

Original Article

Reasons nursing students choose the nursing profession and their nursing image perceptions: A survey study

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ABSTRACT

Background & Aim: When choosing a profession, there are many factors that influence a person's decision, including the profession's image, personal future plans, and the prospect of life-long success. In reference to the nursing profession, this decision is extremely important. This study aims, therefore, to determine the reasons why vocational high school students choose the nursing profession by examining their image perceptions and the future plans related to this choice.

Methods & Materials: This study was carried out with 352 nursing students who were selected from four medical vocational high schools in Istanbul. A demographic questionnaire and the "Nursing Image Scale" (NIS) were used for gathering data. For data analysis, percentages were calculated, and independent sample t-test and chi-square test were performed.

Results: The average age of the students was 16.7 ± 0.785 , with most of the students being female (87.2%) and in their fourth year of attendance (42.6%). A majority of the students had chosen nursing for the ease of securing a job (46.9%), and a majority had a dream profession other than that of nursing but still related to the field of health (65.8%). NIS score averages of the second-year students were lower than those of both the third- and the fourth- year students ($p < 0.05$). Participants who did not have a nurse in the family had higher NIS score averages.

Conclusion: Overall, it was determined that the majority of the participating students chose nursing for the purpose of easily securing a job, that the students held a negative perception of the profession and that the students had a dream profession other than that of nursing.

Introduction

The shortage of nurses stands as one of the most important human resources issues in the health sector. Both developed and developing countries have focused significant attention on solving this shortage problem (1). Certain strategies, such as improved wages, accepting a higher number of students to nursing degree programs and improving working conditions and environment, have been implemented as part of these efforts. In addition, the training of

assistant nurses and the recruitment of nurses from lower education levels have also been used as strategies (2). In a November 2012 report by the Organization for Economic Co-operation and Development (OECD) that evaluated health indicators of European Union member or candidate countries, Turkey was shown to be the last country in terms of number of nurses per population, with only 1.6 nurses per 1000 people (3). As a result, the nurse shortage problem in Turkey is said to be the primary reason behind the initiative to train nurses at medical vocational high schools (MVHS). With this initiative, children who are 14 to 15 years old would start receiving nursing education at these schools.

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Choosing a career serves as one of the most important decisions that a person will make in their lifetime. This decision involves selecting a career, from among different options, that conforms to a person's needs and expectations. For this important choice, individuals receive education within the field they pursue; and with this field choice, they ultimately are determining their future profession (4). The research that has been conducted on different profession groups has largely addressed the basis on which people choose their professions, how they perceive the profession they choose, and what they plan to do within those professions in the future (5, 6).

The importance of selecting a profession takes on an even greater degree of seriousness when the profession in question is nursing, of which the basic function is to provide care, on the basis of scientific knowledge, to healthy or sick individuals. In nursing, and other professions related to human health, choice is particularly important, not only to ensure a happy life in the future for the individual, but also to secure the health and safety of the people to which he/she provides service (7).

The notion of image, which is the second topic discussed in this study, is the total perception and impression an individual, a group or an institution presents to other individuals and institutions, whether intentionally or not. The image of the nursing profession has been, from the onset of it as a profession until today, a subject that both members of the profession and related bodies have dwelt on. (8) All throughout the world, nurses contribute to their own development, as well as the profession's development, by increasing their level of knowledge. Nevertheless, in the studies conducted, it has been emphasized that the employment generated by nursing and its contribution to the field of

healthcare services do not cause an equivalent change; otherwise stated, the increased number of nurses being employed has not led to better healthcare services (9).

As mentioned earlier, the shortage of nurses constitutes a major healthcare human resources management problem, affecting both developed and developing countries (10, 11). Moreover, in addition to the present nurse shortage, many experienced nurses could choose to leave the profession in the upcoming years (12). It is therefore seen as important that nurses make the right career choices related to their profession. In Turkey, which is last among the OECD countries in terms of nurse manpower, the postgraduate future plans of nursing students take on much greater importance. Furthermore, considering that the turnover rate for the nursing profession would inarguably be lower for nurses who love their work and are satisfied, ascertaining the future plans of nursing students regarding their profession is crucial in terms of revealing the dispositions governing this subject (13).

While the literature includes studies directed towards determining the reasons governing nursing students' decision to choose the nursing profession, their image perceptions on the profession and their future plans (4, 5, 8, 10, 12-14), to date, there have been no studies conducted on this subject in Turkey. This study, therefore, aims to determine the reasons why vocational high school students choose the nursing profession, by examining their image perceptions and their future plans related to this choice.

Methods

A cross-sectional design was used for this study. Students of all MVHSs (24 private, 19 public) within the provincial boundaries of Istanbul constituted the research

population. According to the information received after submitting a written application to the Istanbul Directorate of National Education, at the time the research was being conducted, there were 43 schools, 24 private schools and 19 public schools, and 17,951 students, 11,522 of which were in the nursing program.

In determining the sample size of the study, a confidence interval of 95% was calculated, where it was found that 372 students were required. A total of 523 students studying in the nursing programs of four randomly chosen schools, two of which were private and two public, were selected for participation in the study. First-year students were excluded from the study sample. After deducting the number of students who did not agree to participate in the study and the number of students whose questionnaires were incomplete, the study ended up being completed with 352 students, 184 of whom were from public schools and 168 from private schools. Non-probability convenience sampling was used, and attempts were made to reach all the students in each school.

A survey form and the Nursing Image Scale were used as the data collection instruments. The survey form featured two sections, one dealing with the students' personal characteristics, and the other related to the students' reasons for choosing the profession and their future plans. The Nursing Image Scale was used to determine the students' nursing profession image perception. Arranged as a three-point Likert scale, the Nursing Image Scale consists of three sub-categories: General View (6 items), Communication (6 items) and Vocational-educational Qualities (15 items).

Personal characteristics information section featured thirteen questions aiming to determine the socio-demographic characteristics of the students, including their gender, grade level, parent' educational

background and profession, and how they assessed their income level. All of the questions in this section were close-ended.

The section of reasons for choosing profession and future plans was developed with the support of the literature (10, 12, 13). The eleven questions forming this section aimed to learn whether or not students knew about the profession, if there was a nurse in the family or among immediate relatives, on what grounds they chose the profession, whether or not they were attending their present school, their thoughts on remaining in the profession, their dream profession, and their future plans for themselves and the profession. Two of the questions on the survey were open-ended, while nine of the questions were close-ended.

The Nursing Image Scale (NIS) was first developed as a 35 statement questionnaire form by Özsoy (15) to determine the nursing profession image perception held by individuals. Validity and reliability analyses of the scale were performed by Çınar and Demir (16), where it was determined that Cronbach's alpha factor was 0.81. After completion of the validation and reliability analyses, the scale was reduced to 27 items. Arranged as a three-point Likert scale, the NIS consists of three sub-categories: General View (6 items), Communication (6 items) and Vocational-educational Qualities (15 items). Students responded to the statements with "Agree" (3 points), "Partially Agree" (2 points) or "Disagree" (1 point). The lowest possible score for the test was 27, while the highest possible score was 81. The cut-off point of the scale was 54. Higher total scores indicates that the nursing image is perceived more positively. An analysis of the scale used for this study's sample determined that Cronbach's alpha coefficient of the scale was 0.85.

This research study was carried out between January 2014 and March 2014.

Schools were visited after first holding meetings with relevant institutions. The data collecting instruments were distributed to the students in a classroom environment and were collected after they had completed filling them out. The only inclusion criteria used was that the study participant be a nursing student at an MHVS in Istanbul .

Percentages, frequencies and parametric analyses (independent t-test, ANOVA and post-Hoc Tukey) were used to analyze the data collected in the research.

Permission to carry out the research in the MVHSs of Istanbul was obtained from the Provincial Directorate of National Education on June 05, 2013. Ethical approval of the study was given from the Istanbul University Ethics Board on January 09, 2014 with approval no. 684. Permission was also received from the administrations of the schools wherein the questionnaire was to be applied, and suitable dates for application of the questionnaire were determined by agreement, considering the internal plans and programs of the schools. All second-, third-, and fourth-year students who were attending nursing programs and had volunteered to participate in the research were included in the study.

Results

The average age of the students was 16.7 ± 0.785 , with a large majority being female (87.2%) and in their fourth year (42.6%). Other demographic data is shown in Table 1.

In analyzing the findings related to the reasons for choosing the nursing profession, it was determined that the majority of those who had at least one person in their family in the nursing profession (50.6%) had positive thoughts on nursing prior to coming to the nursing school (91.8%) and already knew about the nursing profession before attending the nursing school (69%).

Table 1. Demographic Characteristics of Participants

Variables	Groups	Person (N=352)	
		N	%
Gender	Female	307	87,2
	Male	45	12,8
School	Public MVHS	184	52,3
	Private MVHS	168	47,7
Year Level	Level 2	57	16,2
	Level 3	145	41,2
	Level 4	150	42,6
	Primary \leq	118	33,5
Father Education	Secondary-high school	176	50
	\geq University	58	16,5
	Primary \leq	175	49,7
Mother Education	Secondary-high school	151	42,9
	\geq University	26	7,4
	Unemployed	50	14,2
	Worker	75	21,3
Father Profession	Tradesman	110	31,3
	Professional	40	11,4
	Officer	30	8,5
Mother Profession	Retired	47	13,4
	Housewife	278	79
	Worker	74	21
Income	High level	156	44,3
	Midlevel	196	55,7

Among the reasons for choosing the profession, the ease of finding a job within the field of nursing (46.9%) was the most cited reason. Furthermore, it was found that the majority were pleased with their decision to select the school (70.2%) and to choose the profession (61.1%) (Table 2).

Analysis of the findings related to the future plans of the students in terms of their profession showed that 56.3% wanted to switch to another department, while 60% wished to gravitate to professions other than health services. It was also determined that nursing was not the dream profession of the majority (65.8%) of the students, that almost all of them (96.9%) wished to continue university education, and that 45.2% of were interested in receiving vocational education in health services outside of nursing (Table 2). In terms of the total score averages obtained by the students on the NIS and its sub-categories, the analysis found that the General View sub-category average was

9.75±2.27, Communication sub-category average was 8.68±2.86, Vocational-educational qualities sub-category average

was 21.18±3.96, and total scale average was 39.6±7.6.

Table 2. Findings related to the profession choice reasons of students and their future plans (N: 352)

Variables	Groups	Person (N=352)		
		N	%	
Profession choice reasons	<i>Having a nurse in the family</i>	Yes	178	50,6
		No	174	49,4
	<i>Having positive feelings towards nursing prior to school</i>	Positive	323	91,8
		Negative	29	8,2
	<i>Knowing the profession prior to school</i>	Yes	243	69
		No	109	31
	<i>Reason of choosing the nursing profession*</i>	Family choice	102	29
		My choice	137	38,9
		Score adequacy	76	21,6
		Easily finding job	165	46,9
Guide teacher advice		50	14,2	
Future plans	<i>School satisfaction</i>	Yes	247	70,2
		No	105	29,8
		Very pleased	78	22,2
	<i>Satisfaction of choosing the nursing profession</i>	Pleased	215	61,1
		Not pleased	59	16,8
	<i>Other profession request</i>	Yes	198	56,3
		No	154	43,7
	<i>If 'yes', which profession (n=198)</i>	Other professions related health	80	40
		Other professions	118	60
		Nursing	108	34,2
	<i>Dreamed profession (n=316)</i>	Other professions related health	134	42,4
		Other professions	74	23,4
		Yes	341	96,9
	<i>Desiring to have university education</i>	No	11	3,1
		Nursing	134	39,3
Other professions related health		154	45,2	
<i>If 'yes' which profession (n=341)</i>	Other professions	53	15,5	

*More than one answer has been accepted.

Table 3. NIS scores according to school, class, income level, father education, nurse existence in the family, knowing the profession and dreamed profession variables (N: 352)

Variables		General View	Communication	Vocational-educational qualities	Total scale
		Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD
School types	Public(N=184)	10,65±2,02	9,45±2,92	22,04±3,64	42,14±8,86
	Private(N=168)	8,77±2,13	7,85±2,57	20,24±4,11	36,89±7,49
	<i>t and p values</i>	<0.001	<0.001	<0.001	<0.001
Year Level	2nd level ^a (N=57)	8,32±1,31	6,98±1,59	19,81±3,08	35,11±4,73
	3rd level ^b (N=145)	9,11±2,34	8,52±2,92	21,00±4,71	38,63±8,65
	4th level ^c (N=150)	10,93±1,91	9,49±2,90	21,89±3,29	42,30±6,30
	<i>F and p values</i>	<0.001	<0.001	.002	<0.001
	<i>Difference*</i>	a<b, c,b<c	a<b, c,b<c	a<c	a<b, c,b<c
Income	High level (N=156)	9,24±2,2	8,25±2,71	20,58±3,66	38,06±7,08
	Midlevel (n: 196)	10,17±2,23	9,03±2,95	21,67±4,15	40,86±7,80
	<i>t and p values</i>	<0.001	.01	.01	.001
Education levels of students' fathers	Primary ≤ ^a (N=118)	10,38±2,35	8,83±2,82	21,83±3,60	41,04±7,20
	Secondary-high school. ^b (N=176)	9,60±2,20	8,75±2,94	21,30±4,31	39,65±7,91
	≥ University ^c (N=58)	8,98±1,98	8,16±2,71	19,53±3,21	36,67±6,80
	<i>F and p values</i>	<0.001	0.3	0.001	0.002
	<i>Difference</i>	b, c<a		c<a, b	c<a, b
Presence of a nurse in the family	Yes (N=178)	9,54±2,22	8,40±2,74	20,84±3,99	38,78±7,48
	No (N=174)	9,97±2,31	8,98±2,98	21,54±3,94	40,49±7,68
	<i>t and p values</i>	0.08	0.06	0.1	0.03
Having Knowledge of the profession	Yes (N=243)	9,47±2,20	8,24±2,63	20,65±3,93	38,37±7,36
	No (N=109)	10,39±2,30	9,66±3,13	22,38±3,82	42,42±7,44
	<i>t and p values</i>	<0.001	<0.001	<0.001	<0.001
Dreamed profession (N=316)	Nursing ^a (N=108)	10,01±2,41	9,04±3,05	21,49±4,36	40,54±8,46
	Other professions related to health ^b (N=134)	10,05±2,23	9,11±2,99	21,27±3,73	40,43±7,53
	Other professions ^c (N=74)	9,08±2,00	7,45±1,96	20,96±3,97	37,49±6,39
	<i>F and p values</i>	0.006	<0.001	0.68	0.01
	<i>Difference</i>	b,c<a		c<a,b	c<a,b

Based on Tuckey post-hoc Test

The score averages obtained by the students on the total NIS scale and its sub-categories are presented according to school type variables in Table 3. In the comparison performed using t-test for independent groups according to school type, it was determined that there was a statistically significant difference in the total scale scores and sub-category scores between groups ($p<0.05$) and that the score averages of the students in public schools were higher than those of the students in private schools.

In comparing scores according to year level variables for independent groups using one-way analysis of variance, it was determined that there was a statistically significant difference between groups in total scale and General View, Communication, and Vocational-educational Qualities sub-categories ($p<0.05$)(Table-3).

When groups were compared in pairs using post-hoc Tukey with advanced analysis, which was done to determine from which group the difference originated between perception score averages in General View and Communication sub-categories and total scale according to the year level of the students, it was found that the score averages of the second-year students were lower than those obtained by both the third-year and fourth-year students, and that the third-year students' scores were lower than those of the fourth-year students ($p<0.05$). As shown in Table 3, in the Vocational-educational Qualities sub-category, it was found that the score averages of second-year students were lower than those of fourth-year students ($p<0.05$).

The score averages of the students on the total NIS and its sub-categories were

compared according to income level and the fathers' education level variables (Table 3). In t-test comparisons of the families' income status for independent groups, statistically significant differences ($p < 0.05$) were determined between groups in all sub-categories and total scale. In particular, it was found that the NIS score averages of those who declared their income level to be middle income were higher than the averages of those who declared their income level to be high to very high.

The scale averages of the students on the total NIS and its sub-categories are compared in Table 3, in terms of the presence of a nurse in the family, having knowledge of the nursing profession prior to beginning the school, and dream profession variables. In t-test comparisons for independent groups according to the variable of the presence of a nurse in the family, statistically significant differences between groups were determined only on the total scale scores ($p < 0.05$). The score averages of the participants who did not have a nurse in the family were higher.

When the score averages of the students on the total NIS and its sub-categories were compared, according to the variable of having knowledge of the profession, using the t-test for independent groups, statistically significant differences were found ($p < 0.05$), with the score averages of the students who did not have knowledge about the profession prior to the school being higher (Table 3).

Discussion

In studies on profession choice, it has been demonstrated that having a nurse as a model was effective in choosing the nursing profession. The study findings related to the factors impacting the profession choice of the students showed that the majority (50.7%) had a relative who was a nurse. Similarly, the study carried out by Sis et al.

(17) also found that students' decision to choose the nursing profession was strongly related with them having a relative who was a nurse.

Having a positive opinion about and attitude toward a profession has been shown to be a requisite factor in choosing a profession, having competency in a profession, and sustaining a productive work life (18). In this study, it was determined that most of the students knew about the profession prior to entering the school (69%) and that the majority (91.8%) had positive feelings towards nursing.

In almost all professions, professional success is closely linked to the condition that one has chosen the profession willfully and has knowledge about the profession. When the views of the students who participated in this study on profession choice were analyzed, it was found that the majority chose the profession on account of "easily finding a job", while a smaller number of the students chose "the nursing profession willfully." The results of our study are in agreement with the findings of Erkin and Tokem (19) and Yıldırım et al. (14), who reported that 50% and 65% of students, respectively, did not choose nursing on their own volition. In the same study by Erkin and Tokem (19), they reported that 59% of nursing students had chosen nursing based on the notion that it was easier to find a job in nursing, while likewise, Yıldırım et al. (14) reported that more than half of the students, if given a chance, would not transfer to another school because it was easy to find a job in nursing after graduating. In a similar study, conducted by Özgür et al. (20), it was reported that the majority of the students had preferred nursing because of the "convenience in finding a job." Although investments in the health sector are increasing, the unemployment rates among young university graduates are still rising;

however, with the new health legislations being enacted, the “need for nurses” is daily increasing. As mentioned in the introduction, Turkey has the highest nurse shortage among OECD countries (21). As more private health centers are being opened throughout the country, the results of which increase the nurse shortage, nursing students are better able to find a position after graduation. The Turkish Ministry of Health is also promoting nursing education among the youth (22).

According to the results from the present study, as well as from other similar studies, the nursing profession is generally not chosen willingly and it tends to be chosen in order to secure a job easier. In all of the studies carried out in Turkey, the fact that convenience in finding a job has been the top reason for selecting the nursing profession is a reflection of the high unemployment rate among the younger population (23). This, however, could be interpreted as a negative situation, in terms of estranging nursing practitioners from the core values of the nursing profession – such as loving humans, helping others, and being altruistic. Studies conducted in other countries have also reported ease of finding a job as the reason why nursing is a preferred profession (24). There was one study found that listed family preference, followed by university entrance exam score as the two leading reasons why nursing was chosen as a profession (25). While these reasons were also applicable to the participants in this study, the leading causes were, nonetheless, their personal choices and ease of finding a job.

These findings suggest that the primary factor in choosing the nursing profession revolves around the idea of concern for the future. With this being the case, the potential success of the students during their education period could be negatively

affected, and nurses would undergo training despite having no love for their profession.

There needs to be more discussion on the demand for MVHS in society, on the increase in the number of MVHS, and on the reasons why families direct their children to these schools. It is worrying that nursing is seen as an easier way to earn money or to have job security. As early as the age of adolescence, children are directed towards these schools, regardless of whether or not they have the appropriate disposition for this profession.

In looking at the scores obtained on the NIS sub-categories, it can be seen that the students perceived the nursing profession in a more negative manner on all of the scales. Moreover, the lowest average scores were observed in the Vocational-educational Qualities sub-category. In another study, where the same scale was used in a sample of university students, it was reported that the participants obtained higher scores in this sub-category (17). In light of these findings, it could be said that high school nursing students perceive the nursing profession more negatively than university students do. One study found that Turkish society had a negative image of the nursing profession, and it was shown that the senior nursing students were in agreement with this perception (26). A study carried out to determine the perceptions of university students enrolled in other departments reported that 62% of the students responded to the question of “what is the image of nursing in the society?” as “bad,” and generally answered the questions related to nursing negatively (27). In the study by Bozkır et al. (28), it was determined that although the ideas expressed by most of the high school students on nursing were positive, they still stated that they did not want to be a nurse. Overall, nurses and nursing students converge on the idea that the prestige of the nursing profession is low

and on feeling uncomfortable with the views of the society on nursing. However, having a positive opinion and attitude toward a profession is important in terms of individual success, as well as in terms of the development of the profession (18). It is here that certain measures can be taken to facilitate a more positive outlook, such as providing career guidance to students before they enter professional life in order to assist them in putting more thought into their future professions; revising the nursing curriculum to prepare them for the profession; and implementing approaches that help them to know themselves better, whereby they will be able to make a more informed decision about what they can do in their professional lives (29).

In this study, it was seen that nursing students who attended public schools perceived the nursing profession more positively than those attending private schools. This could be attributed to the likelihood that students who are accepted in public schools with a specific score desire on their own volition to be in the nursing profession. In contrast, the presence of quotas in private MVHSs for students who are not accepted at any high school due to low scores results in students being directed to these schools, without regard to whether or not their personal characteristics are suitable for this profession or to whether or not they are willing to become nurses. In addition, it can be argued that students who come from high income families perceive the nursing profession more negatively.

Looking at the perception score averages obtained by the participants according to the year level they were at, it was determined that as the year level rose, the students perceived the profession in a more positive light. Similarly, in the study by Dinç et al. (30), it was found that students in higher year levels thought more positively about the profession. Another study reported that

as the year level rose, there was a positive change in thoughts on nursing (31). The findings from this study, as well as from the others, demonstrate that thoughts on the profession change in a positive way during the nursing education process and that those positive thoughts increase as students gain more information on the nursing profession (20).

Considering the scores according to the income level variable, it was found that the students whose families had a middle income had a more positive perception of the nursing profession than the students whose families had high or very high incomes. In a related study, it was stated that most of the families of the students who were contemplating choosing nursing as a profession had lower income levels (32). Based upon these findings, it could be argued that children whose families have low income levels choose the nursing profession because they need to financially support their families (this is a common Turkish practice), and because they think that the job opportunities are better in nursing; they therefore look at the profession more positively.

Analysis of the total NIS score averages and the score averages obtained in the sub-categories, save for the Communication sub-category, revealed that the students whose fathers' had higher education levels perceived the nursing profession more negatively compared to the students whose fathers' education levels were secondary education and elementary education or lower. Studies from the literature report similar findings, showing that as the education level of the students' fathers gets higher, the rate at which the students choose the nursing profession decreases. In two studies carried out in the MHVSSs, it was stated that the fathers of most of the students were elementary school graduates (33). In another study, where the relationship

between the education level of the fathers of female students attending secondary education and the rates of choosing the nursing profession was researched, it was reported that as the fathers' education levels decreased, the rate at which the students chose the nursing profession increased (32).

In the comparisons done in terms of having a nurse in the family, a difference was determined between the groups in the scores obtained on the total scale, and it was found that the students who did not have nurse relatives perceived the nursing profession more positively than the students who had nurse relatives. This finding could be related to the fact that the students who had nurses in the family better understood the difficulties of the profession. From the findings given in Table 2, where it shows that the majority of the students who chose these schools have nurses in the family, it could be said that these students chose the profession despite their negative perception about it. In the scores obtained by the students in the area of knowing the profession prior to school, similar results were found.

The students who had dreams of being in nursing or health related professions perceived the nursing profession more positively compared to the students who wanted to direct their attention towards another profession. Yet, nonetheless, it could be argued that the perception of the students who stated that nursing or health-related professions were their dream professions was actually negative, given that they should be expected to have had at least a perception score of 60, which they did not have. This could be interpreted to mean that nursing is currently not a profession perceived positively by MVHS students.

The most important limitation for this study was that the research was limited to the nursing students from four MVHSs in Istanbul, making it difficult to generalize the

results. Additional studies that would include larger samples and more nursing schools are needed. Furthermore, the reasons governing nursing students' decision to choose the nursing profession and nursing image perceptions must be studied in different countries.

The results of this study have demonstrated that students of MVHSs in Istanbul tend to gravitate toward the nursing profession largely for the purpose of being able to easily secure a job, despite having a dream job other than nursing. Although they changed according to certain independent variables, the nursing image perceptions of these students, who had gravitated or were directed toward the nursing profession, were generally negative, an indication of their own, unmediated perspective about the profession that they will be members of in the future.

Educators and nurses should be positive role models, as they are the ones chiefly responsible for guiding nursing students before graduation. Lastly, career day activities should be organized to share experiences about future career opportunities with the students.

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Conflict of Interest

The authors of this study declare no conflicts of interest.

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