

## **INFLUENCING FACTORS FOR CONTINUING AND DISCONTINUING NURSING PROFESSION AMONG SENIOR UNDERGRADUATE NURSING STUDENTS**

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### *Abstract*

*Background: As occupational insight has a high impact on the evolution of nursing student's future and standard of nursing, searching for the elements that affect this insight is crucial.*

*Objectives: To determine the influencing factors for continuing nursing profession. And to determine and explore the influencing factors for discontinuing nursing profession.*

*Design: Survey design was applied for influencing factors for continuing nursing profession. The explanatory sequential design was used for influencing factors for discontinuing nursing profession.*

*Method: Total 180 samples were selected as a sample by using enumerative sampling technique for quantitative phase and purposive sampling technique for the qualitative phase.*

*Result: The findings indicated that the factors which are more influencing students to continue the nursing profession are caring aspects of nursing (59.5%), existing of higher education program in both govt. and private sector (48.8%), serving community people (48.2%), utilization of nursing skills outside of work (41.7%), contribution to community health (42.9%), and expertise can be used for higher education (51.8%). Two new factors are developed for continuing nursing profession after factor analysis i.e. prospects of professional domain and emphasis on the sense of achievement and wellbeing. The factors which are more influencing*

*students to discontinue nursing profession are society's negative impression towards nursing profession(66.7%), nurses not getting enough appreciation for their work(50%), salary is not satisfactory(50%), nursing is a very stressful job(58.3%) and physical factors like the experience of diligence and unhealthy work environment, mental factors like emotional distress, personal factors related to self and family, professional factors like unfriendly work environment, trampled dignity and social factors like ruined identity.*

*Conclusion:Based on the study findings, strategies designed to retain nursing students in this profession could decrease the impact of the shortage. To reduce student turnover it is necessary to focus on increasing job satisfaction and career development opportunities for nurses.*

*Keywords: Nursing Profession; Employment opportunity; Social impact; Job satisfaction*

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## **Introduction**

Nursing is a health care profession, which is focused on the care of individuals, families, and communities; so that they can attain, maintain, or recover optimum health.<sup>1</sup> Professional trajectory is a process of comprehensively corresponding professional aims and sole potentiality with the occasion for their accomplishment. However, professional trajectory inspires individuals to prospect and collect fact, which empowers them to harmonize, obtain proficiency, decisiveness, put down objectives and take measures. It is a pivotal stage of personnel growth that support the workers in building policy for job life stability.<sup>2</sup>

Factors like spiritual values including scope for helping and caring for other people were a feature of nursing professional capabilities.<sup>3</sup> Job security and economic stability were the crucial reason for joining nursing for male respondents.<sup>3,4,5,6</sup> Deciding factor for the job preference of students was the influence of others.<sup>1,7</sup> Dr Dahshan Mervat E. A. El, et.al found that 57% of students entered the nursing department because of their preparatory year grades.<sup>8</sup> Liaw Sok Ying, Ling Ting Wuet.al found most influencing factor for choosing to nurse as a career was prior exposure to healthcare and least influential was self-efficacy.<sup>9</sup> Pieces of evidence also found that as nursing gives chance to go abroad, for this also students want to pursue nursing.<sup>10,11</sup> The common words that participants have used to describe the reasons they have to choose to want to continue in nursing were serving, employment, jobs, caring, liking, interesting, love, difference, family, enjoyment and profession.<sup>12, 13, 14</sup>

The prediction of a nursing shortage is a frequently discussed topic in health care. An estimated 1 million registered nurses (RN) will be needed by 2018 because of both job growth and retirements among current practicing nurses. The U.S. Bureau of Labor Statistics (BLS) projects a 26% increase in RN employment by 2020 due to “technological advancements; an increased emphasis on preventative care; and the large, aging baby-boomer population who will demand more health care services as they live longer”.<sup>15</sup> The liberty of this profession are not good in addition to that less respect for this work at working sight from people which again

helpful in increasing abandon intention.<sup>16</sup>In occupational factor it has been found that suffering due to physical worsening of resident, dying, or inadequacy of equipment was remarkably associated with desire to quit.<sup>17,22</sup>For psychological factors, desire to quit was significantly associated with damaged relations with residents, less salary, job security, and respect, over-dedication, and less job satisfaction.<sup>17,18,21,22,23</sup>The younger staffs were more interested to leave the profession.<sup>18,20</sup>Poor health condition and less support from superiors are also responsible for discontinuing nursing profession.<sup>18</sup>

The researcher observed that some of the students enrolled in the Basic B.Sc. Nursing Program, choose other streams of profession after completion of the course. As occupational insight has a high impact on the development of nursing student's future and the standard of nursing, searching the elements that affect this insight is crucial. So the researcher perceives it is necessary to identify and explore the factors that influence the students to continue and discontinue nursing profession.

## **Methods**

### **Design and setting:**

A survey design was applied for influencing factors for continuing nursing profession. The explanatory sequential design was used for influencing factors for discontinuing nursing profession. This study was conducted in SUM Nursing College, KINS College of Nursing, LJM College of Nursing, and VISWASS College of Nursing, Bhubaneswar, Odisha between 1<sup>st</sup> June 2020 to 30<sup>th</sup> June 2020.

### **Sample size and sampling technique:**

In the present study, the sample size was 180. The clients who were fulfilled the inclusion criteria are selected as a sample by using enumerative sampling technique for quantitative phase and purposive sampling technique for the qualitative phase.

**Ethical consideration:** Ethical approval was obtained from the Institutional ethical committee, IMS and SUM Hospital (Ref. No./DRI/IMS.SH/180430).

### **Measures / Instruments:**

#### **Tool – A: Socio-demographic data**

This tool deals with socio-demographic data. This section deals with age, sex, marital status, qualification before B.Sc, mother's occupation, father's occupation, father's educational level, mother's educational level, reasons for entered into the nursing degree program, respondents' future prospectus after graduation.

#### **Tool – B: Self-structured Likert scale contains influencing factors for continuing nursing profession**

This section consists of self-structured Likert scale (5 points Likert scale) containing 19 questions related to influencing factors for continuing the nursing profession. A higher score will indicate that they are more influencing to continue nursing profession.

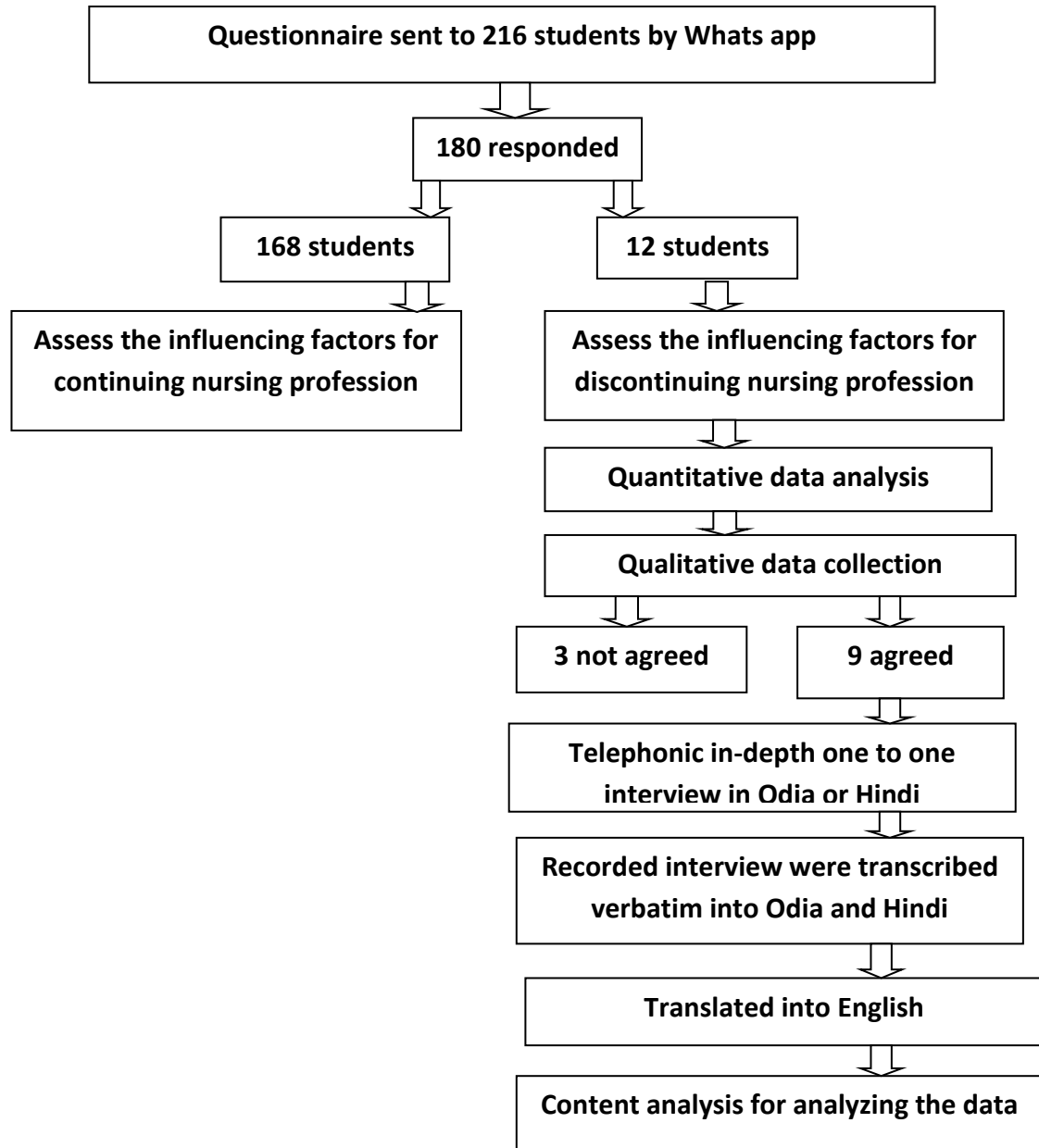
#### **Tool – C: Self-structured Likert scale contains influencing factors for discontinuing nursing profession**

This section consists of self-structured Likert scale (5 points Likert scale) containing 11 questions related to influencing factors for discontinuing the nursing profession. A higher score will indicate that they are more influencing to discontinue nursing profession.

**Tool – D: Self-structured interview schedule regarding influencing factors for discontinuing nursing profession**

This is a self-structured interview schedule with 6 numbers of questions. The questions are designed to elicit the influencing factors prompting the participants to discontinue the course.

**Process of data collection:**



**Figure .1** Diagram showing the flow of participants

## Results

### **Section-A: Description of study sample according to socio-demographic variables in terms of frequency (f) and percentage (%)**

The distribution of demographic variables showed that the majority of students (52.70%) were in between 21-24 years. 93.88% of samples were female. 97.78% of the study samples were unmarried. 97.22% of study samples belonged to Hindu. 95.56% of study samples had completed 12<sup>th</sup>. 87.78% of the study sample's father were non-healthcare professional and 7.22% of the study sample's father were unemployed. 72.22% of the study sample's mother were unemployed. 66.10% study sample's father was a university graduate. 43.89% study sample's mother was a high school graduate. 53.33% of study samples were entered to the nursing degree program due to family advice and 3.33% due to specific reasons like personal interest. 9.44% study sample selected to remain as B.Sc. nurse, 63.33% samples selected to aspire for higher education, 3.33% of study samples selected to change the profession, 10% selected career plan in near future and 13.90% of study samples were not sure. 93.33% of study samples were interested to continue the nursing profession and 6.67% of study samples were not interested to continue in the nursing profession. (Table-1)

### **Section- B:**

#### **Part 1: Description of study sample according to influencing factors for continuing nursing profession by using frequency (f) and percentage (%)**

Distribution of study sample according to influencing factors for continuing nursing profession showed that 59.5% students strongly agree that nursing is a caring profession, 48.8% students strongly agree that nursing higher education programme exists in both govt. & private sector, 42.9% of students agree that many nursing students find financial aid opportunities. 45.8% students agree that they can enter the placement just after finishing the course, 41.1% students agree that they can get a high level of job satisfaction, 45.2% students agree that they can get a chance to do a lot of exciting activities, 34.5% students strongly agreed that they will receive respect for their work from society, 37.5% students agree that they have the freedom to choose the area of interest. 45.8% students agree that they can get a stable job, 48.8% students agree that they have opportunities for advancing their career, 48.2% students strongly agree that they will serve the community people who are having health needs, 44.6% students agree that nursing has a flexible schedule, 38.1% students agree that they can get more monetary benefits, 47.6%

students agree that they can work in a variety advance of the health sector.41.7% of students strongly agree that they can use their nursing skills outside of work, 38.1% students strongly agreed that they can work in private as well as govt. Sectors, 38.7% students agreed that they can get a chance in working abroad, 42.9% students strongly agreed that they can give their contribution towards community health, 51.8% students strongly agreed that they can use their expertise for higher education.(Table-2)

### **Part 2: Ranking of influencing factors for continuing nursing profession**

Ranking of the factors which are more influencing to continue in nursing profession according to percentages. It is revealed that ‘nursing is a caring profession’ ranked 1 with 87.38%, ‘use expertise for higher education’ ranked 2 with 85%, ‘serve for community people who are having health needs’ ranked 3 with 83.57%, ‘nursing higher education program exist in both Govt. and private sector’ ranked 4 with 83.09%, ‘can use nursing skills outside of work’ ranked 5 with 81.78%, ‘can give contribution towards community health’ ranked 6 with 81.30%, ‘opportunities for advancing career’ ranked 7 with 79.04%, ‘can enter the placement just after finishing the course’ ranked 8 with 78.69%, ‘can work in a variety of health sector’ ranked 9 with 78.45%, ‘can work in a private as well as Govt. sector’ ranked 10 with 78.33%, ‘get a stable job’ ranked 11 with 77.14%, ‘get a chance of working abroad’ ranked 12 with 76.78%, ‘have the freedom to choose the area of interest’ ranked 13 with 76.30%, ‘many nursing students find financial aid opportunities’ ranked 14 with 76.19%, ‘receive respect for my work in society’ ranked 15 with 76.07%, ‘can get a chance to do a lot of exciting activities’ ranked 16 with 75.47%, ‘can get a high level of job satisfaction’ ranked 17 with 74.04%, ‘flexible schedule of work’ ranked 18 with 72.61% and ‘can get more monetary benefits’ ranked 19 with 69.76%. (Table-3)

### **Part 3: Factor analysis of influencing factors for continuing nursing profession**

Factor analysis shows the value of the results of Bartlett’s test of sphericity is significant ( $p < 0.001$ ,  $p = 0.000$ ). Also, the Kaiser-Meyer- Olkin measure is 0.950 which is greater than 0.6. It is suggested that if Bartlett’s test of sphericity is significant, and if the Kaiser-Meyer-Olkin measure is greater than 0.6, then factorability is assumed. Thus, based on the results, it is appropriate to proceed with factor analysis to assess the factors that influencing senior undergraduate nursing students to continue in the nursing profession. The total variance explained at two stages for factors that influencing students for continuing nursing profession. 19 factors were assigned but only two factors were accepted because it explained 66.54% of the

variance and the eigenvalues were greater than 1. After performing the Varimax Rotation Method with Kaiser Normalization, Factor 1 comprised of eleven items with factor loadings ranging from 0.661 to 0.839. The items in Factor 1 are serial number 1,2, 3, 4, 11, 14, 15, 16, 17, 18 and 19. Factor 2 comprised of eight items with factor loadings ranging from 0.524 to 0.855. The items in Factor 2 are serial number 5, 6, 7, 8, 9, 10, 12 and 13. The name of new factors is 'prospects of the professional domain' and 'emphasis on the sense of achievement and wellbeing'. (Table -4)

### **Section- C: Analysis of influencing factors for discontinuing nursing profession**

#### **Part 1: Distribution of study sample according to influencing factors for discontinuing nursing profession by using frequency (f) and percentage (%)**

Distribution of study samples according to influencing factors for discontinuing nursing profession showed that 25% students agree that they could not accept themselves as a nurse, 50% students agree that nurses are not getting enough appreciation for their work, 50% students agree that salary is not satisfactory as compared to another job, 66.7% students strongly agree that society has a negative impression towards this profession, 33.4% students strongly agreed that they will not be able to spend enough time with family, 58.3% students agreed that nursing is a very stressful job, 33.3% students agreed that there is more chance of health hazards whereas 41.7% were unsure about it, 75% of students agreed that there is a high risk of getting exposure to communicable diseases, 33.3% students agreed that workplace violence is increasing whereas 41.7% were unsure about it and 33.3% students strongly agreed that they had already made plans to join another course. (Table – 5)

#### **Part 2: Ranking of influencing factors for discontinuing nursing profession.**

Ranking of the factors which are more influencing to discontinue in the nursing profession according to percentages. This table revealed that 'society has a negative impression towards the profession' ranked 1 with 85%, 'nurses are not getting enough appreciation for their work' and 'salary is not satisfactory as compared to another job' ranked 2 with 80%, 'high risk of getting exposure to communicable diseases' and 'planning to join another course' ranked 3 with 76.6%, 'not able to spend enough time with family' and 'nursing is a very stressful job' ranked 4 with 75%, 'more chances of health hazards', 'less opportunity for creativity and originality' and workplace violence is increasing' ranked 5 with 66.6% and 'can't accept a nurse' ranked 6 with 63.3%. (Table – 6)

### **Part 3: Qualitative analysis of discontinuing factors among nursing students**

Influencing factors for discontinuing nursing profession among senior undergraduate nursing students are physical factors like the experience of diligence and unhealthy work environment, mental factors like emotional stress, personal factors like an individual and family-related factors, professional factors like the unfriendly work environment and trampled dignity and social factors like ruined identity. (Table – 7)

### **Part-4: Interpretation of mix methods findings**

Firstly this study was connected when respondents were selected from the quantitative phase for the qualitative phase. In another way, these two phases were connected i.e. after quantitative data collection and analysis the interview protocol was finalized. After reviewing the questionnaire results only the interview questions were confirmed so that the interview questions would provide opportunities for their responses in-depth to the items.

Advantages of adjoining the qualitative phase of the study were described in threefold.

1. Respondents' descriptions from the interviews broaden on the quantitative findings and gave discernment about the influencing factors for discontinuing nursing profession.
2. Respondents increased some new concept and domain that were not present in the questionnaire.
3. In addition to quantitative phase tinted some difference between respondents' answered to the question and their incident narrated throughout the conversation. Each of the above is explained below.

### **Extending of the numerical findings.**

The principal method in which the findings of the two stages of the research were associated was that the subjective findings intensified and extended on the designed feedback and findings of the first, numerical stage. Participant number 7 In response to item number 1 about the participant's acceptance as a nurse participant could select 'strongly agree' and described if the designed enlist did not wrap everything that appealed to their positions. While participants 7 selected 'strongly agree' and provided a description to question number 1, the questionnaire did not permit for her description about the reasons that influence her to discontinue nursing that was disclosed in her



conversation in the second stage of the study. The narration afterwards the note participant 7 offered in response to Item 1 of the tool would not be unwrapped if she had not been interviewed in the second stage of the study.

### **New concepts aroused in the interviews.**

Throughout the second, subjective stage of the research respondents found new concepts about the influencing factors for discontinuing nursing profession. For example, maximum participants spoke about the challenges faced during their internship duty, a matter that is not involved in the questionnaire. In the tool about the unfriendly work environment was not mentioned only lack of appreciation was there in item number 2. But during interview maximum participant told about the unfriendly work environment like lack of support from senior staff, physical and verbal abuse, physical and mental harassment, lack of encouragement etc. they have faced during their clinical practice. This concept was not present in the tool, and the interviews organized in the second stage of the research permitted respondents to go far off their feedback to the questions placed in Phase One.

Another finding of this was, during quantitative data analysis it has been found that in item number 3, 50% participants respond 'agree' but an interview it has been found that it is causing emotional stress among the participants.

### **Distinctions between the numerical findings and subjective results.**

Associating the findings and results from the two phases of the study exposed some differences betwixt the numerical findings and the subjective results. For example item number 10 that ask about workplace violence. Two participants chose 'disagree' about it but during the interview, they expressed that they are facing some physical and verbal abuse from the patient, patient's relative and sometimes from some doctors also.

Another finding shows an inconsistency betwixt the numerical findings and concepts narrated during the conversation was originated when the feedback to question number 11, which is about plan, four participants chose 'unsure' but in the interview, they told as

nursing is not their own choice of career so after graduation they will change the profession and will go for another field like MHA, MPH, MBA, Railways etc.

### **Discussion**

Outcomes and finding of this research answered the study question and answered in a profound comprehension of the factors that influence a senior undergraduate nursing student to continue and discontinue nursing profession. This research helps to furnished in the literature about the factors that influence nursing students to continue and discontinue nursing profession. Supremely, this research described direct views of senior undergraduate nursing students who want to discontinue nursing profession after graduation.

### **Study-related to socio-demographic data:**

The findings of the present study evidenced that the maximum percentage (53.33%) of study samples entered nursing degree program because of family advice. The present study was supported by Jrasat M, Samawi O, Wilson C(2003) new admission students' attitudes, beliefs and perceived practice at the Jordanian Ministry of Health nursing colleges and institutes. They show that 69.0% of study samples started a nursing career because of other reasons, such as family or economic pressure.<sup>24</sup>In this present study showed that 30.56% due to desire to help others which are supported by Dala U, Arifo BC. et.al (2009)a descriptive study on influencing factors of students in their choice of nursing in North Cyprus.They found that 55.5% of the students informed that they chose the profession to help other people.<sup>14</sup>

The present study showed that 9.44% study sample selected to remain as B.Sc. nurse. A similar study was conducted by Diomidous M, Mpizopoulou Z et.al (2015) on nursing students' motives to choose nursing as a career. They found that 23.4% of study samples would like to work as a nurse.<sup>13</sup> This present study showing that 63.33% samples selected to aspire for higher education in this present study which was supported by S. Swarna (2015)conducted a study on Nursing Students Perception towards Profession and Future Intentions. The study found that 84% of respondents expressing a desire to do further education after graduation.<sup>25</sup> Whereas in this present study 3.33% of study samples selected to change the profession which is supported by Jarrah Ibrahim Ali Tawfiq Al (2013) study on associate nursing students' perceptions toward a nursing profession in Jordan in which (2.9 %) plan to change the profession.<sup>26</sup>

The finding of the present study evidenced that 6.67% of study samples were interested to change the nursing profession. Similarly, Patidar Anurag B., Kaur Jasbir et.al (2011) conducted a cross-sectional study on future nurses' perception towards profession and carrier plans. They showed that 6.6% of study samples were interested to change nursing profession.<sup>27</sup>

### **Study-related to influencing factors for continuing nursing profession**

The findings of the present study evidenced that 59.5% study samples were strongly agreed that 'nursing is a caring profession' and 38.1% students strongly agreed that they can work in private as well as govt. sectors. Similarly, S. Swarna (2015) found that 85% felt that nursing is a caring profession with ethical standards and 84% of participants believed that nursing offers good opportunity to get a Government job.<sup>25</sup> In this present study 45.8% students agree that they can enter the placement just after finishing the course and it was supported by DalaUmran, Arifo Berna C. et.al (2009) as they found that, 44.1% stated that nursing is an ideal opportunity of employment.<sup>14</sup>

This present study revealed that 34.5% of students strongly agreed that they will receive respect for their work from society. A nearly similar result was found by Dr Dahshan Mervat E. A. El, Dr Youssef Hanan A. M. (2018) as they conducted a study on nursing students' perception about nursing as a professional career choice at Taif University, Saudi Arabia. They stated that 89.5% of participating students agreed that nursing is a respectful profession.<sup>8</sup> This present study revealed 37.5% of students agree that they have the freedom to choose the area of interest. It was supported by Bahman Radia M. (2015) study on Career choice for nursing students in Kuwait. Ninety currently registered students in Nursing Institute; Kuwait participated in a cross-sectional study conducted in 2013. The researcher found 73.3% believed that they will work in more than one speciality, 91.1% believed that they will work in their favourable specialty.<sup>28</sup>

In this present study, it has been found that 45.8% students agree that they can get a stable job which was supported by Wilkes L., Cowin L. et.al (2015) study on the reasons students choose to undertake a nursing degree. They revealed that under the career perceptions the participants have responded that nursing was a career, not just a job. Stability and security, interesting and opportunities were also seen as some important factors to choose to nurse among the

participants.<sup>12</sup>This present study findings evidenced 38.1% of students agree that they can get more monetary benefit. Similarly, Diomidous M, Mpizopoulou Z et.al (2015) revealed that 41.1% of participants choose to nurse because of the expectation for satisfactory salaries.<sup>13</sup> This present study findings revealed that 41.7% students strongly agree that they can use their nursing skills outside of work which was supported by Khalil Asma, Afzal Muhammad et.al(2017) assessment of nursing student perception towards, nursing profession in which they stated 12.1% responded as Strongly Agreed that nursing profession has an opportunity for personal growth.<sup>29</sup> This present study found that 38.7% of students agreed that they can get a chance in working abroad which was supported by Motakpalli `Kaviraj, Shaheen Shahnaz et.al(2018). They found 56.25% of participants had a plan to go abroad.<sup>10</sup>

### **Study-related to influencing factors for discontinuing nursing profession**

These present study findings revealed that 50% of students agree that salary is not satisfactory as compared to other job and 58.3% of students agreed that nursing is a very stressful job. This study was supported by Getu MA, Gebru AA et.al(2015) assessment of nurse's perception towards their profession and factors affecting it. They identified that there was a significant association between perception and monthly income level. The main cause to have an intention to leave their profession was low salary which accounts for 35.9%, and the second leading cause was work burden and administration issue which accounts for 13.6%.<sup>29</sup> This present study findings evidenced that 66.7% students strongly agree that society has a negative impression towards this profession and it was supported by Lim s., Asyraf M. et.al (2016) factors influencing nursing students' decision to choose to nurse. They found that lower ratings were reported for the reasons "community respects nurses" (M = 2.42, SD = 0.69), "interesting and challenging" (M = 2.38, SD = 0.56), "profession perceived to carry prestige" (M = 2.34, SD = 0.56) and "exciting work" (M = 2.2, SD = 0.67).<sup>6</sup>

This present study was also supported by Leyla Alilu, Leila Valizadeh et.al (2016) a qualitative exploration of facilitators and inhibitors influencing nurses' intention to leave clinical nursing. they have taken qualitative data from 21 nurses with a variety of work experiences. They have concluded their findings under three theme 1) facilitating factors and 2) deterrent factors. Under the facilitating factors, they have identified three categories like spoiled identity, frustration and

the experience of hard labour. Under the deterrent factors, they found two categories like positive management behaviour and values.<sup>30</sup>

### **Conclusion**

The findings indicated that the factors which are more influencing students to continue the nursing profession are prospects of professional domain and emphasis on the sense of achievement and well being. The factors which are more influencing students to discontinue nursing profession are the experience of diligence, unhealthy work environment, emotional distress, personal factor, unfriendly work environment, trampled dignity and ruined identity. Based on the study findings, strategies designed to retain nursing students in this profession could decrease the impact of the shortage. To reduce student turnover it is necessary to focus on increasing job satisfaction and career development opportunities for nurses.

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### **Conflict of Interest:**

The author declares no conflict of interest

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Table – 1: Description of study sample according to socio demographic variables in terms of frequency (f) and percentage (%) n=180

Variables	f	%
1. Age (in years)		
a. 19-21	72	40
b. 22-24	95	52.70
c. >24	13	7.20
2. Gender		
a. Male	11	6.12
b. Female	169	93.88
3. Marital status		
a. Married	12	6.67
b. Unmarried	167	92.78
c. Divorced	1	0.55
4. Religion		
a. Hindu	175	97.22
b. Christian	4	2.22
c. Others	1	0.56
5. Qualification before B.Sc. Nursing		
a. 12 <sup>th</sup>	172	95.56
b. Other degree programme	8	4.44
6. Father's occupation		
a. Health care professional	9	5
b. Non health care professional	158	87.78
c. Unemployed	3	7.22

7. Mother's occupation		
a. Health care professional	18	10
b. Non health care professional	32	17.78
c. Unemployed	130	72.22
8. father's educational level		
a. Doctorate/post doctorate	13	7.22
b. University graduate	119	66.10
c. High school graduate	37	20.56
d. Below high school education	10	5.56
e. No formal education	1	0.56
9. Mother's educational level		
a. Doctorate/ post doctorate	2	1.11
b. University graduate	90	50
c. High school graduate	79	43.89
d. Below high school education	8	4.44
e. No formal education	1	0.56
10. Reasons for entering into nursing		
a. Secondary school grades	5	2.78
b. Desire to help others	55	30.56
c. Financial problem/ availability of work	18	10
d. Family advise	96	53.33
e. Other	6	3.33
11. Respondents future prospectus after graduation		
a. Remain as B.Sc. Nurse	17	9.44
b. Aspire for higher education	114	63.33
c. Change profession	6	3.33
d. Career plan in near future	18	10
e. Not sure	25	13.90
12. Want to continue in nursing		
a. Yes	168	93.33
b. No	12	6.67

Table – 2: Description of study sample according to influencing factors for continuing nursing profession by using frequency (f) and percentage (%)

n1=168

SL. NO.	Factors	Strongly agree		Agree		Unsure		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Nursing is a caring profession.	100	59.5	52	31	5	3	-	-	11	6.5



2.	Nursing higher education programme exist in both Government and private sector.	82	48.8	60	35.7	8	4.8	6	3.6	12	7.1
3.	Many nursing students find financial aid opportunities.	43	25.6	72	42.9	36	21.4	12	7.1	5	3.0
4.	Enter the placement just after finishing the course.	53	31.5	77	45.8	21	12.5	8	4.8	9	5.4
5.	Get a high level of job satisfaction.	40	23.8	69	41.1	35	20.8	17	10.1	7	4.2
6.	Get a chance to do a lot of exciting activities.	40	13.8	76	45.2	33	19.6	12	7.1	7	4.2
7.	Receive respect for my work from society.	58	34.5	58	34.5	25	14.9	15	8.9	12	7.1
8.	Freedom to choose the area of interest.	52	31.0	63	37.5	32	19.0	12	7.1	9	5.4
9.	Stable job.	47	28.0	77	45.8	26	15.5	9	5.4	9	5.4
10.	Opportunities for advancing career.	51	30.4	82	48.8	21	12.5	4	2.4	10	6.0
11.	Serve for community people who are having health needs.	81	48.2	60	35.7	12	7.1	6	3.6	9	5.4
12.	Flexible schedule of work.	35	20.8	75	44.6	30	17.9	17	10.1	11	6.5
13.	Monetary benefits.	27	16.1	64	38.1	51	30.4	16	9.5	10	6.0
14.	Work in a variety of advance health sector.	50	29.8	80	47.6	22	13.1	7	4.2	9	5.4
15.	Use nursing skills outside of work.	70	41.7	66	39.3	17	10.1	7	4.2	8	4.8
16.	Work in a private as well as govt. sector.	64	38.1	61	36.3	22	13.1	7	4.2	14	8.3
17.	Chance of working abroad.	53	31.5	65	38.7	31	18.5	8	4.8	11	6.5
18.	Contribution towards community health.	72	42.9	64	38.1	14	8.3	7	4.2	11	6.5
19.	Use expertise for higher education.	87	51.8	60	35.7	8	4.8	2	1.2	11	6.5

Table – 3: Ranking of influencing factors for continuing nursing profession

n1=168

Sl.no.	Factors	Total score	Obtained score	%	Rank
1	Nursing is a caring profession.	840	734	87.38	1
2	Nursing higher education programme exist in both Government and private sector.	840	698	83.09	4
3	Many nursing students find financial aid opportunities.	840	640	76.19	14
4	Enter the placement just after finishing the course.	840	661	78.69	8
5	Get a high level of job satisfaction.	840	622	74.04	17
6	Chance to do a lot of exciting activities.	840	634	75.47	16
7	Receive respect for my work from society.	840	639	76.07	15
8	Freedom to choose the area of interest.	840	641	76.30	13
9	Can get a stable job.	840	648	77.14	11
10	Opportunities for advancing my career.	840	664	79.04	7
11	Serve for community people who are having health needs.	840	702	83.57	3
12	Flexible schedule of work.	840	610	72.61	18
13	Get more monetary benefits.	840	586	69.76	19
14	Work in a variety of advance health sector.	840	659	78.45	9
15	Use my nursing skills outside of work.	840	687	81.78	5
16	Can work in a private as well as govt. sector.	840	658	78.33	10
17	Can get a chance of working abroad.	840	645	76.78	12
18	Can give contribution towards community health.	840	683	81.30	6
19	Use expertise for higher education.	840	714	85	2

Table – 4: Factor analysis of influencing factors for continuing nursing profession

Table- 4.a: Showing the KMO and Bartlett's test for sampling adequacy

n <sub>1</sub> =168		
<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.950
	Approx. Chi-Square	2666.812
Bartlett's Test of Sphericity	Df	171
	Sig.	.000

Table-4.b: Matrix of factor analysis with Varimax rotation n<sub>1</sub>=168

Sl.no.	Rotated Component Matrix	
	Component	
	1	2
1. Nursing is a caring profession	.705	
2. Nursing higher education program exist in both Government and private sector	.767	
3. Many nursing students find financial aid opportunities.	.661	
4. Can enter the placement just after finishing the course.	.704	
5. Get a high level of job satisfaction.		.692
6. Get a chance to do a lot of exciting activities.		.748
7. Receive respect for my work from society.		.855
8. Freedom to choose the area of interest.		.697
9. Get a stable job.		.786
10. Have opportunities for advancing career.		.589
11. Serve for community people who are having health needs.	.678	
12. Flexible schedule of work.		.524
13. Get more monetary benefits.		.638
14. Can work in a variety of advance health sector.	.679	
15. Can use nursing skills outside of work.	.826	
16. Can work in a private as well as govt. sector.	.705	
17. Get a chance of working abroad.	.745	
18. Can give contribution towards community health.	.787	
19. Use expertise for higher education.	.839	

Table- 4.c: Newly identified factor with factor loading after factor analysis

**n<sub>1</sub>=168**

<b>Factor</b>	<b>Name</b>	<b>Factors loading</b>
1.	<b>Prospects of professional domain</b>	
a.	Nursing is a caring profession.	.705
b.	Higher education program exist in both Government and private sector.	.767
c.	Financial aid opportunities.	.661
d.	Placement just after finishing the course.	.704
e.	Serving community people who are having health needs.	.678
f.	Work in a variety of advance health sector.	.679
g.	Use my nursing skills outside of work.	.826
h.	Can work in a private as well as govt. sector.	.705
i.	Chance of working abroad.	.745
j.	Contribution towards community health.	.787
k.	Use expertise for higher education.	.839

Table- 4.d: Newly identified factor with factor loading after factor analysis

**n<sub>1</sub>=168**

<b>Factor</b>	<b>Name</b>	<b>factor loadings</b>
2.	Emphasis on sense of achievement and wellbeing	
a.	Getting high level of job satisfaction.	.692

b.	Getting a chance to do a lot of exciting activities.	.748
c.	Receive respect for work from society.	.855
d.	Freedom to choose the area of interest.	.697
e.	Getting a stable job.	.786
f.	Opportunities for advancement of career.	.589
g.	Flexible schedule of work.	.524
h.	Monetary benefits.	.638

Table – 5: Frequency (F) &Percentage (%) distribution of study samples according to influencing factors for discontinuing nursing profession

n<sub>2</sub> = 12

SL. NO.	Factors	Strongly agree		Agree		Unsure		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1.	Can't accept as a nurse.	2	16.7	3	25.0	3	25.0	3	25.0	1	8.3
2.	Nurses are not getting enough appreciation for their work.	4	33.3	6	50.0	1	8.3	-	-	1	8.3
3.	Salary is not satisfactory as compared to other job.	3	25	6	50	3	25	-	-	-	-
4.	Society has a negative impression towards the profession.	8	66.7	1	8.3	1	8.3	2	16.7	-	-
5.	Not be able to spend enough time with my family.	4	33.3	4	33.3	1	8.3	3	25	-	-

6.	Nursing is a very stressful job.	2	16.7	7	58.	1	8.3	2	16.7	-	-
7.	More chances of health hazards.	1	8.3	4	33.	5	41.	2	16.7	-	-
8.	High risk of getting exposure to communicable diseases.	1	8.3	9	75.	1	8.3	1	8.3	-	-
9.	Less opportunity for creativity and originality.	2	16.7	4	33.	3	25.	2	16.7	1	8.3
10.	Workplace violence is increasing.	1	8.3	4	33.	5	41.	2	16.7	-	-
11.	Already made plans to join another course.	4	33.3	3	25.	4	33.	1	8.3	-	-

Table – 6: Ranking of influencing factors for discontinuing nursing profession

**n2=12**

Sl.no.	Factors	Total score	Obtained score	%	Rank
1	Can't accept as a nurse.	60	38	63.3	6
2	Nurses are not getting enough appreciation for their work.	60	48	80	2
3	Salary is not satisfactory as compared to other job.	60	48	80	2
4	Society has a negative impression towards the profession.	60	51	85	1
5	Not able to spend enough time with family.	60	45	75	4
6	Nursing is a very stressful job.	60	45	75	4
7	More chances of health hazards.	60	40	66.6	5

8	High risk of getting exposure to communicable diseases.	60	46	76.6	3
9	Less opportunity for creativity and originality.	60	40	66.6	5
10	Workplace violence is increasing.	60	40	66.6	5
11	Planning to join another course.	60	46	76.6	3

Table – 7: Analysis of data obtained from interview

Serial no.	theme	category	Subcategory	Codes
1.	Influencing factors for discontinuing nursing profession	Physical factors	experience of diligence	<ul style="list-style-type: none"> <li>• Work stress</li> <li>• Shift duty</li> <li>• Hectic/haphazard schedule</li> <li>• Heavy workload</li> </ul>
			Unhealthy work environment	<ul style="list-style-type: none"> <li>• Risk of health hazards</li> <li>• Risk of getting communicable disease</li> <li>• COVID-19 situation</li> </ul>
2.		Mental factors	Emotional stress	<ul style="list-style-type: none"> <li>• Low economic benefits compared to other industries</li> <li>• Lack of respect as compared to work</li> <li>• Getting call after work regarding duty hour</li> <li>• Incomplete work during duty hours</li> </ul>
3.		Personal factors	Family reasons	<ul style="list-style-type: none"> <li>• Less time to family and friends</li> <li>• Lack of family support</li> <li>• Issues with in-laws</li> </ul>
			Individual reasons	<ul style="list-style-type: none"> <li>• Not own choice of</li> </ul>

			career	<ul style="list-style-type: none"><li>• Scarification of personal life</li><li>• Can't accept as a nurse</li></ul>
4.	Professional factors	Unfriendly work environment		<ul style="list-style-type: none"><li>• Lack of support from senior staff</li><li>• Physical abuse from patient</li><li>• Verbal abuse</li><li>• Lack of appreciation and encouragement</li><li>• Mental harassment</li></ul>
		Trampled dignity		<ul style="list-style-type: none"><li>• Decreased freedom in decision making regarding patient care</li><li>• Experience of being subordinate</li></ul>
5.	Social factors	Ruined identity		<ul style="list-style-type: none"><li>• No value of work</li><li>• Recognition as 'Dhai'</li><li>• Negative attitude and recognition</li><li>• No 1<sup>st</sup> choice of career of high school students in society</li></ul>

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