Original Research Article

A survey on perception of the image of the nursing profession in Zambia by nursing students at the Department of Nursing Sciences, University of Zambia.

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Accepted 2nd October, 2015

This is an exploratory descriptive study conducted to establish the perception of the image of the nursing profession by nursing students at the University of Zambia. An understanding of students’ perception and its evolvement during the course of the study can assist nurse educators in evaluating the educational program’s strengths and weaknesses. This understanding can enhance curricular development towards a caring and holistic paradigm of nursing. Moreover, it should add to the body of knowledge of nursing education, especially in relation to admission processes, by examining specific personal attributes that influence students’ perceptions towards their career.

Methods: A total of 76 conveniently sampled students participated in the study. Data was collected using a self-administered questionnaire that comprised of three main parts: A likert scale was used to determine if students had either a positive or negative image of nursing profession. What could have influenced the students’ perception and students’ social ranking of the nursing profession. Data was coded, entered into computer software (SPSS version 20). After analysing data, it was presented in figure and table form.

Results: The findings showed that most (70%) of the students had a positive perception of the Nursing profession and 30% had negative perceptions of the image of nursing. A large proportion (80%) of them responded that they had experienced a change, from negative to positive perception of the image of nursing after joining the nursing profession due to several different factors. Most of the students (80%) aspired to go for further education after graduating from their Bachelor of Science in nursing program; though surprisingly, some of the students (20%) and intended to change their profession after graduation.

Conclusion: Therefore, there is a need for continued concerted effort by the nursing fraternity and the community at large to reinforce a positive image of nursing and hold the profession high, in order to attract more individuals into the nursing profession.

Keywords: Nursing Profession, Positive Perception, Quotered Nursing Student, Image of Nursing

INTRODUCTION

The image of both nurses and nursing as a profession is vital in the successful recruitment and retention of staff in the healthcare industry (Annelie, 2010). Waters (2010) believes that nurses are the backbone of the healthcare sector and are fundamental in the delivery of quality care for all the inhabitants of a country. Nursing students come into nursing education with inherent lay beliefs about nursing that evolve over years of education, enabling them to be professionally socialized into the nursing career (Davis, 1975). Evidence shows that there are a number of research studies that have addressed the impact of nursing students’ perceptions of the public image of nursing (Levan, 2009; Takase, 2006; Wondwossen, 2011). In addition, Safadi et al. (2011) and Wallace (2012) investigated nursing students’ perceptions of the public image of nursing and the extent to which these perceptions impact on students’ self-concept and academic performance in nursing schools. On the other
hand, the enduring debates about the public image of nursing have intensified as the nursing shortage increases focus on the nursing profession, though the present shortage is created and sustained by multiple factors; image of nursing seems to surface in any of these discussions (Safadi et al., 2011). Today, much about nursing and its practitioners has changed, but many negative stereotypes remain (Wallace, 2011).

Although nursing students’ perception about the image of nursing and factors influencing it has been well investigated in the West, this is less examined in the sub-Saharan African Countries. In Zambia, little is known about Zambian student nurses’ perception of nursing. Nursing students’ perceptions about nursing might have an impact on their self-concept, self-esteem, recruitment, retention, and performance (Wallace, 2007). Students’ positive perceptions about the image of nursing is as important for Zambia as it is for any other country, because a positive image of nursing as a profession is vital for successful recruitment and retention of nursing staff. A positive image of nursing may be indeed a key factor in attracting new recruits into the profession and contributes to morale and job satisfaction of nurses (Tasake et al. (2006). In Zambia, the shortage of Nursing is critical, for instance, the nurse patient ratio is 1 to 40 patients (General Nursing Council of Zambia, 2010). To mitigate the nursing shortage Zambia has to increase enrolment of nursing students in the nursing programs, however, not all the students recruited in the nursing programs may complete their training. About 20% of students may drop out of the program or may change their career upon completion of training. This could be attributed to the negative perceptions about the nursing profession. Therefore, scientific ways should be innovated through research, in order to change the negative perceptions of the nursing profession as this is critical to retaining students and nurses in the health care system.

Global Health Implications

With the emergence of diseases that are able to affect all of us globally, like Ebola, HIV and AIDS and many others; Nurses will forever be needed at a global level in order to save lives. All over the world, especially in developing countries, there is a shortage of Nursing staff as well as concerns on attitude issues affecting Nurses. Therefore, this study to explore the perception of nursing students towards the nursing career will provide evidence of how they perceive Nursing as a career and some reasons as to why few school leavers choose or do not choose Nursing as their career or why they leave the nursing profession for other professions. Some of those who graduate may have an attitude that may hinder them from performing their duties and responsibilities as expected. This is not just a single country problem, but is a global concern.

METHODS

Research Design

The research design used in this study was an exploratory descriptive study. This design was selected because little was known about the phenomenon under study.

Research Setting

The study was conducted at the Department of Nursing Sciences, School of Medicine at the University of Zambia. The Department of Nursing Sciences (DNS) offers a 4 year Bachelor of Science in Nursing Degree program to both in-service and Quotered students however; in-service students are exempted from some courses and take 2 years to complete the Bachelor of Science in Nursing (Bsc N) program. The first Bachelor of Science in nursing Degree program in Zambia commenced in 1982 at the University of Zambia. At present, there are a couple of private Universities offering nursing degree programs.

Study Population

The study population was all the quoted (School Leavers) students in the Bsc nursing program in the Department of Nursing Sciences (DNS), School of Medicine (SOM) at the University of Zambia (UNZA).

Sampling Method and Sample Size

A convenient sample of all the 76 quoted students participated in the study. This included all the four streams of quoted students.

Data Collection tool and technique

Data were collected using a pretested self-administered questionnaire adapted from a Jordanian study by Ibrahim Ali TawfiqAlJarrah. The self-administered questionnaire comprised three parts as follows:

Part I

This part included questions related to socio-demographic characteristics of the study subjects such as sex, age, nationality, marital status, reasons for enrolment to the faculty of nursing, and family’s reaction to students’ enrolment.

Part II

Part II consisted of questions that explored nursing students’ feelings and perceptions toward the nursing profession in terms of the beliefs, ideas, and impressions that they have on nursing as a profession. Grading of student’s perception was done using a likert scale containing 23 statements which were answered on a 5 point scale of response as follows: strongly agree=5, agree=4, not sure=3, disagree=2, strongly disagree=1. Students who scored sixty per cent (60%) and below of the likert scale, were considered to have a negative perception of the Nursing profession. While those that scored above 60% were considered to have a positive perception towards the Nursing profession.

Part III

This part had questions related to factors that affect Nursing Students’ perception of the Nursing profession.

Data Analysis

Data were analysed using statistical packages for social science (SPSS) for windows, version 20.0. Descriptive statistics were deducted using frequencies, percentage,
Ethical Considerations

The study was executed according to the following steps:
1. Before collecting data purpose of the study was explained to the respondents. Then verbal as well as written consent was obtained from each participating student. No respondents were coerced to participate in the study and they were informed that they were free to withdraw their participation if they so wished at any stage of the data collection.
2. The respondents were assured of confidentiality and anonymity by using serial numbers as identifiers and were instructed not to write their names on the questionnaires.
3. Only the Researchers have had access to the research documents and these have since been kept under lock and key. The questionnaire was written English and further explanation and clarification was provided by the researchers as the respondents filled in the questionnaire to avoid any possible misunderstanding and confusion in answering the questionnaire.

RESULTS

The findings are presented according to Parts of the questions, namely demographic characteristics of the respondents, perceptions towards nursing profession, how students ranked nursing as a career and how some of these factors that influence students’ perception of the Nursing profession.

PART I: Social and demographic characteristics of Respondents

Demographic characteristics of the respondents (n=76)

The majority of the respondents (82.9%) were within the age group of 21 to 30 years. Only 17.1% were within the age group 16 to 20 years.

Respondents’ Gender

The respondents in this study were predominantly females (63%) 

Respondents’ Marital Status

As shown in figure 3, almost all the respondents (97.4%) were single.

Respondents’ Religious Denominations

Most of the respondents religious denomination was protestant (59%), 22% were Pentecostals and 19% were Catholics.

Respondents’ Year of Study

As indicated in figure 5, fifth year students comprised 18.4% of the total sample, 27.6% were 4th year, 26.5% were third years and 26.3% were second years.

PART II: Respondents’ Perceptions of the Nursing Profession

Respondents’ Perceptions of the Nursing Profession

The majority of the respondents (69.7%) had positive perceptions of the nursing profession and 30.3% had a negative perception.

PART III: Factors affecting Nursing Students’ perception towards the Nursing Profession

Reasons for being quoted into the Nursing degree program

Table 1 shows that most of the respondents 85.5% were quoted into the Nursing degree program because they had the desire to help others.

Respondents influence on the choice of Nursing (n=76)

Table 2 shows that more than half (56.6%) of students were influenced by several factors to join Nursing. However, 43.4% indicated that they were not influenced by any factors, but that the choice to become a Nurse was made by themselves and that the choice purely came as an inner drive and motivation.

Respondents feelings about the Nursing Profession

Table 3 depicts the respondents’ feelings about the nursing profession. Two thirds (63.2%) of the respondents felt proud to talk about nursing in public, 19.7% said they defensive when they talked about nursing, 9.2% were not comfortable to talk about nursing, and 6.6% felt shy to talk about nursing in public.

Respondents’ family reaction to their choice of Nursing as a Career.

As indicated in figure 7, 47.4% of the respondents reported positive family reactions towards nursing as their career choice, 39.5% stated that their family’s reaction was neutral. Those who reported negative family reactions were 13.2% of the sample.

Respondents’ change of Perception of Nursing Profession after joining Nursing

Most, (80.3%) of the respondents’ perceptions of the nursing profession changed after joining nursing while 19.7% perceptions remained unchanged.

Type of change in Perception of the Nursing Profession in the Respondents

Figure 9 shows that of the 80.3% of the respondents who reported a change of perception of the nursing profession after joining the profession, 52.6% reported positive perceptions while 27.6% reported negative perceptions of the nursing profession.
Respondents’ Social Ranking of Nursing as a Career.

As indicated in figure 10, most (43.4%) ranked nursing as a second career, 32.9% ranked it as third and 23.7% ranked it as the first career.

Respondents’ future prospects after graduation

Table 4, indicates that majority of the respondents (73.7%) aspired to go for further education after graduation while 20% of the respondents intend to change their profession after graduation.

Respondents’ Choice of Speciality

Table 5 shows the respondents preferred speciality upon completion of the basic Bachelor of science in nursing degree program, 20% would like to specialise in Medical-surgical nursing, 17.1% want to specialise in nursing education, 13.2% would like to specialise in community health nursing and 11.8% would like to become Midwives and 14.8% would like to specialize in others specialties.

Figure 11, shows that 15 (31.2%), and 33 (68.8%) of female students, had a negative perception of the Nursing career, while only 8 (26.6%) out of 28 male students had a negative attitude. The P-value for Chi-Square is significant, 0.060, meaning that there is a relationship between the students’ gender and their perception of the Nursing profession. More females have a negative perception as compared to their male counterparts.

Table 6 is a cross tabulation between students’ perception and what they feel about the Nursing career. A good number 48 (63.2%) felt proud of their career as nurses, and of these, a larger number of 34 had a positive perception while 14 had a negative perception of the nursing career. Fifteen 15 (19.7%) feel to be defensive about the nursing career, of which 10 had a positive perception and 5 had a negative perception. Seven 7 (9.2%) indicated that they would change the topic whenever people were discussing the nursing career meaning that they don’t feel comfortable to discuss the nursing career. Of these seven, five (5) had a positive perception of Nursing, while only two had a negative perception. Only one participant felt that the nursing career was under attack and she had a positive perception of the Nursing profession. Interval by interval P-value is 0.009 showing a strong relationship between the students’ perception and how they feel about the Nursing profession.

The table 7 is a cross tabulation between the students’ perception and how they socially ranked the nursing profession. A large number of participants, 33 (43.4%) ranked nursing as second or average as compared to other professions in society. Of these, 22 had a positive perception while 11 had a negative perception of the nursing profession. Twenty five 25 (32.9%) ranked nursing as a poor or fair profession as compared to other professions, of which 16 had a positive perception, while 9 had a negative perception of the nursing career. Eighteen 18 (23.7%) ranked nursing as first or highest of professions in society of which 15 had a positive perception while only 3 had a negative attitude. Surprisingly, 3 students despite ranking Nursing the highest profession in society had a negative perception of the profession. However the P-value is 2.114 indicating that there is no relationship between the way the students ranked Nursing in society and how they perceive the profession.

Table 8 below is a cross tabulation between the students’ perception and their career prospects or what they wish to become in their future endeavours. Only one out of all the 76 students who participated in the study wanted to remain a BSc Nurse after graduating. Strangely enough she/he had a positive perception towards nursing as a career.

Fifteen 15 (26.8%) of students out of the 56 who wanted to go for higher Education had a negative perception, while 41 (73.2%) had a positive perception of the Nursing career. Fifteen 15 (19.7%) students out of the 76 participants indicated that they would like to change their career and move from Nursing. Almost half of these students 7 (46.7%) had a negative perception while about half 8 (53.3%) had a positive perception of the Nursing career. Four (5.3%) students out of the 76 participants were not sure of what they wanted to do of which 3 (75.0%), had a positive perception of the Nursing career. P-value is 2.720 showing no significant relationship between students’ prospects in the future of their career and their perception of the Nursing profession.

DISCUSSION OF RESULTS

This study describes the perception of quotted nursing students at the DNS on the image of the nursing profession. It established how the quoted nursing students at the DNS, rank nursing in the professional fraternity. This was done by determining the reaction of quoted nursing students towards the nursing profession and the main reasons why they decide to enrolment into the faculty of nursing and not any other profession. The career prospects of quoted nursing students at the DNS was also determine. The results can be concluded as follows;

Majority 69.7% of students had a positive perception of the Nursing profession while 30.3% had a negative perception. Even though it was so it is worrying that as many as 30% had a negative perception, probably indicating that the students were not sure what they are choosing as their career for life. This could lead to performance problems during training and consequently attitude problems during service delivery. Since all students who participated in this study were all quoted students, mainly from the department of Natural Sciences of the University of Zambia, Great East Road Campus who a year earlier came straight from secondary school, it was expected that almost all of them (97.4%) were unmarried as shown in figure 4.

The quoted students who participated in this study were from four streams of in-take. The fifth year students at the time of the study joined the DNS in the year 2010 and were graduating as the first straight entry, Bsc Nurses in the year 2013. The other groups of quoted students were also enrolled into the study. The distribution was as indicated in figure 3, with the fifth year students being the smallest group, probably because they were the first group to be quoted and also due to attrition of a few students from the group. The rest of the three groups were almost equally distributed with 20 to 21 students in each group.

As expected that most nurses choose the profession because of the desire to help others, the results of this study seem to confirm this assumption as shown in table 1 that most of the students 65 (85.5%) were quoted to Nursing for this reason. Even though, more than half (56.6%) of students were influenced by several factors to join Nursing, 43.4% indicated that they were not influenced by any factors, but that the choice to become a Nurse was made by themselves and that the choice purely came as an inner drive and motivation. If this is the case, then the perception of these students should not so much be influenced by external factors. Apart from 63.2% of the participants who felt proud
to talk about Nursing, the rest were not very decisive about what they felt about the profession as; 19.7% of the respondents felt that they needed to be defensive when they talk about Nursing, 9.2% preferred to change the topic and not talk about Nursing while 6.6% felt shy to talk about Nursing. Such mixed feelings among the students may affect their attitude towards training and eventually their service provision in future.

Families may have either a positive or negative influence as shown in figure 7 that, 47.4% of the respondents indicated that their families showed a positive reaction when they chose Nursing and encouraged them to pursue Nursing as their career. However, 39.5% indicated that their families were neutral and they neither discouraged nor encouraged them to study Nursing. Ten (10) participants (13.2%) indicated that their families reacted negatively and discouraged the students to take up Nursing as their profession though later on they accepted the student’s choice.

Majority of the participating students, 80.3% indicated that their perception of the Nursing profession had changed after joining Nursing, while only 19.7% responded that their perception had not changed. Of the 80.3% who had their perception changed; 52.6% responded that their perception changed positively while 27.6% indicated that their perception changed negatively. This change in perception could mean that the students go through their training and get more exposed to the concepts of Nursing; they tend to change their perception of the Nursing profession either positively or negatively.

A combination of many factors influenced the student as indicated in table 3. These factors include classroom teaching, clinical teaching and work relationships with other health workers as the factors that lead to their change in perception of Nursing as a profession. Other factors include working conditions, mentorship from faculty members, public and family relations. Combination of these factors was the reason for students’ change in perception of the nursing profession.

Part three of the research measured the factors that may affect Nursing students’ perception towards the Nursing Profession. It depicts how the nursing students ranked Nursing as a profession. It was not very encouraging that only 23.7% of the participants ranked the Nursing profession as the first highest, 43.4% ranked it second (average) and as high a percentage as 32.9% ranked it third as the last (poorest) ranked profession in our society. However, it is promising that majority of the students 73.7% aspired to go for further education after graduating their Bsc Nursing course as their future career prospective. These students have preferred choices that they hope to pursue after their basic Bsc Nursing degree. The largest number of students about 20% chose to specialise in Medical-Surgical Nursing, 17.1% wanted to specialise in Nursing Education, 13.2% in Community Health Nursing, 11.6% in Midwifery and the rest of the choice remaining specialty choices as indicated in table 5. Surprisingly, a relatively high number of students 15 (almost 20%) of the respondents intended to change their profession after graduation.

CONCLUSION

With the emergence of diseases that are able to affect all of us globally, like Ebola, HIV and AIDS and many others; Nurses will forever be needed at a global level in order to save lives. All over the world, including in developing countries, there is a shortage of Nursing as well as attitude issues affecting Nurses. Therefore, this study to explore the perception of students towards the nursing career will provide evidence of the reasons why few school leavers do not choose Nursing as their career, or why they leave the nursing profession for other professions or if they graduate may have an attitude that may hinder them from performing their duties and responsibilities as expected. This is not just a one country issue, but affects the whole world.

LIST OF ABBREVIATIONS

DNS: Department of Nursing sciences
SOM: School of Medicine
UNZA: University of Zambia
Bsc N: Bachelor of Science in Nursing

COMPETING INTERESTS

The authors declare that there is no competing interest regarding the publication of this article, as it was entirely conducted and funded by the two authors

AUTHORS’ CONTRIBUTIONS

CZ conceptualised the research proposal, designed the research proposal in terms of stating the problem, designing the methodology, collecting and analysing data, as well as contributing to writing the report in terms of presentation and discussion of findings. CN contributed by refining the proposal, logically arranging the research report on research findings and wrote the report and discussion of findings

AUTHORS’ INFORMATION

Both CZ and CN are Nurses by profession who have had vast experience and are passionately concerned with issues that affect the profession. They are both faculty members of the department of Nursing Sciences at the University of Zambia and wish to make a difference to the nursing profession by increasing the body of scientific evidence based information on matters that affect nursing education and the profession as a whole. They also have worked for many years as nurse educators hence the zeal to improve the profession

ACKNOWLEDGMENTS

We thank our God, our good Father and creator, for letting us go through both good and difficult times of our lives. He opened up many opportunities for us and we have experienced his guidance day by day, throughout our lives. He is always with us through our life’s journey. We will forever trust in him. Thank you, Lord.

CZ would like to express her special appreciation and thanks to her advisor CN, who has been a tremendous mentor. CZ would like to thank CN for fully participating and encouraging this research giving me a chance to grow together with her as a research scientist. CN’S continued support on both research and on CZ’S career is invaluable.

We would also like to thank Mr. EMusengea colleague in the department of Nursing Sciences, for his contribution in statistical aspects of the survey, by his continued and tireless guidance to ensure that the data collected was scientifically analysed. We would also like to thank the nursing students who freely and willingly participated as respondents to this study.

Special thanks to our families. Words cannot express how grateful we are to our children for all of the sacrifices that
they made on our behalf and for always cheering us up, when we are down and drained with research work. Your prayers for us are what sustain me always. Thank you all for your support in everything and for encouraging us throughout our different experiences.

Tables and figures

Figure 1: Age-group of the respondents (n=76)

![Figure 1: Age-group of the respondents (n=76)](image1)

Figure 2: Respondents gender (n=76)

![Figure 2: Respondents gender (n=76)](image2)
Figure 3: Respondents marital status (n=76).

![Chart showing marital status]

Figure 4: Respondents Religious Denominations

![Chart showing religious denominations]

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Figure 5: Respondents Year of Study (n=76)

![Chart showing percentages of respondents by year of study.](image)

Figure 6: Respondents Perceptions towards the Nursing profession (n=76)

![Pie chart showing perceptions of respondents.](image)
Table 1: Respondents reasons for being quoted into the Nursing Degree Program (n=76)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school grades</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Desire to help others</td>
<td>65</td>
<td>85.5</td>
</tr>
<tr>
<td>Financial problems/availability of work</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Family advise</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2: Respondents influence on the choice of Nursing (n=76)

<table>
<thead>
<tr>
<th>Influence</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenced by several</td>
<td>43</td>
<td>56.6%</td>
</tr>
<tr>
<td>No influence</td>
<td>33</td>
<td>43.4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3: Respondents’ feelings about the Nursing profession (n=76)

<table>
<thead>
<tr>
<th>Feelings about nursing</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proud</td>
<td>48</td>
<td>63.2</td>
</tr>
<tr>
<td>Defensive</td>
<td>15</td>
<td>19.7</td>
</tr>
<tr>
<td>Change topic</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>Shy</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 7: Respondents’ family reaction to their choice of Nursing as a career (n=76).
Figure 8: Respondents change of perception of the nursing profession after joining nursing (n=76)

Figure 9: Type of change in perception of the nursing profession in the respondents (n= 61)
Table 4: Respondents future prospects after graduation (n=76)

<table>
<thead>
<tr>
<th>Future prospects</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain as Bsc nurse</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Aspire for higher education</td>
<td>56</td>
<td>73.7</td>
</tr>
<tr>
<td>Change Profession</td>
<td>15</td>
<td>19.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 5: Respondents choice of speciality

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical-Surgical Nursing</td>
<td>15</td>
<td>19.7</td>
</tr>
<tr>
<td>Nursing education</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>Community Health Nursing</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>Midwifery</td>
<td>9</td>
<td>11.8</td>
</tr>
<tr>
<td>Others</td>
<td>29</td>
<td>14.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Figure 11: Gender Vs Perception of Nursing Profession by respondents

Gender Vs Perception of Students

Bar Chart

<table>
<thead>
<tr>
<th>Gender of Student</th>
<th>Positive (Score above 65)</th>
<th>Negative (Score 66 and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>15</td>
</tr>
</tbody>
</table>

Counts:
- Male: 20 (71.4%)
- Female: 33 (68.8%)

Student's Perception:
- Positive (Score above 65)
- Negative (Score 66 and below)
Table 7: Social Status ranking of nursing profession * Student’s Perception Cross-tabulation N=76

<table>
<thead>
<tr>
<th>Social Status ranking of nursing profession</th>
<th>Student’s Perception</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>3rd Poor/Fair</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>% within Student’s Perception</td>
<td>39.1%</td>
<td>30.2%</td>
<td>32.9%</td>
</tr>
<tr>
<td>2nd Average</td>
<td>11</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>% within Student’s Perception</td>
<td>47.8%</td>
<td>41.5%</td>
<td>43.4%</td>
</tr>
<tr>
<td>1st highest</td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>% within Student’s Perception</td>
<td>13.0%</td>
<td>28.3%</td>
<td>23.7%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>53</td>
<td>76</td>
</tr>
<tr>
<td>% within Student’s Perception</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 8: What to do after graduation * Student’s Perception Cross tabulation N=76

<table>
<thead>
<tr>
<th>What to do after graduation</th>
<th>Student’s Perception</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Remain Bsc</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
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