career.
- Determine attitudes of learners towards nursing as a career.
- Determine high school learners' perceptions towards nursing as a profession.
- Explore the preparation of the learners for a career choice by Life Orientation teachers.

Data was collected on four different days, that is in school 1 data from learners was collected on the 20/08/13, and for teachers 21/08/2014. School 2 data from learners was collected on the 27/08/2013, and 28/08/13 for teachers.

Purposive sampling was done of two high schools from the uGu District. The researcher purposively selected a school in a rural setting and one in an urban setting, since anecdotally urban schools are better resourced than rural schools. Data collection was done in two phases.

In phase 1 there were 100% (n=333) questionnaires that were distributed to learners from both schools, that is: 54.3% (n=181) learners from School 1 (rural) and 45.6% (n=152) learners from School 2 (urban). Of the 100% (n=333) questionnaires 14.7% (n=49) were spoilt; 9.3% (n=31) from school 1

and 5.4% (n=18) from School 2. The number of completed questionnaires returned was 83% (n=150) from school 1 and 87% (n=134) from School 2. A random sampling strategy was employed to select all consenting participants of the selected two schools. The researcher obtained the register of all grade 10 and 11 learners from the principals, and this was used as a sampling frame.

Instead of names, numbers were allocated to each consenting learner. The numbers were drawn randomly from a hat until the required sample was reached. In consultation with the statistician a sample size was determined (Appendix 9). Given a population of 1004, with an alpha level of 0.05 and a margin of error of 0.05, the following sample size for categorical data with associated breakdown was calculated: Total minimum sample required, given above values, was 278. Twenty percent was added in case of 'spoilt papers' for example, missing data; thus the researcher administered 333 questionnaires in total.

Inferential statistical and descriptive tests (graphs and tables) were used in this study:

- *A chi-square goodness-of-fit test:* A univariate test used on a categorical variable to test whether any of the response options are selected significantly more/less often than the others (Stat Trek 2013:1).
- *Wilcoxon Signed Ranks test:* A non-parametric test used to test, in this study, whether the average value is significantly different from a value of 3 (the central score) (Laerd Statistics 2013:29).

4.2 PRESENTATION OF RESULTS: PHASE 1

4.2.1 Demographics

Table 4.1: School enrolment

		Frequency	%
Valid	School 1	150	52.8
	School 2	134	47.2
	Total	284	100.00

The majority of the participants, 52.8% (n=150), were from School 1 (rural). In School 2 (urban) there were 47.2% (n=134) participants.

4.2.2 Learners' grade

Table 4.2: Learner's grade

		Frequency	%
Valid	Grade 10	134	47.2
	Grade 11	147	51.8
Missing		3	1.1
Total		284	100.00

The majority of the participants, 51.8% (n=147), were in Grade 11 whereas 47.2% (n=134) were in Grade 10.

4.2.3 Age

Table 4.3: Learners' ages

		Frequency	%
Valid	Younger than 17 years	127	44.7
	17-18	111	39.1
	Older than 18	45	15.8
Missing		1	0.4
Total		284	100.00

The age distribution in the above table shows that most participants were younger than 17 years-of-age 44.7% (n=127), 17-18 years old 39.1% (n=111), older than 18 years 15.8% (n=45).

4.2.4 Gender

Table 4.4: Gender

		Frequency	%
Valid	Male	117	41.2
	Female	166	58.5
Missing		1	0.4
Total		284	100.00

Both males and females were included in the study where females constituted 58.5% (n=166) compared to male learners who constituted 41.2% (n=117); missing data was 0.4% (n=1).

4.2.5 A summary of the demographics

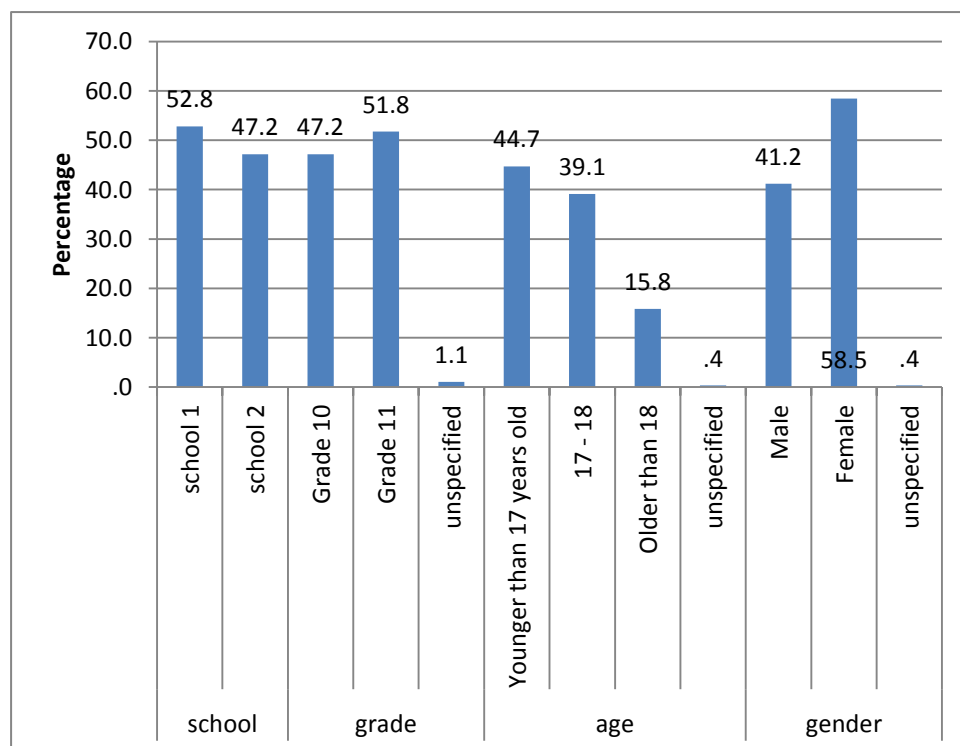


Figure 4.1: A summary of the demographics

The graph above shows a summary of the demographics as discussed above.

4.2.6 Mothers and fathers training

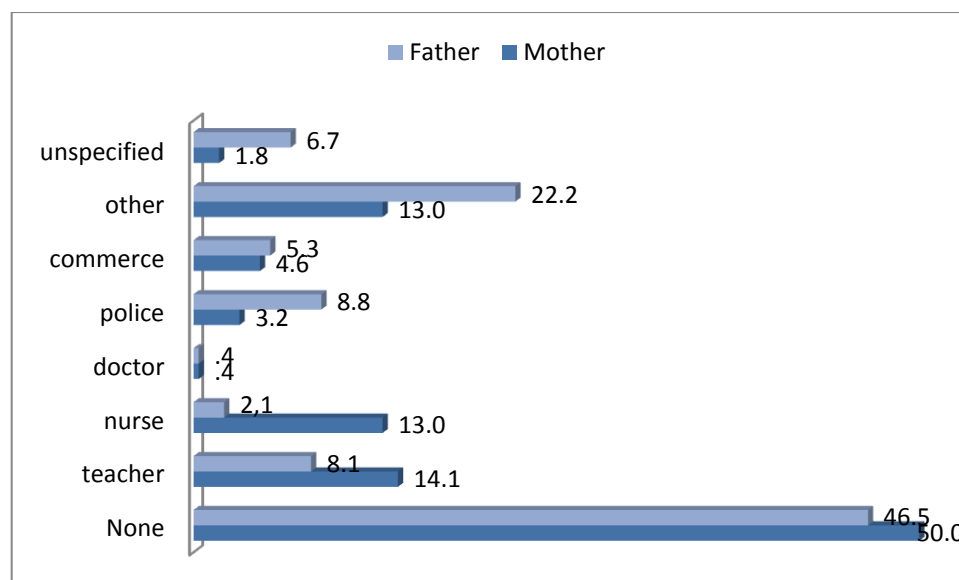


Figure 4.2: Mothers' and fathers' training

The results of the Chi-square goodness-of-fit test on each of the parent's training indicates that significantly more than expected mothers did not have qualifications ($\chi^2(6, N=279) = 342.043, p<.0005$); a similar result was found with regard to father's training ($\chi^2(6, N=265) = 337.502, p<.0005$).

4.2.7 Career guidance in choosing a career

Table 4.5: Career guidance in choosing a career

		Frequency	%
Valid	Did not assist	47	16.5
	Choosing stream	82	28.9
	Info on careers	130	45.8
	Narrowing choices	20	7.0
	Other	4	1.4
Missing data		1	0.4
Total		284	100.00

A significant majority indicated that they obtained information on careers from career guidance ($\chi^2(4, N=283) = 180.763, p<.0005$).

4.2.8 Academic stream

Table 4.6: Academic stream

		Frequency	%
Valid	Commerce	73	25.7
	Science	76	26.8
	General	130	45.8
	Other	3	1.1
Missing data		2	0.7
Total		284	100.00

A significant majority of the participants indicated that they obtained information on careers from career guidance. Significantly more responded to 'information on careers and general' ($\chi^2\{4.N=282\}=115.362; p<.0005$).

4.2.9 A summary of career guidance and academic stream

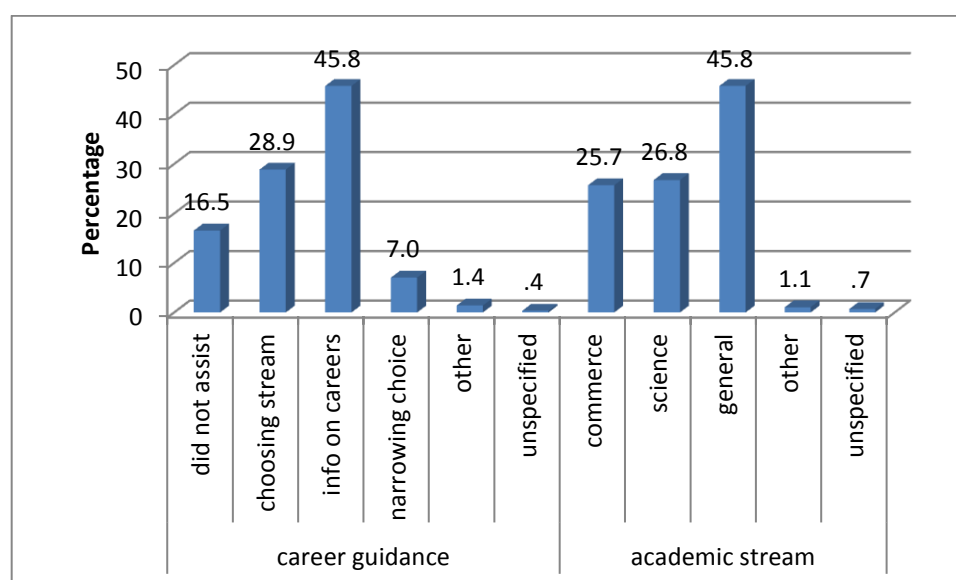


Figure 4.3: A summary of career guidance and academic stream

A significant majority of the participants indicated that they obtained information on careers from career guidance ($\chi^2\{4, N=283\} = 180.763, p<.005$). Similar significantly more responded to 'information on careers and general' ($\chi^2\{4, N=282\} = 115.362; p <.0005$).

4.2.10 Knowledge that learners have about nursing as a profession

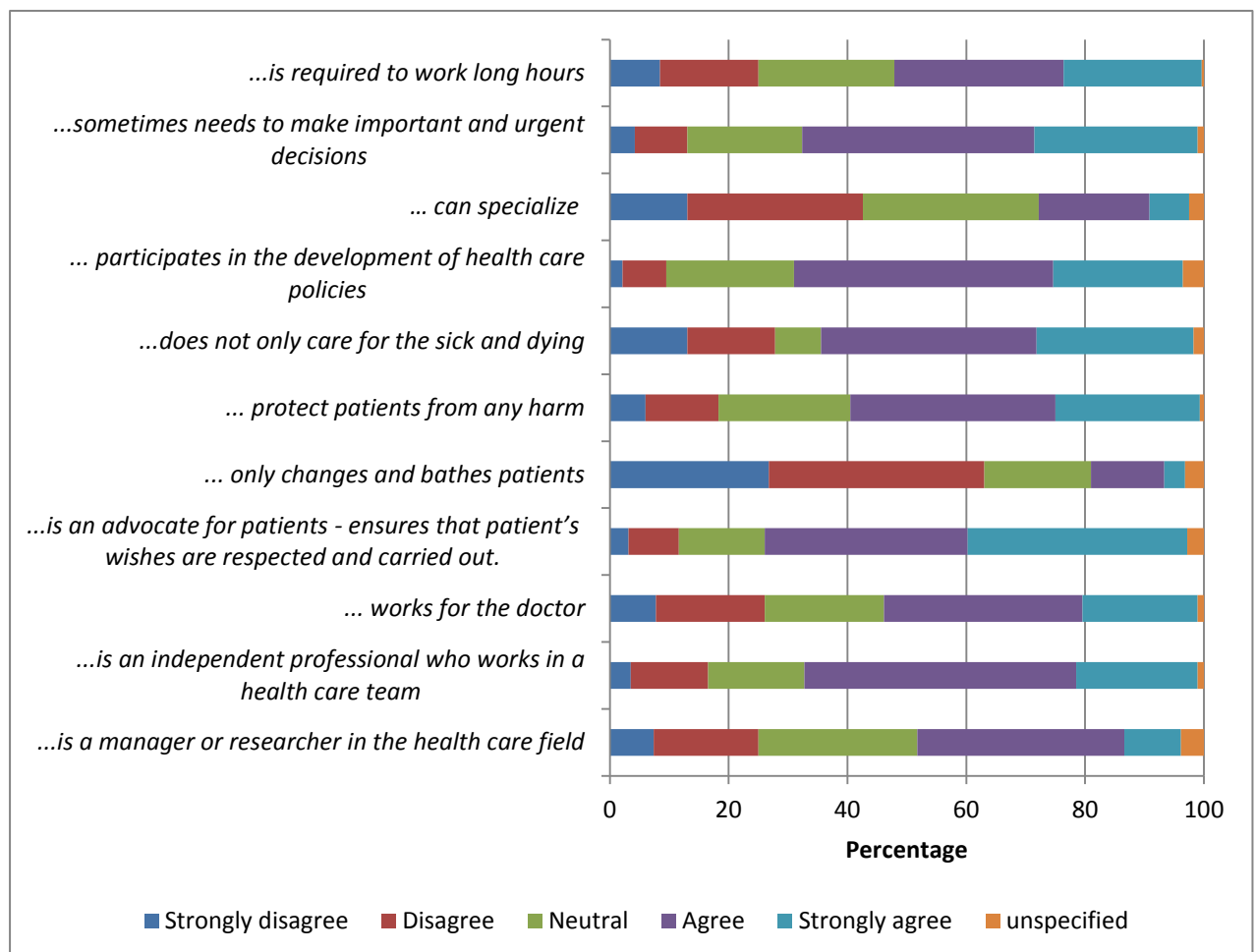


Figure 4.4: Knowledge that learners have about nursing as a profession

Results from the Wilcoxon Signed Ranks test show that there is significant agreement that a nurse is a manager or researcher in the health care field ($Z\{N=273\} = -3.121; p=002$).

There is significant agreement that a nurse 'is an independent professional who works in a health care team' ($Z\{N=281\} = -8.80$; $p < .005$).

Significant agreement is indicated for the statement 'a nurse works for the doctor' with the Wilcoxon Signed Ranks test ($Z\{N=281\} = -5.004$; $p < .005$).

There is significant agreement that 'a nurse is an advocate for patients - ensures that patient's wishes are respected and carried out' - strongly agree ($Z\{N=276\} = -10.685$, $p < .005$); while there is a significant agreement that a nurse protects patients from any harm ($Z\{N=282\} = -7.403$; $p < .005$).

In the graph above a significant disagreement is observed regarding a statement that says 'a nurse only changes and bathes patients' ($Z\{N=275\} = -8.930$; $p < .005$).

There is significant agreement from the Wilcoxon Signed Ranks test that a nurse 'does not only care for the sick and dying' ($Z\{N=279\} = -5.250$; $p < .005$); while there is another significant agreement that a nurse participates in the development of health care policies ($Z\{N=274\} = -10.207$; $p < .005$).

Results from the Wilcoxon Signed Ranks test show that there is significant disagreement that a nurse can specialise ($Z\{N=277\} = -3.461$; $p = .001$), while significant agreement that a nurse sometimes needs to make important decisions ($Z\{N=281\} = -9.414$; $p < .005$).

The results show a significant agreement that a nurse is required to work long hours ($Z\{N=283\} = -5.265$; $p < .005$).

Results from a Wilcoxon Signed Ranks test show that there is significant disagreement that a nurse can specialise ($Z\{N=277\} = -3.461$; $p = .001$) and that a nurse only bathes and changes the patient ($Z\{N=275\} = -8.930$; $p < .005$).

Significant agreement was found that a nurse is a manager or researcher in the health care field ($Z\{N=273\} = -3.121$; $p = .002$).

Knowledge score

The knowledge score was calculated by finding the mean of the score for the eleven questions; question 3, question 5 and 7 were first coded so that they reflected the same knowledge direction as the other questions.

Table 4.7: Knowledge Score

	N	Mean	Std. Deviation
Knowledge score	284	3.4523	.47364

Results from the Wilcoxon Signed Ranks test are that the mean score of 3.4523 is significantly greater than a neutral score of 3, indicating that the respondent knowledge is 'good', on average ($Z\{N=284\} = -11.752$; $p < .005$).

4.2.11 Nursing as a career of choice

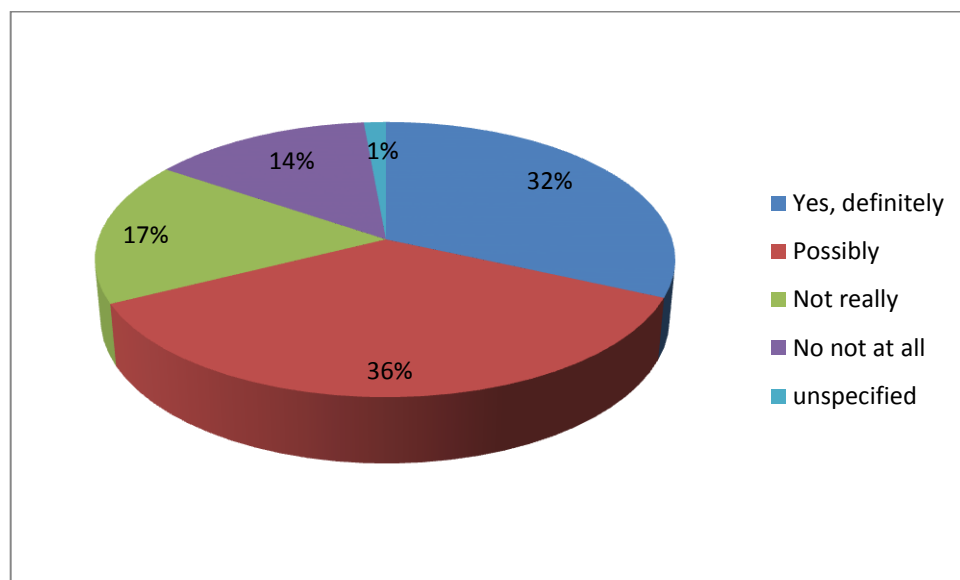


Figure 4.5: Nursing as a career

When the participants were asked if they would like to be a nurse, the results showed significantly that they would definitely (32%), or at least possibly (36%), like to be a nurse ($\chi^2_{\{3.N=280\}} = 40.114$; $p < .005$).

4.2.12 Attitude towards nursing

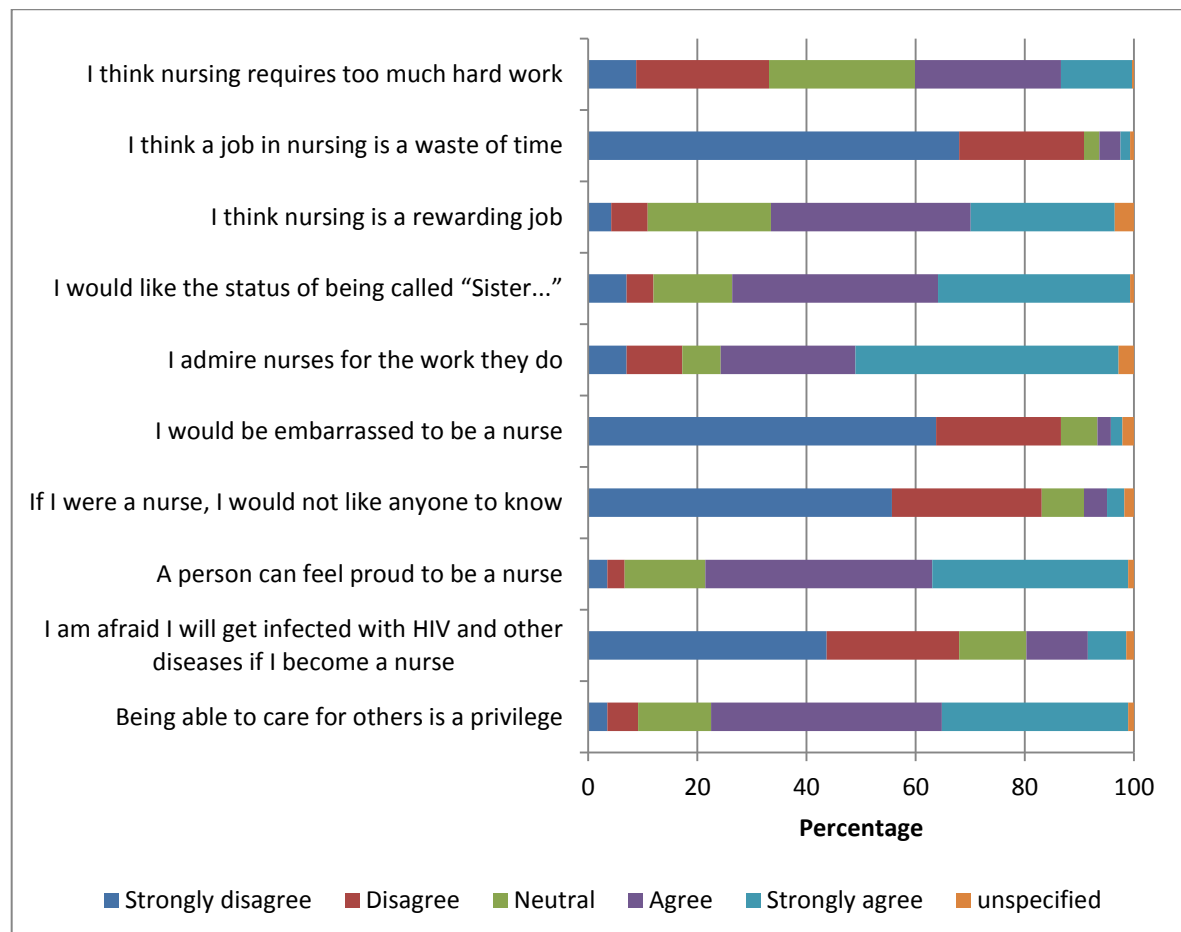


Figure 4.6: Attitude towards nursing

Results from a Wilcoxon Signed Ranks test show $p < .005$ that there is significant disagreement that a nurse can specialize ($Z_{\{N=277\}} = -3.461$; $p = .001$) and that a nurse only bathes and changes the patient ($Z_{\{N=275\}} = -8.930$; $p < .005$).

A significant agreement was found that a nurse is a manager or researcher in the health care field ($Z\{N=273\} = -3.121$; $p=.002$). Results from the Wilcoxon Signed Ranks test show a significant agreement that being able to care for others is a privilege ($Z\{N=281\} = -11.150$; $p=.005$).

A significant disagreement was found regarding a statement reporting 'if one become a nurse will get infected with HIV' ($Z\{N=280\} = -9.295$; $p<.005$).

A significant agreement was shown from the Wilcoxon Signed Ranks test that an individual can feel proud to be a nurse ($Z\{N=281\} = -11.517$; $p<.005$), while there was significant disagreement to a statement that says 'If I were a nurse, I would not like anyone to know' ($Z\{N=279\} = -12.635$; $p<.005$).

The Wilcoxon Signed Ranks test shows a significant disagreement to a statement 'I would be embarrassed to be a nurse' ($Z\{N=278\} = -13.604$; $p<.005$), while a significant agreement was found to a statement that says 'I admire nurses for the work they do' ($Z\{N=278\} = -10.011$; $p<.005$).

The Wilcoxon Signed Ranks test was applied to analyse the response 'I would like the status of being called sister or sir', significant agreement was found ($Z\{N=282\} = -9.623$; $p<.005$).

Analysis from the Wilcoxon Signed Ranks test shows significant agreement with the following statement: 'I think nursing is a rewarding job' ($Z\{N=274\} = -9.274$; $p<.005$).

In the graph above (Figure 4.6), the Wilcoxon Signed Ranks test revealed that there is significant disagreement to the following statement: 'I think a job in nursing is a waste of time' ($Z\{N=282\} = -14.073$; $p<.005$).

The Wilcoxon Signed Ranks test was used to test the responses to the statement 'I think nursing requires too much hard work', where significant agreement was found ($Z\{N=283\} = -1.599$; $p<.005$).

Table 4.8: Attitude score

	N	Mean	Std. Deviation
Attitude score	284	3.9717	.55616

The results show that the average score is significantly different from 3. The average score of 3.9717 displays significant agreement, which indicates a good attitude towards nursing ($Z\{N=284\} = -14.076; p < .005$).

4.2.13 Perceptions towards nursing

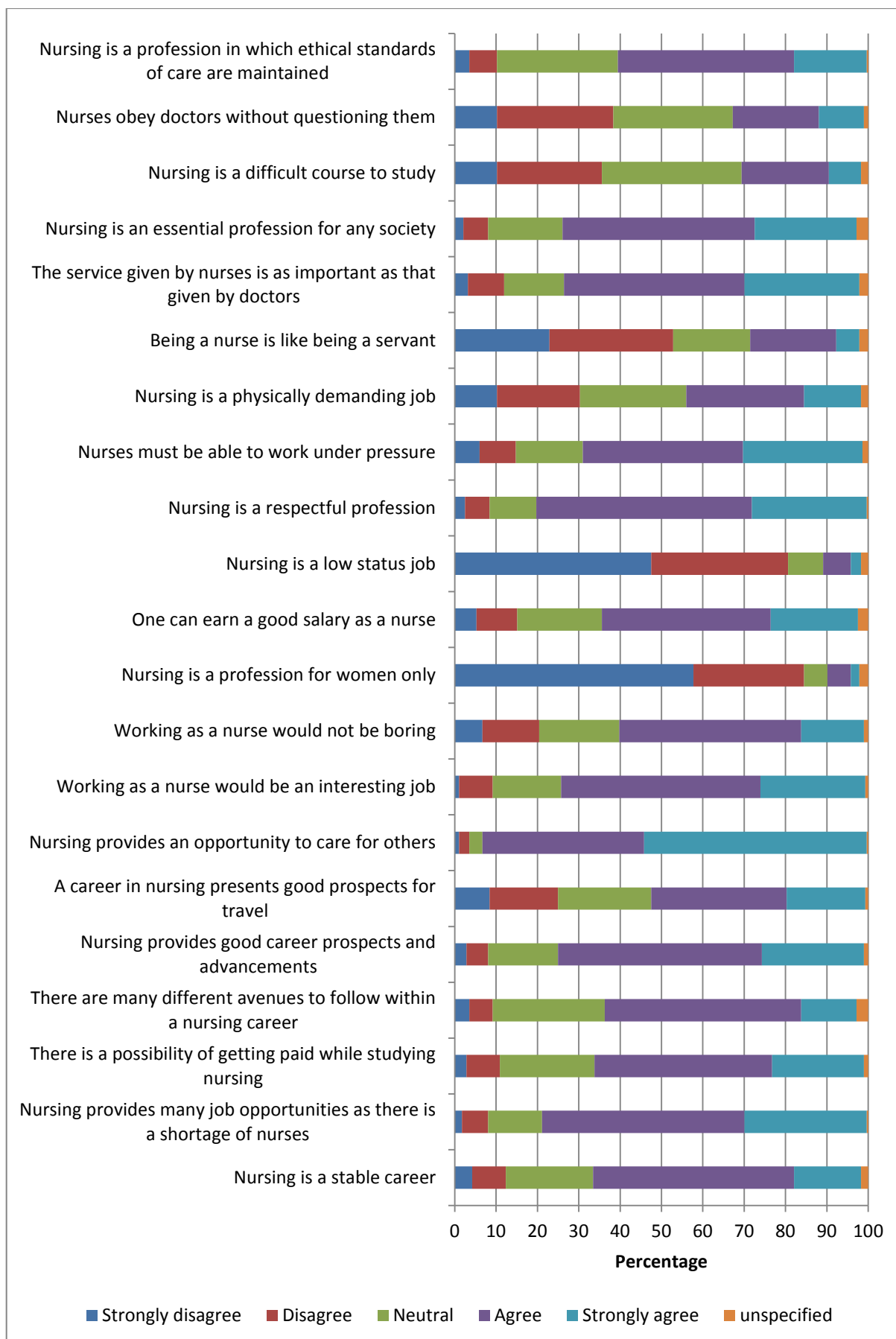


Figure 4.7: Perceptions towards nursing

Analysis from the Wilcoxon Signed Ranks test shows significant agreement to the following statement 'Nursing is a stable career' ($Z\{N=279\} = -8.882$; $p < .005$), while significant agreement was revealed to a statement that says 'Nursing provides many job opportunities as there is a shortage of nurses'.

In the graph above (Figure 4.7) the Wilcoxon Signed Ranks test was applied and revealed significant agreement with the statement that 'There is a possibility of getting paid while studying nursing' ($Z\{N=281\} = -9.761$; $p < .005$).

Significant agreement was found following application of the Wilcoxon Signed Ranks test to the following response: 'There are many different avenues to follow within a nursing career' ($Z\{N=278\} = -9.104$; $p < .005$).

The Wilcoxon Signed Ranks test shows significant agreement with the statement 'Nursing provides good career prospects and advancements' ($Z\{N=281\} = -11.052$; $p < .005$).

The results of the Wilcoxon Signed Ranks test revealed that there is significant agreement to the statement that 'A career in nursing presents good prospects for travel' ($Z\{N=282\} = -4.816$; $p < .005$).

The analysis from the Wilcoxon Signed Ranks test shows that there was significant agreement to the statement that 'Nursing provides an opportunity to care for others' ($Z\{N=283\} = -14.052$; $p < .005$).

The conclusions drawn from the Wilcoxon Signed Ranks test regarding the following statement: 'Working as a nurse would be an interesting job' revealed significant agreement ($Z\{N=282\} = -11.452$; $p < .005$).

The Wilcoxon Signed Ranks test shows significant agreement that 'Working as a nurse would not be boring' ($Z\{N=281\} = -6.313$; $p < .005$).

Analysis from the Wilcoxon Signed Ranks test indicates that there is significant disagreement that 'Nursing is a profession for women only' ($Z\{N=278\} = -13.083$; $p < .005$).

An analysis conducted with the Wilcoxon Signed Ranks test revealed that there is significant agreement with the statement that 'One can earn a good salary as a nurse' ($Z\{N=277\} = -8.093$; $p < .005$).

In the graph above (Figure 4.7) the Wilcoxon Signed Ranks test was used and revealed that there is significant disagreement to the statement 'Nursing is a low status job' ($Z\{N=279\} = -12.230$; $p < .005$).

The Wilcoxon Signed Ranks test revealed significant agreement that 'Nursing is a respectful profession' ($Z\{N=283\} = -11.723$; $p < .005$).

The results of the Wilcoxon Signed Ranks test revealed that there is significant agreement with the statement that 'Nurses must be able to work under pressure' ($Z\{N=280\} = -8.889$; $p < .005$).

The Wilcoxon Signed Ranks test shows significant agreement that 'Nursing is a physically demanding job' ($Z\{N=279\} = -2.069$; $p = .039$). Analysis done by using the Wilcoxon Signed Ranks test shows significant disagreement ($Z\{N=278\} = -5.829$; $p < .005$).

The Wilcoxon Signed Ranks test shows significant agreement that 'The service given by nurses is as important as that given by doctors' ($Z\{N=278\} = -10.315$; $p < .005$).

According to the Wilcoxon Signed Ranks test responses to the statement 'Nursing is an essential profession for any society', significant agreement was revealed ($Z\{N=276\} = -11.009$; $p < .005$).

The Wilcoxon Signed Ranks test was conducted and results show significant agreement that 'Nursing is a profession in which ethical standards of care are maintained' ($Z\{N=283\} = -8.970$; $p < .005$).

4.2.14 Perceptions: Qualities of a nurse

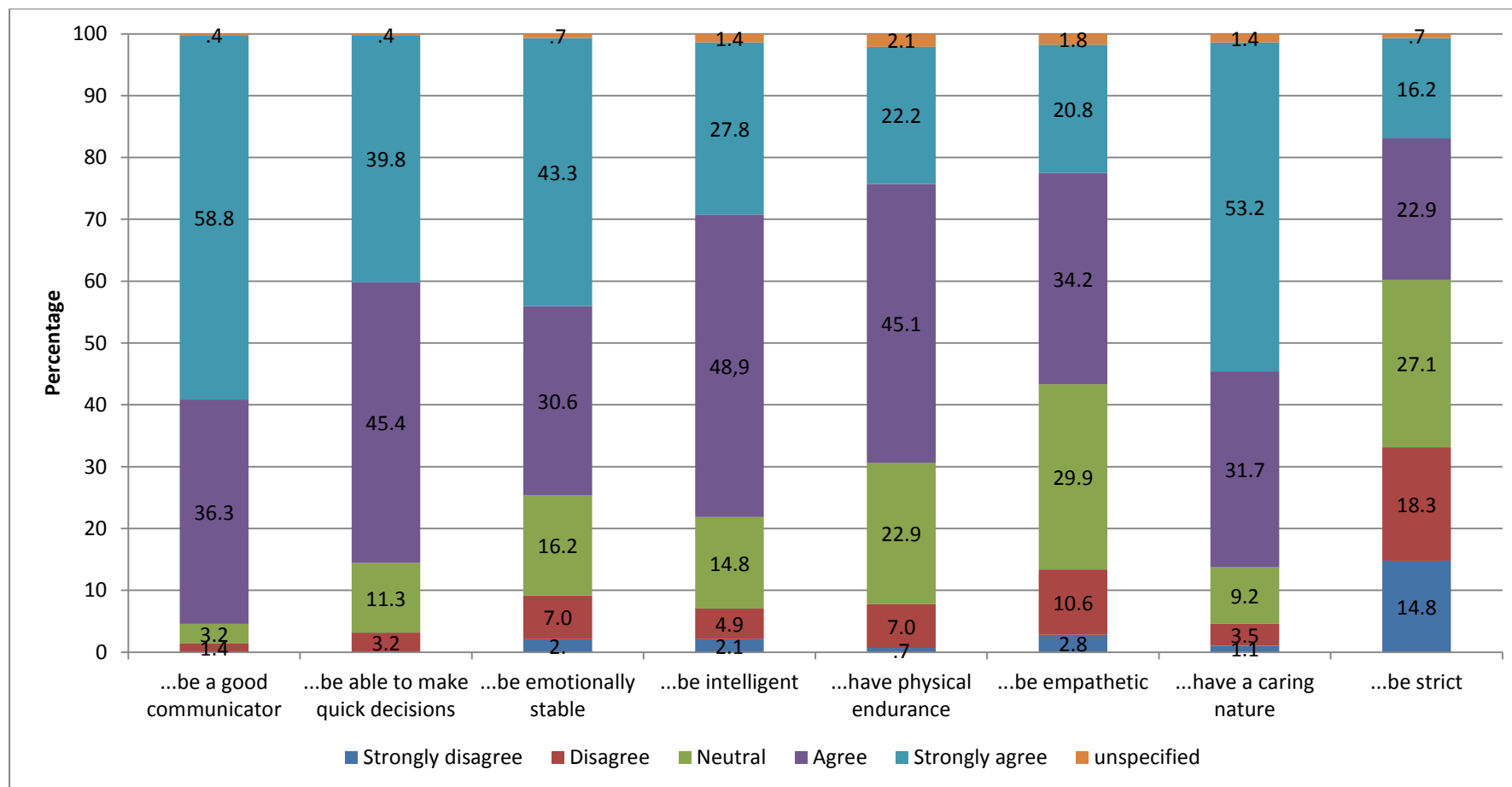


Figure 4.8: Perceptions: Qualities of a nurse

In the graph above the Wilcoxon Signed Ranks test was applied and it is evident that there is significant agreement that a nurse must 'be a good communicator' ($Z\{N=283\} = -14.717$; $p < .005$).

The Wilcoxon Signed Ranks test concluded on the following statement 'be able to make quick decisions' that there is significant agreement ($Z\{N=283\} = -13.634$; $p < .005$).

The results of the Wilcoxon Signed Ranks test shows significant agreement to the statement 'a nurse must be emotionally stable' ($Z\{N=282\} = -11.685$; $p < .005$).

Significant agreement was found with the Wilcoxon Signed Ranks test with regard to the following statement: 'a nurse must be intelligent' ($Z\{N=280\} = -11.717$; $p < .005$).

Analysis from the Wilcoxon Signed Ranks test indicates significant agreement that nurses must '...have physical endurance' ($Z\{N=278\} = -11.111$; $p < .005$), while significant agreement was indicated for the following statement: '...be empathetic' ($Z\{N=279\} = -8.320$; $p < .005$).

The Wilcoxon Signed Ranks test indicates significant agreement that nurses must have a caring nature ($Z\{N=280\} = -13.412$; $p < .005$).

4.2.15 Cross tabulation – Schools

Table 4.9: Cross tabulation - schools

	Would you like to be a nurse				Total
	Yes definitely	Possibly	Not really	No not at all	
School 1	61	42	25	19	147
School 2	29	60	23	21	133
Missing					4
Total	90	102	48	40	284

Significantly more participants than expected from School 1 responded that they definitely would like to become a nurse, while significantly more than expected from school 2 indicated that they 'possibly' would like to become a nurse ($\chi^2 \{N=280, 3\} = 14.072; p=.003$).

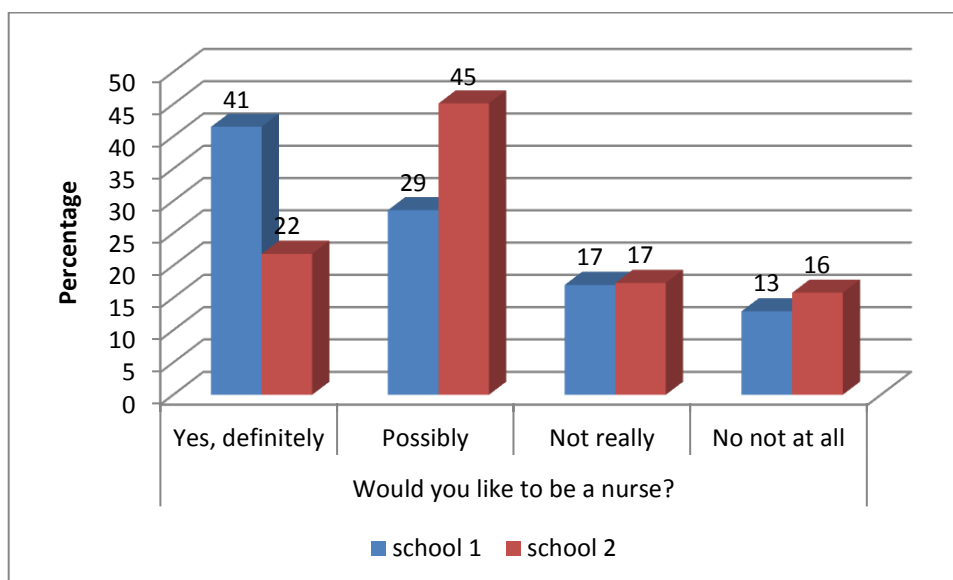


Figure 4.9: Cross tabulation - Schools

From the above graph the participants' attitude towards nursing was reported as follows: *School 1*- yes definitely 41, possibly 29, not really 17, no not at all 13; *School 2* - yes definitely 22, possibly 45, not really 17, no not at all 16.

4.2.16 Cross tabulations - gender

Table 4.10: Cross tabulations - gender

	Would you like to be a nurse				Total
	Yes definitely	Possibly	Not really	No not at all	
Male	27	50	23	17	117
Female	63	52	24	23	162
Missing					5
Total	90	102	48	40	284

Significantly more than expected females responded that they definitely would like to become a nurse, while significantly more than expected males indicated that they 'possibly' would like to become a nurse ($\chi^2 \{N=279, 3\} = 8.319; p=.040$).

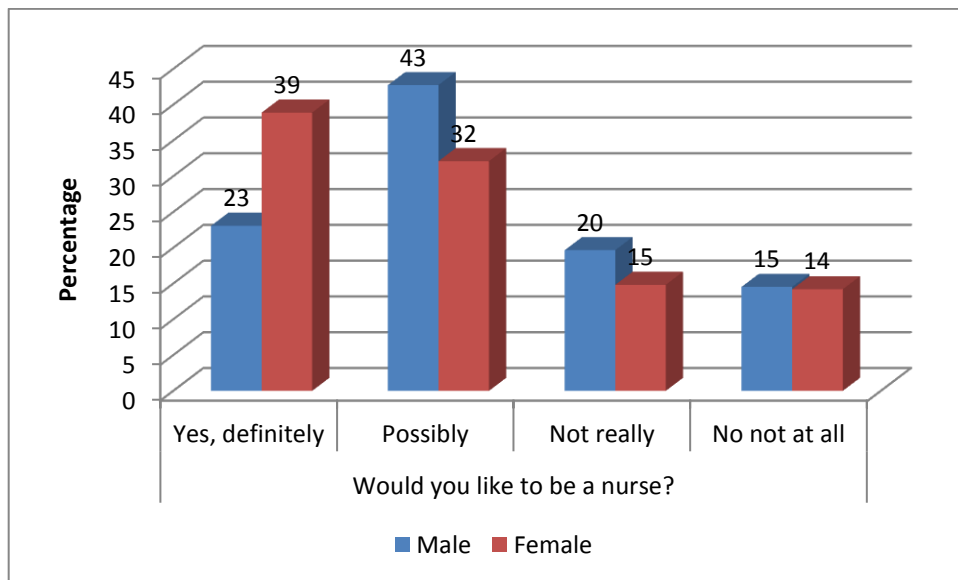


Figure 4.10: Cross tabulation - Gender

The graph above shows that 66% of males gave a positive response regarding becoming a nurse, whereas 71% of females gave a positive response to become a nurse. Females (39%) were more certain than males, (23%) as they indicated that 'yes definitely' they would like to be a nurse.

4.3 PRESENTATION OF RESULTS: PHASE 2

In phase 2, purposive sampling of all LO teachers was done. Interviews were conducted in each school. Four teachers were interviewed from School 1 and two from School 2. An interview guide with a grand tour question was used to facilitate the discussion (Appendix 8). The results of data obtained from individual interviews conducted with the LO teachers from both schools are presented below.

4.4 DEMOGRAPHIC DATA

A total number of six participants were interviewed in two sampled schools. Their demographic characteristics are illustrated in the following table (table 4.11)

Table 4.11: Demographic data of interviewed participants

School	Grade	No of participants
1	10 and 11	4
2	10 and 11	2
		6

4.5 PRESENTATION OF THEMES AND SUB-THEMES

The results of this study are presented along the themes and sub-themes that were derived from the analysis of interviews. Three themes that emerged out of this study are presented in Table 4.12. Applicable direct quotes are provided to substantiate relevant results.

Table 4.12: Overview of the themes and the sub-themes

THEMES AND SUB-THEMES	
Theme 1	Career guidance at school.
<i>Sub-theme 1.1</i>	Preparation of learners by LO teachers in choosing the streams.
<i>Sub-theme 1.2</i>	Involvement of parents in choosing the streams.
Theme 2	Role of the Department of Education and Department of Health in career guidance.
<i>Sub-theme 2.1</i>	Exposure of learners to different careers.
<i>Sub-theme 2.2</i>	Department of Health to increase salaries for nurses
<i>Sub-theme 2.3</i>	Department of Health to re- consider science subject as a requirement
Theme 3	Challenges faced by LO teachers
<i>Sub-theme 3.1</i>	Inadequate resources.
<i>Sub-theme 3.2</i>	LO is a non-examinable subject.
<i>Sub-theme 3.3</i>	Lack of involvement of other departments in career guidance.
<i>Sub-theme 3.4</i>	High pregnancy rate and high rate of drug usage versus high failer rate or drop-out rate.

4.6 CAREER GUIDANCE AT SCHOOL

All the interviewed participants reported that career guidance in their schools played a crucial role in assisting pupils to choose the streams relevant to their choice of careers. LO teachers reported that learners were assisted to choose the relevant streams at the end of their Grade 9. This is supported by the following statements:

“...when a learner wants to do a subject that I see he/she is struggling with it I convince him/her to take a manageable subject”. (School 1, Participant 1)

“...as a teacher you know your learners, and you can say to a learner that you cannot take that subject because it is difficult for you”. (School 1, Participant 2)

“...learners have visions, there was a project that they were doing as a requirement, the creativity that they show was amazing, after the project: I asked, tell me what you want to be when you are done with matric? And from what they gave I then advise them accordingly”. (School 2, Participant 1)

“...I look at my learners’ skills and creativity they show and I advise my learners on the relevant subjects to choose for that particular career”. (School 2, Participant 2)

The participants reported that parents were also involved in guiding learners in choosing the streams.

“...Grade 9 parents are invited to school to assist their children in choosing the streams. (School 1, Participant 2)

“...parents attend in their numbers when they are invited to school to assist learners in choosing the streams”. (School 1, Participant 4)

4.7 ROLE OF THE DEPARTMENT OF EDUCATION IN CAREER GUIDANCE

All the participants reported that the Department of Education was actively involved in exposing the learners to different careers in the form of exhibitions. They reported that the Department of Education hold exhibitions once a year for the schools in UGu District. They also take the learners to a local FET College where they are coached and shown different careers. They are guided on skills required for different careers available at the local FET College. Excerpts below demonstrate the active involvement of the Department of Education:

“...Grades 10-12 attend exhibition that is arranged by the Department of Education where the institutions give information to the learners about

careers available". (School 2 Participant 2)

There were participants that felt, it would be better if DoH would increase salaries for nurses, more learners will be attracted to nursing. The following are the supporting statements:

"...my wife is a nurse she is earning peanuts, all my children are saying they will never be nurses, I think if department of Health would increase nurses salaries they will be able get more interested learners". (School 1, participant 2)

"...the thing is you are being paid low salaries, and I am not sure of promotion opportunities in nursing". (School 1, participant 1)

"...on my side I think the low salaries that are paid to nurses are the reasons why nursing is not getting the right candidates". (School 2, participant 2)

There were participants who reported that DoH must consider changing the subjects for Nursing (not to be restricted to science subject), because if they could be opened they will get more interested applicants.

"...I just do not see the need for Nursing to be taking only Science subjects, I believe if one is interested in Nursing he/she can do nursing even if he does not have Science subjects; like in Education there are no restricted". (School 1, participant 2)

"...there are people that are nurses today but they did not have science subjects, it means it is possible that anyone can be a nurse". (School 1, participant 3)

“...in one of my classes (general stream) when I was asking them about the careers that they would go for when they pass matric, most of them said nursing from what I am hearing they are having limited chances of becoming nurses”. (School 1, participant 1)

“...it has been three years since I have started in this school as a teacher I have never seen nurses coming to market nursing as a career either at school or career exhibition; I do not even know the requirements for nursing”. (School 1, participant 4)

4.8 CHALLENGES EXPERIENCED BY LO TEACHERS IN GUIDING LEARNERS TOWARDS THE CHOICE OF CAREER

LO teachers raised concerns that they did not have adequate resources, such as relevant information and pamphlets, so as to guide students as expected. Excerpts below reveal some of these concerns:

“...as LO teachers we find it difficult to assist learners with all the careers, as we do not have information with other careers, e.g. nursing. It would be better if we could have a way of getting information from all the institutions”. (School 2, Participant 1)

“...we are using a book that is from Department of Education, sometimes the new developments and changes are not covered in the book”. (School 2, Participant 2)

“...other institutions do supply us with prospectus, but others do not give and we end up giving the old information on other careers”. (School 1, Participant 1)

One of the participants reported that time allocated for LO is inadequate. The participant was also concerned that this subject was non-examinable; as a result, learners do not take it seriously. The following are supporting statements:

“...there are few periods that are allocated for LO, this is one of the reasons why it is not possible to do individual counselling to learners who are having problems with careers”. (School 1, Participant 2)

“...it is not easy to attend to all individual learners’ needs regarding careers as you have seen our classrooms”. (School 2, Participant 1)

“...LO is not counting (adding) on points with most careers, I think that is why learners do not take it serious”. (School 1, Participant 3)

The two departments must work together, Nursing is not attending the career exhibition that department of education and the municipality host. The following statements support this:

“...I was in grade 10 one time, and I asked what are the careers that they would like to follow when they pass matric, most of them said ‘Nursing’. The follow up question was ‘which subjects must I choose mam so as to be a nurse’? I was not sure I promised them that I am going to make some research”. (School 1, participant 1)

“...you know what I thought you know longer looking for more applicants for nursing , you have got enough, the reason why I am saying so is, I have never saw nurses coming to our exhibition, only physiotherapist, radiographers and others”. (School 2, participant 2)

“...I have never seen nurses coming to our school regarding career guidance, you are the first one to come and talk about career in nursing. What they only come for is when they are giving health education about diseases or immunisation”. (School 1, participant 3)

“...one day there were people from Human Resource Development, they came with information on bursaries from the DoH, when I was looking at them there was no Nursing, I just thought it means there are enough nurses”. (School 1, participant 2)

One participant reported that the school depends on the exhibition that is organised by the Department of Education, and it is only held once a year for UGu district. This participant raised concerns regarding the non-involvement of other departments, especially Nursing in career guidance of learners, as indicated in the quotes below:

“...you know what I thought nursing does no longer need applicants to join the profession. The reason why I am saying this is because I have never seen nurses coming to our exhibition. Only physiotherapists, radiographers and others market their professions”. (School 2, Participant 2)

“...I have never seen nurses coming to our school to talk about nursing as a career of choice. You are the first one to come to our school. Nurses only come to give health education on diseases or immunisation”. (School 1, Participant 3)

“...it has been three years since I have started in this school as a teacher I have never seen nurses coming to market nursing as a career either at school or career exhibition; I do not even know the requirements for nursing”. (School 1, Participant 4)

The participants also reported that some learners get pregnant and others are involved in drugs despite the education and coaching that LO teachers provide and this result to them failing or others drop out of school.

“... you have seen that we also have a number of learners who are above 18 years, there is a high rate of pregnancy, drugs others drop out and come back after they have delivered or after a year or sometimes depending on the situation at home”. (School 2, participant 1)

“...learners get pregnant and go home for good, even though we are not sending anyone home they just decide by themselves or may be family decides so”. (School 2, participant 2)

“...there is a challenge with the teacher’s age and learners; for example, if a teacher is from the older generation he/she finds it difficult to talk freely with

them and learners will also not talk freely to the teacher". (School 1, participant 2)

"...the community that the school is in also has an influence on how the learners behave. Before I became a teacher I was staying here so I know this community, and things are becoming very bad and our learners are targets". (School 1, participant 3)

4.9 CONCLUSION

This chapter presented the study results. Chapter 5 entails the discussion of the results.

CHAPTER 5

DISCUSSION OF THE RESULTS

5.1 INTRODUCTION

This chapter will discuss the results that were presented in the previous chapter. The discussion is based on the study objectives, namely to:

- Assess the knowledge that high school learners have about nursing as a career.
- Determine attitudes of learners towards nursing as a career.
- Determine high school learners' perceptions towards nursing as a profession.
- Explore the preparation of learners for a career choice by Life Orientation teachers.

Conclusions will be drawn and limitations to the study, as well as recommendations, will be presented.

5.2 KNOWLEDGE OF LEARNERS ABOUT NURSING AS A CAREER

The results of the study with regard to knowledge indicated that learners from both schools have good knowledge of nursing as a profession ($Z\{N=284\} = -11.752; p < .005$). Most of the learners understood nursing, and they were positive with most of the statements regarding nursing. These findings were different from the findings of a study by Mphahlele (2011: 59) whose findings revealed that nursing as a profession has poor appeal among school leavers. School leavers who reported that they will never consider nursing as a career of choice were ($n=94$) and those that stated that nursing is not their career option were ($n=211$). Negative aspects of nursing were also reported by school leavers, and could deter school leavers from choosing nursing as a career.

Among the negative aspects of nursing that were reported by school leavers were: poorly paid job, by 30.2% (n=120); long working hours, by 29.6% (n=118); and physically demanding, by 11.8% (n=47) of participants. Other negative aspects that were reported on nursing were: difficult work, by 9.5% (n=38); few men in the profession, by 9.5% (n=38); and low status, by 6.5% (n=26) of respondents.

5.3 PERCEPTIONS AND ATTITUDES OF LEARNERS TOWARDS NURSING AS A CAREER OF CHOICE

Participants from both schools who responded that they definitely would like to become a nurse was significantly more than expected, (χ^2 (N=280, 3) = 14.072, p=.003). The findings of this study are supported by the results of a study that was conducted at the University of Toronto (Price 2011: 14), which revealed that career desirability for nursing was lower than described in previous research on career aspirations in nursing. Reasons for the decrease in desirability towards nursing included a growing increase in employment options for women and a decrease in recognition for nursing as a privileged position in modern society. Although learners expressed admiration for the work of nurses, this rarely translated into a desire to become a nurse (Price 2011: 14).

The findings from the cross tabulation of the two schools revealed that the rural school had 41 participants who reported 'yes definitely' and 29 who reported possibly. The urban school had 22 participants who responded 'yes definitely' and 45 who indicated 'possibly'. These findings show that most of the participants from the rural school are sure that they would like to be nurses. In the urban school there are fewer participants that are sure they want to be nurses, but the participants in this school are the ones saying the most that they would possibly like to be nurses.

The study conducted by Diab et al. (2012: 8) revealed that for rural students a choice to study one of the health sciences is not so much a rational choice from a range of equal options, but rather more pragmatically taking an opportunity that is available. This reflects the limited choices that rural citizens experience on many levels. Learners' motivation is derived from personal and family experiences of lack of access to health services, whilst the opposite occurs for learners in urban schools where they have more career opportunities to choose from.

Cross tabulation was done amongst male and female participants. Female participants were surer, as 39 reported 'yes definitely', while 23 males reported 'yes definitely'. More females are interested in doing nursing as a career than males. In an Australian study by Mehta and Robinson (2010: 233) the findings revealed that there is an increasing number of males entering nursing, even though they are still a minority. Retention of males in nursing courses, however, continues to be problematic as their attrition rate of up to 55% (Wilson, 2005: 221) far exceeds that of female nursing students, which is generally below 25% (Gaynor et. al. 2008; Waters, 2006: 15). Attrition statistics for Bachelor of Nursing (BN) courses in Australia are similar to those for the UK, USA and Canada (Andrew et al. 2008: 865-874). Factors reported as hindering male nursing students' continuation include low self-confidence and apprehension about their ability to complete the degree, because many had been away from study for a considerable amount of time (Wilson 2005: 231). In addition, some male students are faced with difficulties in integrating into a predominantly female cohort.

5.4 PREPARATION OF LEARNERS FOR THE CHOICE OF CAREERS

In this study, the interviewed participants reported that career guidance at their schools was implemented such that learners reach Grade 10 ready to choose the streams relevant to their careers.

Debono et al. (2007: 31) stated that parental support is particularly critical to an adolescent's career choice. Research shows that young people seek career advice and approval from their parents (Whiston and Keller 2004: 494). Thus, it is important that parents be involved in the career choice process of their children. In fact three-quarters of LO guidance teachers organise talks for parents, both on topics of a personal nature and on topics related to careers. Occasionally, schools invite parents and alumni to address students on career-related topics.

Debono et al. (2007: 30) indicated the aim of career week in career guidance at high school. The aim of Career Week/Days is to raise awareness among high school learners who are at a key decision-making point in their life, on issues relating to careers and the world of work. Unfortunately, only 30% of guidance teachers regularly invite people from the world of work for talks about aspects of their working lives, including the influence that the job has had upon themselves as persons and upon their lifestyles. It seems that many (56.9%) find it difficult to find people from different work spheres who are willing to talk to students during Career Week/Days.

5.5 ROLE OF THE DEPARTMENT OF EDUCATION

The findings revealed that there is no collaboration between nursing, education and teachers. This has led to learners not having knowledge of nursing as a career, and which subjects they should choose. Teachers, on the other hand, do not have information of nursing as a career and the opportunities involved. Nursing is not marketed to learners, nor is attending the career exhibition which is hosted by the Department of Education and the municipality.

A study that was conducted by King, Hardie and Conway (2007: 138) revealed that students in higher education who experienced discrepancies between pre-entry perceptions, and the actual educational requirements of a nursing degree, were more likely to leave the course. This is an indication that accurate pre-entry information about the nursing profession is important. The study concluded that career advisors had “limited knowledge of the multitude of nursing roles and responsibilities and lacked awareness of the availability of a variety of advanced practice, roles and professional development opportunities available to nurses”. Career advisors and guidance teachers need a thorough workshop about the nursing profession for them to gain a positive attitude and effectively promote nursing among school leavers.

The findings of the interviews also revealed that the Department of Health must increase salaries for nurses so as to attract more learners to nursing. The participants reported that learners may have heard of experiences from their mothers or relatives that they are earning low salaries whilst they are working very hard. Science subjects came out very strongly from results that if the Department of Health would open nursing for any subject, more applicants would become interested. The Department of Health should open doors for learners to be exposed to the working environment of nurses, for example in clinics, hospitals and colleges.

Debono et al. (2007: 48) suggest that there must be collaboration between education and other professionals. They stated that Personal, Social and Career Development (PSCD) teachers should liaise with the institutions of higher learning, College Career Co-ordinator, the Career Advisors and other Professionals in the guidance field. This would ensure that career education lessons complement other guidance provisions in the school (e.g. post-secondary talks, work placements and work visits). PSCD teachers should

also work closely with the subject teachers, to ensure continuity between career education lessons delivered within PSCD and other lessons.

5.6 CHALLENGES FACED BY LO TEACHERS

The findings from the interviews revealed that the role of a Life Orientation teacher is to guide and allow the learner to make an informed decision with regard to careers, and to be able to identify themselves with different careers with regard to their abilities and capacities. It was evident from the results that they support learners in different ways, including research on information from different institutions about careers and bursaries. They also guide learners on how to live a successful life in general. Individual counselling is done, although this is not provided to all learners that need it, as the number of learners outnumber available teachers. They need to guide learners in choosing careers, starting from focusing on the relevant streams. They should facilitate all career guidance programmes fully, by liaising with external stakeholders and provide feedback to the Department of Education with regards to information on identified learner needs.

The findings also indicated that LO teachers have identified a problem that there are career criteria in different institutions that schools are not aware of, for example, entry requirements. They thus experience difficulties when they assist learners. It would be better if there could be communication between schools and institutions of higher learning, for example the provision of relevant information pamphlets. It would be beneficial if the school could have open days and the Department of Health (nurses) be invited to the school, together with other relevant departments. This could be beneficial as learners may also be able to concentrate, as it will only be for a particular school or with neighbourhood schools.

5.7 CONCLUSION

In this study learners demonstrated good knowledge of nursing as a profession. Learners have a good attitude and perception of nursing. The findings revealed that the rural school had more participants that were sure that they would like to be nurses, 'yes definitely' was (n=41). The urban school had (n=22) participants who were sure that they would like to be nurses. Learners in urban areas tend to have wider choices as they are exposed to a wider range of careers than rural learners. They respect nursing and they admire the work they do, but they want other people to do nursing and not them. Another possibility could be they are not sure of the opportunities that exist within the nursing profession. The results also revealed that males who reported 'definitely yes' were fewer than females: males were (n=23) and females (n=39). This indicates that there are few males interested in nursing and females remained the ones to have the most interest.

The results of the interviews with teachers indicated that there was no collaboration between the Departments of Health and Education with teachers. This has led to learners not having knowledge of nursing as a career, and which subjects a learner must choose. Teachers, on the other hand, reported that they did not have information of nursing as a career and what opportunities are involved. They were of the opinion that Nursing was not marketed to learners, and that there was non-attendance of the career exhibition that the Department of Education and the municipality host. The interviews also indicated that the Department of Health must increase salaries for nurses so as to attract more learners to nursing. The participants reported that learners may have heard of experiences from their mothers or relatives that they were earning low salaries whilst they were working very hard. Science subjects came out very strongly from results that if Department of Health would open nursing for any subject, more applicants would become interested. The Department of Health should open doors for learners to be

exposed to the working environment of nurses, for example in clinics, hospitals and colleges.

The findings also indicated that LO teachers have identified a problem that there are career criteria in different institutions that the schools are not aware of, for example, entry requirements. Few periods are allocated for LO yet there is a lot to be done and it is a non-examinable subject. Some learners do not take it seriously, and this is one of the reasons why it is difficult to do individual counselling. Some learners become pregnant and others are involved in drugs despite the education and coaching that LO teachers provides. This results in them failing or dropping out of school.

5.8 LIMITATIONS OF THE STUDY

The study was focused on two groups from the UGu district, that is LO teachers and learners from grade 10 and 11, and thus it cannot be generalised to all the schools in KZN. There were questions that required the DoE career guidance co-ordinator of the UGu District to answer, which were not answered as the co-ordinator was not part of the study. The study used random sampling; learners were spread to different classrooms. The researcher had to use the time that would be available for all of them, and to visit the schools on different days in order to obtain consent from all the learners that were going to participate in the study. Teachers were busy on most of the days teaching in class or attending meetings, therefore the researcher used the breaks for interviews.

5.9 RECOMMENDATIONS

The findings clearly revealed that there is a gap between the two departments, and that has led to the teachers teaching LO not to have knowledge of what are the requirements and opportunities in nursing. This has a negative impact on learners interested in pursuing nursing as a career in future. The following recommendations have been made address the identified gap: -

5.9.1 Recommendations for the Department of Education, Teachers, Health and Nursing Education

The following recommendations have been made on the gaps identified from the findings of this study:

- Recommendations to the Department of Education on how nursing can be promoted in schools, starting from primary schools to high schools.
- Collaboration between the Department of Education and the Department of Health on career guidance for nursing education, in order to market nursing through hosting open days and road shows
- Stimulate interest in nursing by means of making policies which will give learners an opportunity to be exposed to nursing as a career by opening health service centres for learners to volunteer.
- Strong links with higher education institutions, where learners will be able to go during holidays for exposure to nursing.
- LO teachers to be in-serviced on career guidance with specific reference to nursing and the opportunities involved.

5.9.2 Recommendations for future researchers

- A study that will be on career guidance with specific reference to nursing as a career. The target population to be grades 8 and 9 and also to include the co-ordinators of career guidance from the Department of Education.
- A study on the recruitment and selection strategy of learners applying for nursing, which will consider the personality characteristics of learners in aligning them with the nursing profession.

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Appendix1: DUT Ethics clearance



D U R B A N
UNIVERSITY of
TECHNOLOGY

INSTITUTIONAL RESEARCH ETHICS COMMITTEE (IREC)

24 July 2013

IREC Reference Number: REC 47/13

Mrs N Mbangi
Box 2202
Port Shepstone
4240

Dear Mrs Mbangi

Factors influencing high school learners to choose Nursing as a career

I am pleased to inform you that Full Approval has been granted to your proposal REC 47/13.

The Proposal has been allocated the following Ethical Clearance number IREC 062/13. Please use this number in all communication with this office.

Approval has been granted for a period of one year, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's. In addition, you will be responsible to ensure gatekeeper permission.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Please note that you may continue with validity testing and piloting of the questionnaire. Research on the proposed project may not proceed until IREC reviews and approves the final questionnaire. If there are no changes to the questionnaire kindly notify IREC in writing.

Yours Sincerely



Prof J K Adam
Chairperson: IREC



Appendix 2a: Permission letter to the District Manager

Port Shepstone Nursing Campus
Private Bag X 719
Port Shepstone
4240

The District Manager
UGu Department of Education
Private Bag XXXXX
Port Shepstone
4040

Dear Sir/Madam

RE: PERMISSION REQUESTING TO CONDUCT A STUDY

I am presently registered as a Masters student at the Durban University of Technology in the Department of Nursing. The proposed title of my research project is: '*Factors influencing high school learners to choose nursing as a career*'. The aim of the study is to determine factors influencing the high school learners towards nursing as career. Questionnaires will be used to collect data from Grade 10 and 11 learners and interviews will be conducted with teachers that teach a Life Orientation subject. Please find a copy of my proposal and instruments designed for the study. I therefore, kindly request for permission to collect data at XXXXX High School and XXXXX High School.

Participation is voluntary, and informed consent will be obtained from all participants. Confidentiality will be maintained at all times.

It would be greatly appreciated if you could forward me your response.

Yours sincerely

.....

Ms N Mbangi (Masters Student)
Contact number: 073 332 2242
Email address: vuyo.mba@gmail.com

.....

Prof MN Sibiya (Supervisor)
Tel: 031-373 2606
Email: nokuthulas@dut.ac.za

Appendix 2b: Approval letter from the District Manager



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquires: WM Sibiya Reference: Request Mtombovuyo Mbangi Date : 8 August 2013

Attention:

M/s Mtombovuyo Mbangi
Private Bag X719
PORT SHEPSTONE
4240

Dear Miss/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
MARBURG AND NKONKA SECONDARY SCHOOLS**

TOPIC: Factors influencing high school learners choosing nursing as a career

Permission is hereby granted to you to do your research at the above mentioned schools, subject to the following conditions:-

1. The Principal, and Educators are under no obligation to assist you in your research.
2. The Principal, Educators, learners and the school should not be identifiable in any way in your research.
3. You are to make all the arrangements concerning your research/interviews with the principals
4. Teaching and learning programmes are not to be interrupted.
5. A copy of this correspondence is submitted to the Circuit Manger and the principals of schools.
6. A brief summary of the content of your research to be provided to this office.
7. Your research is not to be conducted during the time of writing examinations in the school.

The District Office wishes you success and fully supports your commitment to research.

Yours faithfully

MR WM SIBIYA
DISTRICT MANAGER - UGU DISTRICT

...dedicated to service and performance
beyond the call of duty

KWAZULU-NATAL DEPARTMENT OF EDUCATION- UGU District
Postal Address: Private Bag X860 • Port Shepstone • 4240 • Republic of South Africa
Physical Address: 46 Aiken Street • Absa Building • Port Shepstone • 4240
Tel.: +27 39 688 8624 • Call Centre: +27 0860 596 363 • Fax.: +27 39 682 0115 • Email: ebrahim.goolam-rasool@kzndoe.gov.za •
Web: www.kzneducation.gov.za

Appendix 3a: Permission letter to the Principals

Port Shepstone Nursing Campus
Private Bag X 719
Port Shepstone
4240

The Principal
XXXX High School
Port Shepstone
4040
Dear Sir/Madam

RE: PERMISSION REQUESTING TO CONDUCT A STUDY

I am presently registered as a Masters student at the Durban University of Technology in the Department of Nursing. The proposed title of my research project is: '*Factors influencing high school learners to choose nursing as a career*'. The aim of the study is to determine factors influencing the high school learners towards nursing as a career. Questionnaires will be used to collect data from Grade 10 and 11 learners and interviews will be conducted with teachers that teach a Life Orientation subject. Please find a copy of my proposal and instruments designed for the study. I therefore kindly request permission to collect data at your school.

Participation is voluntary, and informed consent will be obtained from all respondents. Confidentiality will be maintained at all times.

It would be greatly appreciated if you could forward me your response.

Yours sincerely

.....
Ms N Mbangi (Masters Student)
Contact number: 073 332 2242
Email address: yuyo.mba@gmail.com

.....
Prof MN Sibiyi (Supervisor)
Tel: 031-373 2606
Email: nokuthulas@dut.ac.za

Appendix 3b: Approval letter from the School Principal (School 1)

**KWAZULU- NATAL DEPARTMENT
OF
EDUCATION**

NKONKA HIGH SCHOOL

Private Bag X5870
Port Shepstone
4240

Main Murchison Road
Murchison
Tel : 039 687 7878

TO WHOM IT MAY CONCERN

This is to confirm that N.Mbangi was given a permission to conduct a research at the above school, from the 27-28th of August 2013.

Your co operation will be highly appreciated.

Yours faithfully



Mr E.B.Shange [Principal]



Appendix 3c: Approval letter from the School Principal (School 2)




30 October 2013

Sir/Madam

This letter is to confirm that I Mr. MSAK Vallee, had granted Mrs N. Mbangi permission to carry out her research at the above mentioned school on the 20th and 21st August 2013.

Thank You



Mr MSAK Vallee
Principal





APPENDIX 4a: LETTER OF INFORMATION CONSENT PARENTS-ENGLISH

Dear Parent

Welcome to my research study. Thank you for granting permission on behalf of your child to participate in this study.

Title of the Research Study: Factors influencing high school learners to choose Nursing as career.

Principal Investigator/s/researcher: Ms. N. Mbangi, B. Cur.

Co-Investigator/s/supervisor/s: Prof. M.N. Sibiya, D Tech: Nursing; Ms. P. Pillay, Masters in Nursing

Brief Introduction and Purpose of the Study: The study will be looking at the factors influencing high school learners to choose nursing as career of choice. There are few learners that are interested in choosing nursing as a career. The study is aiming at looking at the factors that contribute to this.

Outline of the Procedures: The collection of data will be done at school. All learners whose parents have given permission to participate in the study will be put in one classroom. All those learners who have not consented or those who are below 18 years and parents have not given consent will not be involved in the study. The researcher will distribute papers with questions to the learners. Learners will then be requested to complete these questions and this may take 15-20 minutes. The completed papers with questions will be placed in a box that will be provided. No treatment will be used in this study.

Risks or Discomforts to the Participant: Your child will not experience any discomfort from participating in this study.

Benefits: There will be increased knowledge and awareness to your child with regard to nursing as a career of choice.

Reason/s why the Participant May Be Withdrawn from the Study: Your child is free to withdraw from the study at any time without any form of penalty.

Remuneration: There is no remuneration for your child in participating in this study.

Costs of the Study: You will not be expected to cover any costs towards the study.

Confidentiality: learners are required not to write their names or contact details on the questionnaire; codes will be used for respondents. Completed questionnaires will be kept safe for 15 years in a secure place under lock and key. The documents will be shredded after a specified time. Electronic data will be kept in a pass-word protected computer, will be wiped off after 15 years from the computer.

Research-related Injury: There will be no injuries that might be sustained by your child in participating in this study.

Persons to Contact in the Event of Any Problems or Queries:

Please contact Supervisor: - Prof. M. N. Sibiya (Supervisor) Telephone number: 031-373 2606

Co-supervisor: - Ms. P. Pillay (co-supervisor) Telephone no.: 031-3732293

The researcher: - Ms. N. Mbangi (Student) Telephone no.: 039-6886000 / 073 332 2242

The Institutional Research Ethics administrator: 031 373 2900. Complaints can be reported to the DVC: TIP F. Otieno on 031 3732382 or dvctip@dut.ac.za.



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature



Appendix 4b: Letter of information for parents-IsiZulu

Ngiyakubingelela Mzali

Ngiyakwamukela futhi ngiyabonga ngokuvumela umntwana wakho ukuba abe yingxenye yalolucwaningo.

Isihloko socwaningo: Sifuna ukubheka izinto eziheha izingane zesikolo ezifunda ibanga lesishiyagalombili nebanga lesishiyagalolunye ukuze zithande ukwenza izifundo zobuhlelengikazi

Umcwaningi omkhulu: Ms. N. Mbangi, Iziqu zobuhlelengikazi

Umsizi womcwaningi: Prof. M.N. Sibiyi, Iziqu zobudokotela; Mrs. P. Pillay, Iziqu zeMastazi

Isingeniso nenhloso yocwaningo: Lolu cwaningo lufuna ukubheka izinto eziheha abafunda bebanga lesishiyagalombili nelesishiyagalolunye ukuze bakhethe ukufundela ubuhlelengikazi. Bambalwa kakhulu abafundi abanothando lokufundela ubuhlelengikazi. Injongo yalolucwaningo ukubheka izinto ezinomthethelela kulokhu.

Inqubo ezawulandelwa: Ucwaningo luzoqhubeka esikoleni. Bonke abafundi abazokuba yingxenye yalolucwaningo bazohlenganiswa egumbini elilodwa. Bonke abafundi abanganikezanga imvume okanye abaneminyaka engaphansi kweshumi nesishiyagalombili apho abazali abangayinikezanga imvume abavumelekile ukuba babe yingxenye yocwaningo. Umcwaningi uzawunikeza abafundi abayingxenye yocwaningo amaphepha anohla lwemibuzo. Abafundi bayocelwa ukuba baphendule uhla lwemibuzo, oluzothatha imizuzu eyishumi nanhlanu kuya kumashumi amabili. Uma abafundi sebephendule uhla lwemibuzo, kufuneka bafake ebhokisini elizobe lilungiselwe lokho. Akukho lutho oluzosetshenziswa kulolu cwaningo futhi akukho lutho abazoluphuziswa abafundi.

Okungenza kube nokungakhululeki ngocwaningo: Akukho okungenza ukungakhululeki kubafundi ngocwaningo

Abangakuzuza ngocwaningo: Bazothola ulwazi olwanele ngokufundela ubuhlelengikazi

Ilungelo lokuhoxa kanye nezizathu ezingenza ukuthi abafundi bahoxe kulolucwaningo: abafundi bakhululekile ukuba bangahoxa noma yinini, ngeke bahlawuliswe nganoma iyiphi indlela.

Inkokhelo: Awukho umuholo otholakala ngokuba yingxenye yalolucwaningo

Izindleko zalolu cwaningo: Azikho izindleko othweswa zona mayelana nalolucwaningo.

Ukugcinwa nokuvikelwa kolwazi olutholakele kulolucwaningo namagama abafundi: Uma sekushicilelwa imiphumela yocwaningo ngeke idalulwe emphakathini, amagama abafundi abebe yingxenywe yocwaningo ngeke asetshenziswe kuzosetshenziswa izinombolo. Uhla lwemibuzo luzogcinwa ekhabetheni elikhiywayo, uma ucwaningo seluphelile, ayawugcinwa iminyaka elishumi nanhlano, emuva kwalokho lawo maphepha ayokwenziwa izicucu.

Ubungozi kulowo oyingxenywe yocwaningo: Abukho ubungozi obungenzeka mayelana nalolucwaningo

Uma unenkinga noma imibuzo ungathinta laba abalandelayo:

Umsizi womcwaningi: Prof. M.N. Sibiya, Inombolo yocingo: 031-373 2606

Umcwaningi: Ms. N. Mbangi, Inombolo yocingo: 039-6886000 / 073 332 2242

Umsizi womcwaningi wesibili: Ms. P. Pillay, Inombolo yocingo: 031-373 2293

Ikomidi elihlola ubuqotho lalolucwaningo: - The Institutional Research Ethics administrator: 031-373 2900.

Izikhazazo zingabikwa kwithimba le DVC: TIP, Prof F. Otieno on 031 373 2382 noma dvctip@dut.ac.za.



Isivumelwano sokuba yingxenywe yocwaningo:

Isivumelwano sokuba yingxenywe yocwaningo:

Mina.....,Umzali (igama-lakhe-eliphelele)
 inombolo kamazisi wakhe, ngiyifundile ngaze ngayiqonda le ncwadi emayelana nalolucwaningo. Ngilitholile
 ithuba elanele lokubuzwa imibuzo ngacaciselwa nganeliseka ngu..... Futhi
 ngokuthanda kwami, ngiyazikhethela ukuthi ingane yami ibeyingxenywe yalolucwaningo, futhi ingahoxa noma
 yinini ngaphandle kokuhlululiswa, nempilo yayo ngeke ize ithole kuhlukumezeka, ngokuthanda kwami
 ngiyavuma ukuba ingane yami ibeyingxenywe yocwaningo.

Igama lomzali – bhala ngokuhlukanisa (print).....

Umzali uyasayina / ugxiviza isithupha.....Usuku.....

Umcwaningi bhala ngokuhlukanisa (print).....

Umcwaningi uyasayina.....Usuku.....

Igama likafakazi bhala ngokuhlukanisa (print).....

Ufakazi uyasayina bhala ngokuhlukanisa.....Usuku.....



Appendix 5a: Letter of information for learners-English

Dear Learner

Welcome to my research study. Thank you for agreeing to participate in this study.

Title of the Research Study: Factors influencing high school learners to choose nursing as career of choice.

Principal Investigator/s/researcher: Ms. N. Mbangi, B. Cur

Co-Investigator/s/supervisor/s: Prof. M.N. Sibiya, D Tech: Nursing; Mrs P. Pillay, Masters in Nursing

Brief Introduction and Purpose of the Study: The study will be looking at the factors influencing high school learners to choose nursing as career of choice. There are few learners that are interested in choosing nursing as a career. The study is aiming at looking at the factors that contribute to this.

Outline of the Procedures: The collection of data will be at school. All learners that have consented to participate in the study will be in one classroom, and those who are below 18 years whereby parents have given consent for them to participate in the study. All those learners who have not consented or those who are below 18 years and parents have not given consent will not be involved in the study. The researcher will distribute papers with questions to you. You are requested to complete these questions and this may take 15-20 minutes. Please put in a completed questionnaire in a box that is provided. No treatment will be used in this study.

Risks or Discomforts to the Participant: You will not experience any discomfort from participating in this study.

Benefits: There will be increased knowledge and awareness to you as a learner with regard to nursing as a career of choice.

Reason/s why the Participant May Be Withdrawn from the Study: You are free to withdraw from the study at any time without any form of penalty.

Remuneration: There is no remuneration for participating in this study.

Costs of the Study: You will not be expected to cover any costs towards the study.

Confidentiality: Please do not write your name or your contact details on the questionnaire; codes will be used for respondents. Completed questionnaires will be kept safe for 15 years in a secure place under lock and key. The documents will be shredded after a specified time. Electronic data will be kept in a pass-word protected computer, will be wiped off after 15 years from the computer.

Research-related Injury: None

Persons to Contact in the Event of Any Problems or Queries:

Please contact Supervisor: - Prof. M. N. Sibiya (Supervisor) Telephone number: - 031-373 2606

Co-supervisor: - Ms. P. Pillay (co-supervisor) Telephone no.: - 031-3732293

The researcher: - Ms. N. Mbangi (Student) Telephone no.: - 039-6886000 / 073 332 2242

The Institutional Research Ethics administrator: - 031 373 2900. Complaints can be reported to the DVC: TIP F. Otieno on 031 3732382 or dvctip@dut.ac.za.



Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature



APPENDIX 5b: Letter of information for learners-IsiZulu

Ngiyakubingelela Mfundi

Ngiyakwamukela futhi ngiyabonga ngokuvuma ukuba yingxenye yalolucwaningo.

Isihloko socwaningo: Sifuna ukubheka izinto eziheha izingane zesikolo ezifunda ibanga lesishiyagalombili nebanga lesishiyagalolunye ukuze zithande ukwenza izifundo zobuhlelengikazi

Umcwaningi omkhulu: Ms. N Mbangi, Iziqu zobuhlelengikazi

Umsizi womcwaningi: Prof. MN Sibiya, Iziqu zobudokotela; Ms. P Pillay, Iziqu zeMastazi

Isingeniso nenhloso yocwaningo: Lolu cwaningo lufuna ukubheka izinto eziheha abafunda bebanga lesishiyagalombili nelesishiyagalolunye ukuze bakhethe ukufundela ubuhlelengikazi. Bambalwa kakhulu abafundi abanothando lokufundela ubuhlelengikazi. Injongo yalolucwaningo kukubheka izinto ezinomthetholela kulokhu

Inqubo ezawulandelwa: Ucwaningo luzoqhubeka esikoleni. Bonke abafundi abazokuba yingxenye yalolucwaningo bazohlenganiswa egumbini elilodwa, nabo bafundi abaneminyaka engaphansi kweshumi nesishiyagalombili (18) apho abazali banikeze imvume ngokubhaliwe ukuze babe yingxenye yocwaningo. Bonke abafundi abanganikezanga mvume okanye abafundi abangaphansi kweshumi nesishiyagalombili, abazali abangayinikezanga imvume abavumelekile ukuba babe yingxenye yocwaningo. Umcwaningi uzonikeza abafundi abazoba yingxenye yocwaningo amaphepha anohla lwemibuzo ukuze bayiphendule. Abafundi bayocelwa ukuba baphendule uhla lwemibuzo. Uma abafundi sebephendule uhla lwemibuzo, kufuneka bafake ebhokisini elizobe lilungiselwe lokho. Akukho lutho oluzosetshenziswa kulolu cwaningo futhi akukho lutho oluzoluphuziswa abafundi.

Okungenza kube nokungakhululeki ngocwaningo: Akukho okungenza ukungakhululeki kubafundi ngocwaningo

Ongakuzuza ngocwaningo: uzothola ulwazi olwanele ngokufundela ubuhlelengikazi

Ilungelo lokuhoxa kanye nezizathu ezingenza ukuthi uhoxe kulolucwaningo: Ukhululekile ukuba unghoxa noma yinini, ngeke uhlawuliswe nganoma iyiphi indlela.

Inkokhelo: Awukho umuholo otholakala ngokuba yingxenye yalolucwaningo

Izindleko zalolu cwaningo: Azikho izindleko othweswa zona mayelana nalolucwaningo.

Ukugcinwa nokuvikelwa kolwazi olutholakele kulolucwaningo namagama abafundi: Uma sekushicilelwa imiphumela yocwaningo ngeke idalulwe emphakathini, amagama abafundi abebe yingxenywe yocwaningo ngeke asetshenziswe kuzosetshenziswa izinombolo. Uhla lwemibuzo luzogcinwa ekhabetheni elikhiywayo, uma ucwaningo seluphelile, ayawugcinwa iminyaka elishumi nanhlanu, emuva kwalokho lawo maphepha ayokwenziwa izicucu.

Ubungozi kulowo oyingxenywe yocwaningo: Abukho ubungozi obungenzeka mayelana nalolucwaningo

Uma unenkinga noma imibuzo ungathinta laba abalandelayo:

Umsizi womcwaningi: Prof. M.N. Sibiya, Inombolo yocingo: 031-373 2606

Umcwaningi: Ms. N Mbangi, Inombolo yocingo: 039-6886000 / 073 332 2242

Umsizi womcwaningi wesibili: Ms. P. Pillay, Inombolo yocingo: 031-373 2293

Ikomidi elihlola ubuqotho lalolucwaningo: - The Institutional Research Ethics Administrator: 031-373 2900.

Izikhazazo zingabikwa kwithimba le DVC: TIP, Prof F. Otieno on 031 373 2382 noma dvctip@dut.ac.za.



Isivumelwano sokuba yingxenywe yocwaningo:

Mina.....,Umzali (igama-lakhe-eliphelele),
inombolo kamazisi wakhe, ngiyifundile ngaze ngayiqonda le ncwadi emayelana nalolucwaningo. Ngilitholile
ithuba elanele lokubuzwa imibuzo ngacaciselwa nganeliseka ngu..... Futhi
ngokuthanda kwami, ngiyazikhethela ukuthi ingane yami ibeyingxenywe yalolucwaningo, futhi ingahoxa noma
yinini ngaphandle kokuhlululiswa, nempilo yayo ngeke ize ithole kuhlukumezeka, ngokuthanda kwami
ngiyavuma ukuba ingane yami ibeyingxenywe yocwaningo.

Igama lomzali – bhala ngokuhlukanisa (print).....

Umzali uyasayina / uxiviza isithupha.....Usuku.....

Umcwaningi bhala ngokuhlukanisa (print).....

Umcwaningi uyasayina.....Usuku.....

Igama likafakazi bhala ngokuhlukanisa (print).....

Ufakazi uyasayina bhala ngokuhlukanisa.....Usuku.....



Appendix 6: Letter of information for teachers

Dear Teacher

Welcome to my research study. Thank you for agreeing to participate in this study.

Title of the Research Study: Factors influencing high school learners towards Nursing as a career.

Principal Investigator/s/researcher: Ms. N Mbangi, B. Cur

Co-Investigator/s/supervisor/s: Prof. MN Sibiya, D Tech: Nursing; Mrs P Pillay, Masters in Nursing

Brief Introduction and Purpose of the Study: The study will be looking at the factors influencing high school learners to choose nursing as career. There is a decline of interest amongst learners in nursing as a career of choice. The study is aiming at looking at the factors contributing to the decline, and the preparation of learners by LO teachers. A large number of learners are applying for the course, selection that is done mostly focuses on admitting students with higher scores but lacking personality features, leaving out those with the required features and passion out. Or the ones with features they are not even aware that nursing can be career for them. The few that will be the chosen ones do not finish the course others drop off from the course, while others leave the course because they fail to meet the requirements. The decrease in motivation as learners progress is also another concern, they do well in their first year and begin to perform poorly as they continue with the course. Also others use nursing as a bridge then they go to other careers after graduation.

Outline of the Procedures: The collection of data will be at your school. Interviews will be used as an instrument to collect data. During the interviews a grand tour question will be asked then questions will be asked as prompts. A grand tour question is typically an opening question that asks the respondent to give a broad description about a particular topic, and is followed by a variety of questions that probe deeper into the domain uncovered through the grand tour initiation. A purposive sampling of LO teachers at your school will be employed. The researcher will be the one to interview you; the interview will take about 30 minutes of your time. Your permission is requested to use audio recorder during the interview. No treatment will be used in this study. There will be no follow up required; feedback will be given on the results.

Risks or Discomforts to the Participant: You will not experience any discomfort from participating in this study.

Benefits: There will be increased knowledge and awareness on your preparation of your learners with regard to nursing as a career

Reason/s why the Participant May Be Withdrawn from the Study: You are free to withdraw from the study at any time without any form of penalty.

Remuneration: There is no remuneration for participating in this study.

Costs of the Study: Respondents will not be expected to cover any costs towards the study.

Confidentiality: Please do not write your name or your contact details on the questionnaire; codes will be used for respondents. Completed questionnaires will be kept safe for 15 years in a secure place under lock and key. The documents will be shredded after a specified time. Electronic data will be kept in a pass-word protected computer, will be wiped off after 15 years from the computer. The cassette used during the interviews will be destroyed after the specified period.

Research-related Injury: None

Persons to Contact in the Event of Any Problems or Queries:

Please contact Supervisor: Prof. M. N. Sibiya (Supervisor) Telephone number: 031-373 2606

Co-supervisor: - Ms. P. Pillay (co-supervisor) Telephone no.: 031-3732293

The researcher: - Ms. N. Mbangi (Student) Telephone no.: 039-6886000 / 073 332 2242

The Institutional Research Ethics Administrator: 031-373 2900. Complaints can be reported to the DVC: TIP F. Otieno on 031 3732382 or dvctip@dut.ac.za.



Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant	Date	Time	Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

Appendix 7: Questionnaires for learners

Please complete this questionnaire as honestly as possible

Instruction: - the questionnaire will be administered by the researcher to the learners

Date: -

Grade: -

1 What is your age?

Younger than 17	
17 – 18	
Older than 18	

2 What is your gender?

Male	
Female	

3 What type of work is your mother trained to do? (Select **ONE** option only)

No training	
Teacher	
Nurse	
Doctor	
Policewoman	
Commerce	
Other: Please specify	

4 What type of work is your father trained to do? (Select **ONE** option only)

No training	
Teacher	
Nurse	
Doctor	
Policeman	
Commerce	
Other: Please specify	

5 How did career guidance assist you in choosing a career? (Select **ONE** option only)

It did not assist me	
It assisted me in choosing the relevant stream to my career	
It gave me more information on careers to choose from	

It assisted in narrowing my choices	
Other: Please specify _____	

6 What academic stream are you doing at school? (Select **ONE** option only)

Commerce	
Science	
General	
Other: Please specify _____	

The knowledge that learners have about nursing as a profession

7 Indicate your agreement with the following statements:

	A nurse...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
7.1..	...is a manager or researcher in the health care field					
7.2.	...is an independent professional who works in a health care team					
7.3.	... works for the doctor					
7.4.	...is an advocate for patients - ensures that patient's wishes are respected and carried out.					
7.5.	... only changes and bathes patients					
7.6.	... protect patients from any harm					
7.7.	...does <u>not</u> only care for the sick and dying					
7.8.	... participates in the development of health care policies					
7.9.	... can specialize in any field					
7.10.	...sometimes needs to make important and urgent decisions					
7.11.	...is required to work long hours					

Attitude of high school learners towards nursing as a career

8 Would you like to be a nurse?

Yes, definitely	
Possibly	
Not really	
No, not at all	

9. Indicate your agreement with the following statements with regard to your attitude towards nursing:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9.1.	Being able to care for others is a privilege					
9.2.	I am afraid I will get infected with HIV and other diseases if I become a nurse					
9.3.	A person can feel proud to be a nurse					
9.4.	If I were a nurse, I would not like anyone to know					
9.5.	I would be embarrassed to be a nurse					
9.6.	I admire nurses for the work they do					
9.7.	I would like the status of being called "Sister..." or "Sir..."					
9.8.	I think nursing is a rewarding job					
9.9.	I think a job in nursing is a waste of time					
9.10	I think nursing requires too much hard work					

Learners' perceptions about the nursing profession

10 Indicate your agreement with the following statements with regard to your perceptions towards nursing as a profession:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10.1.	Nursing is a stable career					
10.2.	Nursing provides many job opportunities as there is a shortage of nurses					
10.3.	There is a possibility of getting paid while studying nursing					
10.4.	There are many different avenues to follow within a nursing career					
10.5.	Nursing provides good career prospects and advancements					
10.6.	A career in nursing presents good prospects for travel					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10.7.	Nursing provides an opportunity to care for others					
10.8.	Working as a nurse would be an interesting job					
10.9.	Working as a nurse would not be boring					
10.10.	Nursing is a profession for women only					
10.11.	One can earn a good salary as a nurse					
10.12.	Nursing is a low status job					
10.13.	Nursing is a respectful profession					
10.14.	Nurses must be able to work under pressure					
10.15.	Nursing is a physically demanding job					

10.16.	Being a nurse is like being a servant					
10.17	The service given by nurses is as important as that given by doctors					
10.18.	Nursing is an essential profession for any society					
10.19.	Nursing is a difficult course to study					
10.20.	Nurses obey doctors without questioning them					
10.21.	Nursing is a profession in which ethical standards of care are maintained					

11 Indicate your agreement with the following statements regarding your perceptions of the necessary qualities in a nurse:

	A nurse needs to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.1.	...be a good communicator					
11.2.	...be able to make quick decisions					
11.3.	...be emotionally stable					
	A nurse needs to...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.4.	...be intelligent					
11.5.	...have physical endurance					
11.6.	...be empathetic					
11.7.	...have a caring nature					
11.8.	...be strict					

END OF QUESTIONNAIRE

Thank you for your participation.

Appendix 8: Permission letter to use questions from Mrs Mphahlele

RE: Re - Request to use questions from your questionnaire

Thu, Apr 4, 2013 at 11:25 AM

Nomonde Mphahlele

<nomondem@mweb.co.za>

To: "vuyo.mba@gmail.com" <vuyo.mba@gmail.com>

Good day

My apology for the delay.

Following our conversation, I hereby give you the permission to use questions from my questionnaire for your research study.

I wish you success with your research study.

Regards

Nomonde E. Mphahlele

Tel: 0827603044

E-mail: nomondem@mweb.co.za

From: vuyo.mba@gmail.com

Sent: 2013/03/27 03:05:49 PM

To: nomondem@mweb.co.za

Cc:

Subject: RE: Re - Request to use questions from your questionnaire

Good day Mrs. Mphahlele.

I am Mrs. Ntombovuyo Mbangi, a lecturer at Port Shepstone Nursing Campus (Kwa - Zulu Natal Nursing College) in KZN.

I am also a student at Durban University of Technology doing Masters (Full Research). My study is: - Exploring the knowledge, attitude and perception of high school students about nursing as a profession.

I am requesting permission to use the questions from your questionnaire, in your study that you submitted in 2011. The title of your study is; School Leavers' Perceptions of Nursing as a Career of Choice. The questions will be assisting also to my study.

Thank you

Mrs. N. Mbangi

Email: - vuyo.mba@gmail.com

Contact no: - 0393155322 / 0733322242

Appendix 9: Interview guide for teachers

Name of the school	<div>Enter code <input type="text"/></div>	Grade	<div>Enter code <input type="text"/></div>
Participant Number:	<div>Enter code <input type="text"/></div>		

Date of interview: -----

Grand Tour Question

Tell me about career guidance at your school.

Guided tour questions

Probing questions will be based on the teachers' responses: -

What in your opinion can be done by the Department of Education so that nursing will be known to the learners who are still going to make career choices?

In your opinion, how can the Department of Health assist in guiding learners make an informed choice in nursing as a career?

What are the challenges that the LO teachers are faced with in guiding learners to make career choices?

Appendix 10: Letter from a statistician

Gill Hendry B.Sc. (Hons), M.Sc. (Wits)

Mathematical and Statistical Services

Cell: 083 300 9896

email: hendryfam@telkomsa.net

6 May 2013

To whom it may concern

Please be advised that Ms Ntombovuyo (Student number 21143585) who is presently studying for a Master of Technology: Nursing is consulted with me regarding the statistics needed for her study. This includes the sampling process, the instruments and the data analysis.

Yours sincerely

A black rectangular box redacting the signature of Gill Hendry.

Gill Hendry (Mrs)