



UNIVERSITY *of*
RWANDA

**FACTORS MOTIVATING NURSING STUDENTS TOWARDS JOINING
THE NURSING PROFESSION AT SELECTED NURSING AND
MIDWIFERY SCHOOLS IN RWANDA**

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College of Medicine and Health Sciences

School of Nursing and Midwifery

Master of Science in Nursing (Education, Leadership and
Management Track)

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THE NURSING PROFESSION AT SELECTED NURSING AND
MIDWIFERY SCHOOLS IN RWANDA**

By

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**A dissertation submitted in partial fulfillment of the requirements for the
degree of
MASTER OF SCIENCE IN NURSING (EDUCATION, LEADERSHIP AND
MANAGEMENT TRACK)**

In the College of Medicine and Health Sciences

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June 2019

DECLARATION

I, Kanimba Justine, do hereby declare that this research dissertation titled “*Factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda*” submitted for approval as part of the requirements for the degree of Master of Science in Nursing (Education, Leadership and Management) at the University of Rwanda/College of Medicine and Health Sciences, is my original work and has not been presented anywhere and will not be presented to any other University for similar or any other degree award. Also, I do declare that a complete list of references is provided indicating all the sources of information quoted or cited.

Signature.....

Date: 12th June 2019

KANIMBA Justine

DEDICATION

I dedicates this report to:

My beloved husband George Gahenda for his care during my education,

My beloved sons, Conrad .N. Gahenda and Clapton K. Gahenda for your love,

My beloved daughters, Clarette .N. Gahenda and Clarinda .M. Gahenda for your love,

My beloved sisters Vivian Basinga and Kabatesi Francine for their care and support,

My Cousin Beatrice Musanabera for your encouragement and support

My Colleagues Working in Rwanda military Hospital, specifically Neonatology ward for their
Love and support.

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ABSTRACT

Background

Worldwide, the growth and sustainability of the nursing profession depends, to a large extent, on the ability to recruit and retain the upcoming generation of nursing professionals. Although nurses and midwives constitute over fifty percent of the health workforce in many countries, the profession also faces challenges of shortage of nurses. The aim of this study is to explore factors motivating nursing students towards joining nursing profession. Moreover, little is known about motivating factors for joining the nursing profession among nursing students in Rwanda.

Methodology

This research used a quantitative approach and non-experimental descriptive cross-sectional design. The study population was four hundred and seventy eight (478) nursing students. Probability stratified simple random sampling technique was used to select 273 students who were included in the study sample. A self-administered questionnaire, adapted with permission from Prof. Nowak and Alison was used in data collection. Data was analyzed using SPSS version 16.0. Both descriptive and inferential statistics was also used.

Results

Findings of this study revealed the intrinsic factors that motivate nursing students to join the nursing profession to be: Nursing as a caring profession, a humanitarian job, attraction to Nursing since their childhood/adolescence and feeling proud to be a nurse.

About extrinsic factors that influence students to choose the nursing profession were identified as: Nursing profession guarantees the job security, it is easy to get permanent job, and there are a lot of job opportunities in Nursing, education advancement, and joined nursing profession for career diversity.

Conclusion

From the findings, it was revealed that intrinsic factors played more important roles than the extrinsic ones in motivating students to choose the nursing profession.

Key words: Nursing students, Motivation, Nursing profession and career choice.

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LIST OF SYMBOLS AND ACRONYMS/ABBREVIATIONS

HRH	: Human Resources for Health
SDG	: Sustainable Development Goals
UN	: United Nations
WHO	: World Health Organization
MOH	: Ministry of Health
HRH	: Human Resources for Health
CMHS	: College of Medicine and Health Sciences
HOD	: Head of Department

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CHAPTER ONE: INTRODUCTION

1.1. INTRODUCTION

This chapter presents the background to the study, problem statement, aims of the study, research objectives, and research questions, significance of the study and definitions of concepts

1.2. BACKGROUND

Worldwide, evolution and sustainability of the nursing profession largely depends on the ability to staff and retain the coming generation of nursing professionals. Although nurses and midwives represent over fifty percent of the health labor force in numerous countries, the profession also faces challenges of shortage of nurses. Nurses are in a position to give quality care to all persons with customary consideration, in situations of being sick depending on the individual state of health needs (Patidar *et al.*, 2011).

In the 19th century, people started to recognize nursing as a good career and a profession with a positive image in the public due to Florence Nightingale who was extremely cultured and from a well off family, promoted the nursing career at a significant level. Currently, nursing is perceived as a career that requires one to be educated and intelligent (Anurag *et al.*, 2011, p.176).

In Rwanda, the nursing profession has been greatly transformed during the past two decades mainly to ensure the quality of the workforce through training and equitable distribution of the nurses to narrow the gap in nurse to population ratio which was estimated at 1 nurse per 1,227 people in 2013 (MOH, 2015,p.5). The Ministry of Health has identified Human Resources for Health to be among the key building blocks on which health system strengthening is centered (Rwanda Ministry of Health, 2015, p.3-6). Despite the improvement, the shortage of nurses is still prevalent mostly in rural health facilities.

It is therefore essential to start from the core of the problem which is the enrollment of students, who are willing and ready to study nursing, be trained and prepared for the work as a nurse. This begins with understanding their motivation and prospects in the nursing career so that proper guidance is provided to ensure that they complete their course and actually stay in the profession. Understanding motivating factors that influence student nurses to join the nursing career is an important element in staff recruitment and retention strategies.

According to Deci and Ryan in their self-determination theory, motivation is grouped into internal motivation which is defined as doing an action for the internal satisfaction of the action itself and external motivation which refers to the doing of an activity with the aim of achieving some separable outcome (Ryan and Deci, 2000, p.55). The factors which motivate student nurses to select nursing as their vocation might be self-concept, self-confidence and performance (Clara, 2007 cited in Ali and Al, 2013, p.147-148).

While some students have intrinsic motivating factors to pursue a nursing career, other students have extrinsic motivating factors. The study carried out in India pointed out that student nurses were motivated to choose the nursing career due to their own desire for nursing, getting chances for public employment and getting jobs abroad, which will help them to get focused and stabilize on time (Swarna, 2015,p.33). On the other hand, the motivating factors to choose the nursing profession that were identified by Polish nursing students were; the need to assist others, desire to work in foreign countries, occasion for employment, failure to get necessary points to other desired courses and low marks for admission to other courses (Marcinowicz *et al.*, 2016, p. 243).

In a study conducted by Length, (2016, p.600) findings revealed that student nurses were internally motivated to choose the nursing profession and they were pleased with their career and were interested in continuing with the profession. In addition, Patidar *et al.*(2011, p.175), findings revealed that a great number of respondents were intrinsically motivated to join nursing career. Furthermore, the study revealed that individual interest and training also motivated students to select nursing career.

A research done by, Price *et al.*(2013, p.159-160), pointed out that some participants had parental guidance to choose nursing career with the aim of having good life mainly those participants who belonged to families with financial issues. In the same study by Price *et al.*, 2013,(p.159-160), participants reported that social economic status also had an important role in selecting the nursing career. This was emphasized by research finding of the study done by Ali and Al, (2013), where by the study revealed that nurses joined the nursing career due to economic reasons like job accessibility.

Even though some nurses had intrinsic motivations like the need to assist others which motivated them to join nursing; the extrinsic motivation were dominant including the opportunity for employment, working overseas as mentioned in the above studies.

Employment and retention of nurses is a global affliction due to different reasons like increased erosion of its fresher professionals and aged employees (Natan and Becker, 2010). Therefore, it is essential to know what motivates people to join the nursing career and what strategies can be set to maintain their career growth and retention in health systems.

1.3. PROBLEM STATEMENT

All over the world, nurses are quitting their organizations to look for other preferred jobs in Nursing. Alarmingly, others leave the profession to look for other jobs in non-nursing labor market (Flinkman, Isopahkala-bouret and Salanterän, 2013, p. 1) including those fresh graduating nurses who do not practice in the nursing profession at all, and pursue other health-related careers such as public health, medicine, demography or enter into commerce and businesses after completion of their studies. The crisis of professional and organizational turnover among nurses has been highlighted in the US and different factors including nurses motivation have been stated (Mazurenko, Gupte and Shan, 2015).

The problem of nurses turnover was also found in other parts of the world including Australia, Canada, England (Roche *et al.*, 2015), Brazil (Oliveira *et al.*, 2017) and South Africa (Greyling and Stanz, 2010) and, early career nurses mostly had intention to quit nursing (Flinkman, Isopahkala-bouret and Salanterä, 2013; Oliveira *et al.*, 2017).

In Rwanda the problem of nurses' turnover cannot be overlooked. Studies done by (Kamanzi and Nkosi, 2011) in different hospitals in Rwanda found moderate motivation level and moderate job satisfaction among nurses. Another study showed that more than 30% of nurses left employment in a rural district hospital of Rwanda within a period of two years (Odhiambo *et al.*, 2017). The national health policy of Rwanda identifies strengthening of attraction, motivation and retention strategies of the HRH one of the policy objectives to ensure increased universal access to health services (Rwanda Ministry of Health, 2014).

While Rwanda struggles to solve the problem of shortage of health professionals, the professional turnover remains the challenge and should be tackled from its roots. Understanding what motivates prospective nurses to choose the nursing profession could help in developing effective motivation and retention strategies for the nurses and hence reduce the rate of organizational and professional turnover.

According to literature search, the researcher has not come across any similar study in Rwanda; therefore this study is the first of its kind in Rwanda. The researcher wanted to identify the motivating factors which influence nursing students in choosing the nursing career in order to ensure career progression and retention. Therefore, this study determined the factors which motivated student nurses to join the Nursing Program at selected Nursing and Midwifery Schools in Rwanda

1.4. THE AIM OF THE STUDY

The purpose of this research was to explore factors motivating nursing students to join the nursing profession at selected nursing and midwifery Schools in Rwanda.

1.5. RESEARCH OBJECTIVES

1. To explore the intrinsic factors which motivate nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda.
2. To describe the extrinsic factors which motivate nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda.
3. To determine the association between socio-demographic characteristics and factors influencing nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda.

1.6. RESEARCH QUESTIONS

1. What are the intrinsic factors that motivate nursing students to join the nursing profession at the selected nursing and midwifery schools?
2. What are the extrinsic factors that motivate nursing students to choose nursing as their career choice at the selected nursing and midwifery schools?
3. Is there any association between socio-demographic characteristics and factors influencing student nurses to join the nursing profession at the selected nursing and midwifery schools?

1.7. SIGNIFICANCE OF THE STUDY

The research was important as it revealed information regarding factors motivating nursing students towards joining the nursing career as their preferred career option. Understanding the motivating factors that influence nursing students in choosing the nursing career was necessary in the following areas; Nursing administration, Nursing education, and Nursing research.

Nursing education: Once the educators recognize motivating factors that influence nursing students in choosing their career option, this information will guide them to evaluate the strength and weakness during student admission process so that students who are interested in the profession no matter what, are admitted. In a study carried out by Becks, (2012, p.33) findings revealed that nurses were not happy with the career and were not even ready to continue in the nursing career as their working atmosphere was not promising to them. Choosing a career is very crucial in life as it allows one's personal feelings to grow.

Nursing administration: The study findings will help nursing administrators to be role models to the young generation so as to motivate them to stay in the profession. This will help in preventing younger nurses to run away from the career but rather mentor them to be future leaders.

Nursing research: The results and recommendations from this research will help investigators to do more investigations in respect to motivating factors of the student nurses and their major reason to join the nursing profession, hence augment the body of knowledge in the nursing career.

1.8. DEFINITION OF KEY TERMS

This section provides operational definitions of key concepts that were used in this research.

Nursing: International council for nurses (2014) defines nursing as a career that is independent with collaborative care of all persons, ill or healthy. The care is composed of healthy promotion, caring and prevention of illness, caring for the disabled and dying people, advocating for safe environment and promotion, healthy policy setting, participation in research and health system management.

Nursing students: According to the medical dictionary nursing student is any person who is registered in a recognized nursing school, accepted in a nursing education program and who is trained to be a professional nurse.

Intrinsic factors: is defined as the conduct that is being driven by internal rewards. When one has intrinsic motivation, he/she has internal desire to do something, like personal desire to learn a skill because he/she is eager to know it.(Oudeyer and Kaplan, 2008,p.93)

Extrinsic factors: is defined as the conduct that is motivated from external factors pushing an individual to do something with expectations to get a reward (Oudeyer and Kaplan, 2008,p.93)

Motivation: Motivation is derived from a Latin word *movere* meaning to move. It is the method of activating individual character. It means logic of changing, stimulation, anticipation, and it is a method of moving people towards an objective. (Huber, 2010: 196).

Factors: Merriam –Webster learner’s dictionary defines factor as circumstances that influence situations which contribute towards the production of a result.

Perception: The Oxford English Dictionary (2010) defines perception as understanding one’s consciousness of sensory information achieved by interacting with the past experiences and understanding.

Profession: An occupation or activity in which one has an expertise in a particular area, especially one requiring a high level of skills or training from a recognized institution (Saks, 2012, p.3).

Career: Career is defined as a person’s occupation or a profession, which requires a particular training particularly one that needs a particular education pursued as one’s lifework (Dictionary.reference.com).

1.9. STRUCTURE/ORGANIZATION OF THE STUDY

In order to fulfil the academic prerequisites of the Master of Science in Nursing, the dissertation is based on six chapter structure.

Chapter 1: Introduction – This chapter describes the topic of the study and touches on some of the background that framed this research. The research questions are developed and its objectives defined. The significance of the study and definition of concepts are also presented.

Chapter 2: Literature Review – A complete review of the existing literature related to factors motivating nursing students to join the nursing profession is given in this chapter. This is followed by a detailed discussion of theoretical and empirical literature and the key variables that form the conceptual framework model. This chapter also presents the critical review and Gap identification.

Chapter 3: Research Methodology – This chapter systematically elaborates the research methodology. Details of research design are provided and the chosen research methodology. This includes specific details on the methods for data-gathering, data-sampling and data-analysis. In addition, this chapter also touches on the ethical considerations and the limitations of the study. It also explains the validity and reliability of the instrument, data analysis, data management and the presents a conclusion of this chapter.

Chapter 4: Data Analysis and interpretations of study findings.

Chapter 5: This chapter discusses the study findings which mainly focus on the intrinsic and extrinsic factors that motivated nursing students to join the nursing career, association of intrinsic and extrinsic motivation factors with the social demographic characteristics and presents the conclusion of this chapter

Chapter 6: This chapter gives the conclusion of study findings and recommendations. It also gives suggestions for future research.

1.10. CONCLUSION TO CHAPTER ONE

The aim of chapter one was to highlight the background of the study topic, clearly describe the problem statement and, present the objectives and key research questions about the study. The operational definition of the key concepts which were used in this study have been defined within the context of the study objectives. The next chapter aims to review the available literature about motivating factors that influence student nurses to join the nursing profession as the preferred career option.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

Literature review is a process of getting to know the aspect of the problem of interest by getting yourself familiar with the study that were done in that area (Polit and Beck, 2008; p.48).

Chapter two mainly reviews theoretical and empirical literature of the study. The theoretical literature is composed of three main parts, namely; nursing definition of the profession, nursing profession image, nursing student perceptions towards the nursing profession and criteria for joining the nursing profession. The second section about empirical literature critically reviews factors motivating nursing students to join the nursing profession. It also reviews research gap identification and the conceptual frame work.

The review identified similar studies that were undertaken on factors motivating nursing students to join the nursing career. For the research to retrieve these study reports, a guided and ordered approach in search was used, the key concepts were nursing profession, nurses, nursing student, recruitment into nursing profession and factors motivating nursing student to nursing profession. Thirty (30) articles were retrieved online via, HINARI, Google Scholar, Pub Med, CINAHL, and EBSCO.

2.2. THEORETICAL LITERATURE

Theories are developed to provide explanations, predict and comprehend phenomena, most of the time to challenge and widen the existing knowledge within the limits of critical bounding assumptions. Theoretical literature review helps to identify already existing literature and its relationship (Michael.2019).

This section of theoretical literature discussed broadly 4 components related to study variables namely; definition of nursing profession, nursing profession image, nursing student perceptions towards nursing profession, criteria for joining nursing profession and education and, career choice.

2.2.1 Nursing profession definition

The nursing professional development through education and novelty has proven to be important coupled with continuing discussions in the nursing history. The world over, nurses have become professionals with a wide range of knowledge as proved by the development of nursing guidelines, protocols, scope of practice, code of conduct and ethical principles governing the nursing profession (Hoeve & Roodbol, 2013).

The nursing career is closely linked to being care givers to both public and even among themselves. However, the difference is noticed in the explanation of the concept of caring. Researchers have shown that caring is considered by nurses to be part of their career identity, and the public links caring with feminine attributes and unprofessionalism (Takase et al. 2006, p.43).

2.2.2 Nursing profession image

The Nursing profession is largely academic and theory-based career (Dominiak 2004, p.34). The profession registered incredible career developments over the last thirty years of the 20th century and in the first decade of the 21st century. Professionalism in nursing is closely entwined with growth of the nursing theory, research and practice in nursing (Meleis 1997, p.4).

According to Donahue (1998), studies can confirm knowledge which can change practice in nursing. Nightingale and Henderson strongly supported nursing development across boundaries during the 19th and the 20th centuries. Besides, the nursing career has developed many ways of educational programmes in the last decades, notably; bachelor, master and doctoral degrees (Summers & Summers, 2009).

Nurse education and the attainment of knowledge and skills in nursing may lead to positive outcome on nursing job satisfaction and self-concept (Pask 2003, p.12). Moreover, global variations in cultural and social values should be considered when measuring nursing career identity and self-concept (Fealy, 2004, p.32). The nursing career is highly valued despite scarcity of nurses that persist.

Finding a strategy for the nursing labor force is critical to understanding and maintaining community support for the nursing career. Nursing students must not start their career with the dimness of historical hurts. Faculty should make the training and work of nursing healthier and

enjoyable. Nursing schools should support the nursing career among the community. To achieve this, the role of nurses in promoting the public image of nursing is very important. Studies are needed to examine why persons are internally motivated to choose a profession of care giving but do not prefer nursing. Identity of the nursing career developed through relationship with other nurses can lead to a significant impact on nurse empowerment and self-esteem. The nursing career image is based on the thoughts of people in the public regarding nurses (Hoeve & Roodbol, 2013, p.12)

2.2.3 Nursing student perception towards the nursing profession

The nursing student perspectives towards the nursing career are categorized into the following five main distinctive perspectives contextualized into being an ethical nurse: professional nurses fulfill their duties properly; nursing professionals are patient's advocates who are ready and prepared to welcome others.

Student nurses' perception of their professional role and working environment are influenced by gender stereotypes and gender (Ali, 2015, p.145).

Worldwide, bachelor, master and doctoral degree programs in nursing prepare nurses for a range of nursing roles. Nurses are taught on how to develop theories in nursing and conceptual models, carry out nursing studies and test theories (Meleis 1997). As a result, nurses are becoming more educated. The community needs to be made aware that research in nursing do exist and are crucial on patient's health. This community awareness will cause a positive effect on the nursing image which will lead to nursing empowerment.

In a study to evaluate perceptions of undergraduate student male nurses on the nursing profession image, findings revealed that perception of young people about the nursing profession is a caring, helping and altruistic profession. The autonomy of the nursing career, versatility of the nursing roles, the complexity of nursing tasks and academic career opportunities of a nurse are not recognized (Abdel et al, 2013, p. 123).

The same study showed that 62.16% of the student nurses had positive perceptions toward the nursing career. Some (37%) nursing students perceived nursing as women's` profession while majority (91.4%) of them agreed that both males and females can be good professional nurses.

The research pointed out that there was a statistically significant difference between information received about the nursing profession before joining the school of nursing and nursing image. From the study, findings revealed that the biggest percentage of the student male nurses had a positive image towards the nursing profession (Abdel et al, 2013, p.123).

In another study it was shown that the associate nursing students generally had significance positive perceptions towards the image of the nursing profession. The highest percentage of nursing students joined the school of nursing simply because of financial reasons/ availability of work. Majority of the students demonstrated their pride towards the nursing profession when talking with others.

This study concluded that majority of the nursing students, preferred teaching institution and bedside nursing after the graduation. Nursing was also perceived as being a prestigious profession with a mean of 4.87. Nursing as a respectful profession occupied a mean of 3.6. Nursing profession as a human profession, caring profession in which ethical standards of care was guarded, a profession that helps in promotion of health and prevention of diseases, an essential profession in any society, a well appreciated profession in the society, significant in patient's recovery, a profession that provides self-actualization, “nurses obey doctors’ orders without questioning them”, “nurses are given a chance to use their own initiative in their work” and a profession that actually equals to other professions (Ali et al,2015,p155).

Contrary to previous studies, nursing was shown to not being a women's profession, not similar to that of the servants' job, not independent profession by which nurses make decisions for themselves, and nurses do not waste a lot of time being busy doing nothing (Ali et al,; 2015, p.155).

2.2.4 Criteria for joining nursing profession

All professions call for a special level of knowledge, skills and personal characteristics. If the applicants' individual characteristics and their intended profession is not adequately taken into account, job compatibility of the professionals will be hampered (Holland, 2013).

Tests are nowadays used for the selection of graduates to different nursing professions. For example in Iran, university entrance exams are administered annually to assess students' suitability for admission into different programs and professions. Administration of such tests is apparently based on a number of assumptions. These assumptions include the following:

- Students' test scores indicate their suitability for the intended profession.
- Students with higher test score are suitable for more important and sensitive positions.
- Choice of a nursing profession is the result of the student's informed selection.
- Applicants carefully consider their interests, abilities and characteristics for selecting an appropriate profession.
- Since participation in tests and the choice of profession are voluntary, it is assumed that the successful applicants will be highly motivated and will provide high quality services once they get into their profession.

The purpose of test administration is to select the best candidates for a nursing profession.

This can be achieved when those who are selected have characteristics compatible with the features of the nursing profession (Adib-hajbaghery & Dianati, 2005). A critical review of admission criteria for nursing students in various countries has shown that these issues have been largely neglected. In a study conducted in Slovenia by Dornik and Vidmar (2015,p.15), finding revealed that only a high school diploma is required for admission into nursing schools. Similarly, the American National League for Nursing argues that admission to nursing schools in America is based on tests similar to the ones for other programs, such as aptitude tests or teacher-made achievement tests (National League for nursing, 1999).

In Iran, university entrance tests measure only the theoretical knowledge and the aptitude of the applicants whereas requirements of the nursing profession are much different and broader.

This is why researchers have emphasized, in recent years, that applicants selected for nursing should have the appropriate psychological and personal characteristics in addition to their knowledge and aptitude. To account for this, personality tests have also been recommended to complement educational aptitude tests (Zolfaghari and Adibi,2000, p.4).

2.2.5. Nursing education and career choice

The study of Huffstutler and colleagues (1998) which aimed at assessing the public

Nursing image is explained by student nurses who showed that even though they accept that studying is essential in order to become a professional nurse, majority of these students do not have a clear meaning of nursing career and practice. In a research conducted on Israeli nursing students by Ben Natan and Becker (2010, p.15) findings revealed a good association between image of nursing education and student's decision to join the nursing profession. The study findings also pointed out that nursing is seen as a career that has inadequate professional chances and that the uniqueness of nursing is contrary to the characteristics of a perfect profession.

2.3. EMPIRICAL LITERATURE

It details previous empirical studies that have been done on the topic by other researchers and the findings that emerge (Nakano, 2018). This part will particularly discuss findings regarding factors motivating nursing students to join nursing profession from previous studies.

Studies to determine what motivates student nurses to choose the nursing profession were conducted in various settings and revealed various findings which were categorized into socio-demographic factors, socio – economic factors, intrinsic factors and extrinsic factors and the association between socio-demographic characteristics and factors influencing the nursing students to join the nursing career.

2.3. Factors motivating nursing students to join nursing career.

2.3.1 Socio-demographic and socio-economic factors

Neilson and colleagues (2010, p.34) have shown that young students most of the time have major issues in choosing to join the nursing profession as a career but as they advance in age their choices become more clearer.

In a study done by Rossiter and colleagues (1999.p.10), findings pointed out that students who were familiar with nurses are extrinsically motivated to choose nursing as their career option. Relatives, associates and families in the career play an essential part in motivating student nurses to choose the nursing career (Mooney et al., 2008, p.11; Cohen et al., 2004, p.4). In a study conducted by Swee Geok Lim, (2016, p.8) in Malaysia, the findings revealed that among five factors associated to joining the nursing profession, having a family member with nursing profession background played a major role in influencing nursing student to join the nursing profession.

Another study done in Jordan revealed that nearly two-thirds (69.1%) of the subjects were males and about one-third (30.9. %) of them were females. More than one-half (54.4%) were in the age group; 18-20 years. While (29.4%) of the participants were less than 18 years old, (16.2%) were more than 20 years old. The majority of the subjects (92.6%) were Jordanians and singles (95.6%). More than one third (41.2%) of the study subjects did join the faculty of nursing due to parents occupation or appreciation of parents annual income and (30.9%) did so due to their average scores in the secondary school. About twenty (20.6%) percent of the subjects did join the faculty of nursing because of their families' advice. The majority of the subjects (80.9%) had a family member or a friend in the nursing career. Majority of the subjects' family reaction (92.6%) was positive (Ali et al, 2013, pp150-160).

2.3.4 Intrinsic factors

Motivation to join nursing as a profession is directed by internal and external influences (Natan and Becker, 2010, p.312). According to Natan and Becker (2010), internal motivation encompasses; assisting people, self-interest, self-fulfillment and esteem, challenge and excitement, creativity and accountability, serving humanity and professional status. On the other hand, the extrinsic motivation encompasses good payment, permanent job, flexible hours, promotion and accountability, good working environment, short training and, working and getting chance for further studies. According to the findings of the study by Length (2016, p.601), nurses who had internal motivation to join the nursing profession were contented with the profession and they narrated that they are ready to stay in their profession because they wanted stability.

Research conducted by Patidar *et al.*, (2011, p.600), pointed out that a big number of participants had the need to join nursing during their child hood which indicates they were individually motivated to join nursing. In the same study (Patidar *et al.*, 2011, p.602) findings further revealed that for people who are individually motivated, it is essential to recognize their career growth and retention. Therefore, there is need to get ways to assist self-motivated persons to study nursing since they are interested in the profession.

The need to assist individuals, family tradition, the need to go to foreign countries and failure to be admitted into another career option, were reported by nursing students to be some of the reasons for selecting the nursing career (Marcinowicz et al, 2016). What is most common from the reviewed articles is that nursing scholars were stimulated to select the nursing profession by the need to assist people. Generally, findings indicate that intrinsic attraction to nursing comprises the most common motivating reasons among nursing students.

The study revealed that “ability to help others” ranked first with a mean score of 2.79 (SD=0.41) while “ability to work closely with the people” and “ability to make a strong contribution to the society” ranked second with a mean score of 2.50 (SD=0.54 and 0.55) respectively. Intrinsic attraction to nursing has been ranked highest in many studies on motivating factors for nursing students to choose the nursing profession. According to study findings by McCabe, R., Nowak, M. and Mullen, S. (2005, P.11) ability to assist others and, interesting and challenging work among the intrinsic factors of nursing, were reported as important and very important at 85.3% and 85.5%, respectively.

2.3.5 Extrinsic factors

Some nursing students were self-motivated to choose the nursing profession while others were motivated by chances of getting work from public institutions and opportunity to get foreign jobs (Swarna, 2015). This indicates that some students selected the nursing career because of other reasons rather than the desire to help individuals. And this could reveal that once their objectives are not achieved they can easily get out of the profession.

Furthermore, the study done by Ali and colleagues (2013, p.157) in Jordan pointed out that nurses selected the nursing profession due to financial issues and job opportunity. A qualitative study pointed out that parents played a big role in motivating their children to join the nursing profession particularly those with financial issues (Price *et al.*, 2013). In the same study by Price *et al.*, (2013), participants revealed that social economic status is another factor which made them choose the nursing profession with regard to financial and economic conditions.

In a triangulation study conducted by Eman, Cowman and Edgar, (2012) findings showed that a number of students decided to join the nursing profession after finishing their secondary school because they considered nursing as their best career option (Natan and Becker, 2010,p.311). This author revealed that recruitment and retention of nurses is a worldwide challenge which is associated with different reasons like erosion augmentation of fresh graduates and elderly employees. Due to this fact there is need to understand why persons select nursing as their career option; what motivates them to choose nursing and stay in the profession and what strategies can be put in place to support their career growth and retention in the health care system.

Apart from the intrinsic attraction of nursing, the study looked at other aspects: external rewards of nursing, job security over life of nursing, closeness of support on nursing admission, influence of people in selecting nursing and travel chances of nursing.

2.3.5. The association between socio-demographic characteristics factors influencing the nursing students to join the nursing profession

In a study done by Eman Cowman and Edgar, (2012, p.86) it was shown that younger respondents joined nursing because it's a respectful profession and they have been attracted to nursing since childhood. In the same study, it was also pointed out that marital status was associated with joining nursing because it is an enjoyable job and nursing as an easy job.

In this study majority of the participants were single and still young so they are able and energetic to enjoy the career and are equipped with the knowledge.

In a study done by Önder and colleagues (2014, p.11) findings revealed that “security of nursing school” was significantly associated to appreciation of annual parents income, occupation of the parents was significantly associated with joining the nursing profession because of job guarantee and easy to get and level of study was significantly associated with joining the nursing profession because of career diversity and lastly age was significantly associated with joining the nursing profession because of peer advice to join nursing profession.

2.4. CRITICAL REVIEW AND RESEARCH GAP IDENTIFICATION

In the recent past, researches were carried out in some areas of the world to assess motivation factors for nursing students to choose the Nursing career. Findings from the studies revealed that both intrinsic and extrinsic factors motivate nursing students in choosing their profession. However, factors that motivate nursing students to join the nursing profession vary considerably.

2.5. CONCEPTUAL FRAMEWORK

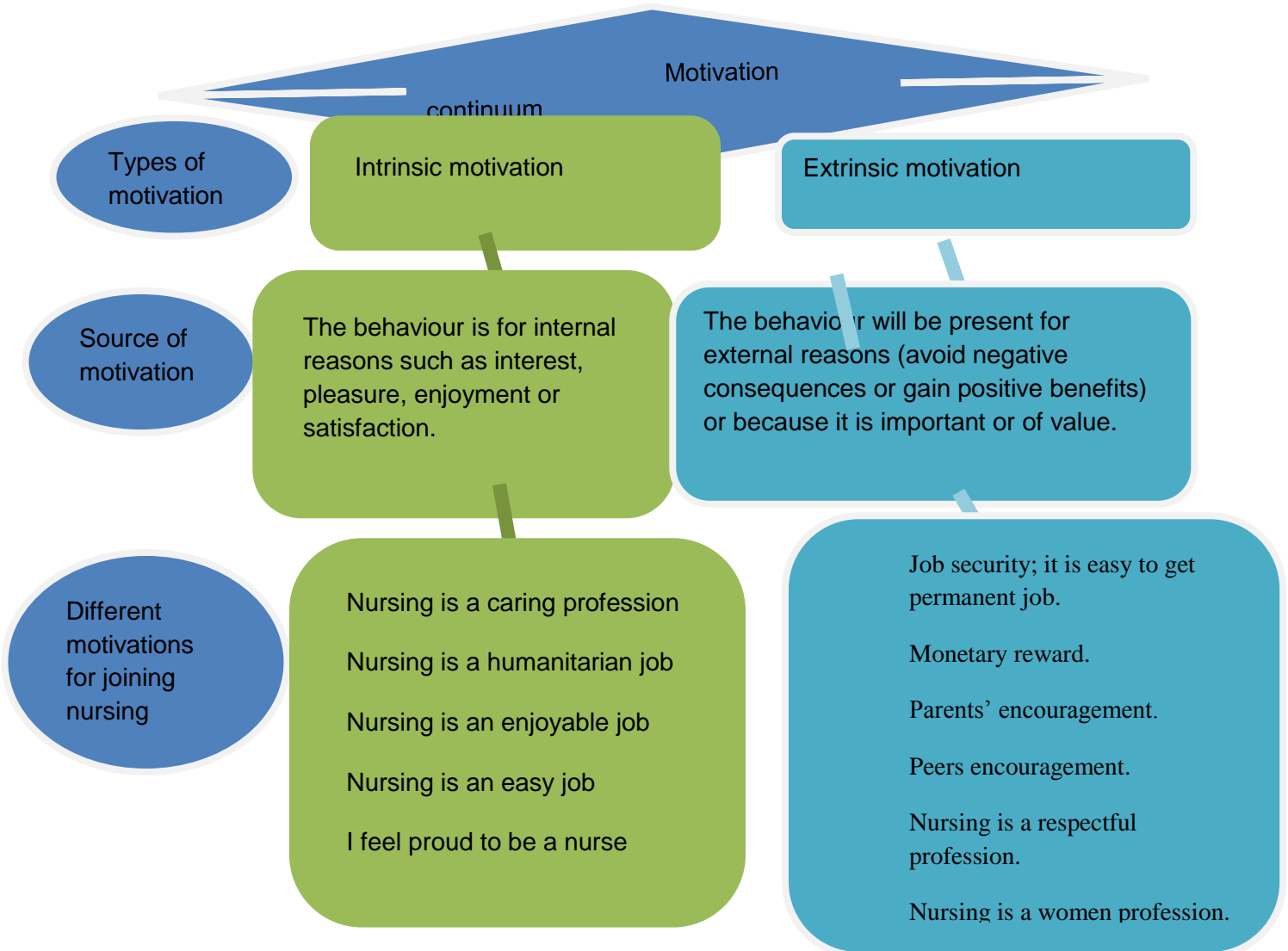


Figure 1: Self-determination theory. Adapted from Ryan & Deci (2000)

The theoretical framework explains the motives as to why student nurses join nursing as their professional choice. Considering career choice experiences emanates into the perceptions of nursing and prospects of career life. The knowledge may update employment and retention methods among the forth coming generation in nursing career and this will offer guidance in helping the future generation in deciding to join the profession. (Price *et al.*, 2013, p. 6). Furthermore, having knowledge on how the coming generation of nurses chooses the nursing profession is an important point in addressing nursing employment and retention.

The goal is to explain motivating factors which influence nursing students to select nursing as their favorite career choice. The conceptual frame work consists of students' motivating factors and career choices; they are the variables of interest to the researcher.

2.6 CONCLUSION OF CHAPTER TWO

In chapter two, the theoretical literature was described in detail based on the study variables. The empirical literature was also described in detail related to the variables of this study and emphasized on evidence based findings. The Critical review and research gap identification in relation to factors motivating nursing students to join the nursing profession was done. In addition, the conceptual framework was designed.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

This chapter describes the research methodology that has been used in this study and it includes; research design, research location, the population, the sampling and sampling strategy, sample size, validity and reliability of the instrument, and the research instrument. Further, it explains the methods used for collecting the data and the means that was used in data analysis. The chapter also presents a description of ethical considerations, data management, as well as data dissemination, limitations and challenges.

3.2. RESEARCH DESIGN

The finest study design is constantly the one that is most suitable to the research problem as well as the aim of the study as stated by Brink, Van de Walt and Van Ransburg, (2012, p. 119). A research design is a detailed plan that can be utilized to meet the study aim as stated by Schmidt and Brown (2012, p. 144).

This research used a non-experimental descriptive cross-sectional design to determine the motivating factors to join the nursing profession among nursing students at selected nursing and midwifery schools in Rwanda. This kind of design was selected because it allowed the researcher to ascertain and record a variety of characteristics of occurrences, define the frequency at which they happen and due to its flexibility in methods of data collection leading to more fast data collection and this lead to reduced costs compared to other sorts of quantitative designs as stated by Schmidt and Brown, (2012, p.176).

3.3. RESEARCH APPROACH

Quantitative research is a formal, rigorous organized procedure for generating numerical data, and it is conducted to explain new circumstances, happenings ideas, investigating connections among variables as well as determining the effectiveness of treatment in the universe (Burns and Grove, 2012, p. 34; and Grove, Burns and Gray, 2013, p. 24).

In this research, the researcher has used quantitative research approach where by structured questions were used according to the study objectives to identify the motivating factors to join the nursing profession among undergraduate nursing students at selected nursing and midwifery schools in Rwanda

3.4. RESEARCH SETTING

Research setting is a place where a research can be conducted; it can be either a natural or a controlled setting as stated by Creswell, (2014, p. 247; Burns and grove, 2011, p.40). This study has been conducted in two selected Nursing school in Rwanda, specifically; Mount Kenya University, a private University that has a nursing school, located in Kicukiro District and Rwamagana school of Nursing of the University of Rwanda, a public institution located in Rwamagana District in the Eastern province. Both nursing schools offer the undergraduate Nursing programme. These locations were used because no similar study has ever been done regarding motivating factors to join the nursing profession among undergraduate nursing students in Rwanda.

3.5. POPULATION

The population is a whole set of persons or elements that have similar characteristics in which the researcher is interested (Brink, Van de Walt and Van Ransburg, 2012, p .216; Burns and Grove, 2011, p .390; Schmidt and Brown, (2012, p .248). The study population for this research was 321 Nursing students from the two selected Nursing Schools in Rwanda. This included 230 student nurses from Rwamagana School of Nursing and 91 nursing students from Mount Kenya University, Kigali Campus.

3.6. SAMPLING

Sampling refers to the technique of selecting individual, proceedings, behaviour, elements to participate in the study (Burns et al., 2013, p.38; Burns and Grove, 2012: p .44); Burns and Grove, 2011, p .40). In this study the researcher used a probability stratified simple random sampling to select study participants in Rwamagana School of Nursing and Mount Kenya University. The study sample chosen from each stratum is in proportion to the size of the total population

3.6.1 Sample Size

A sample is a subgroup of the population that is selected for a specific study (Grove, Burns and Gray, 2013, p.44). Considering the Yamani (1987) formula for calculating the sample size for the finite population:

$$n = \frac{N}{1 + N(e^2)}$$

Where,

n: sample size

N: population

E: margin error

The required sample size was 273 nurse students from two nursing school.

There are 321 students at Rwamagana School of Nursing and 91 students at Mount Kenya University Kigali Campus. Using Yamane formula to calculate the sample size for finite population:

Table 1: Sample Calculation

School	Class	Class Size	Formula	Sample size
Rwamagana	Year 1	65	$n = \frac{65}{1 + 65(0.05)^2}$	56
	Year 2	108	$n = \frac{108}{1 + 108(0.05)^2}$	85
	Year 3	57	$n = \frac{57}{1 + 57(0.05)^2}$	50
Total				191
Mount Kenya	Year 1	8	$n = \frac{8}{1 + 8(0.05)^2}$	8
	Year 2	51	$n = \frac{51}{1 + 51(0.05)^2}$	45
	Year 3	32	$n = \frac{32}{1 + 32(0.05)^2}$	29
Total				82

3.6.2. Sampling Strategy

The study used a probability stratified simple random sampling strategy to recruit study participants. The probability sampling was proportional to size in schools: one school with 230 students (School A) representing about three quarters (3/4) and another school with 91 nurse students (School B) representing one quarter (1/4) of the entire study population.

Therefore, 191 nurse students participated in this study from school A and 82 nurse students also participated in the study from school B to have a representative sample. Each grade constituted a stratum; hence three strata were formed in each school. In both schools, the number of participants in each stratum depended on the sample size for each class. To select the students in each stratum, a sampling frame was formed using the students' class list. A random selection without replacement was used to choose nurse students until the required number in each stratum was met. Once a participant would not want to participate or was absent, the subsequent randomly selected participant was chosen. This type of sampling has been preferred because it minimizes bias and ensures that the findings could be generalized to the target population.

3.6.3. Inclusion Criteria

Inclusion criteria is defined as the features that each group must have to be involved in the study as outlined by Burns and Grove, (2009, p .345). In this study, each school had its sample size according to calculations made. Student nurses in the first, second, and third year in the academic year 2018/2019 in the two nursing schools, willing to contribute in the study and accessible throughout the time of data collection were included in the study.

3.6.4. Exclusion Criteria

Excluded were students who were not pursuing the nursing program and those who were in first, second, and third year Nursing but were not accessible and not ready to participate in the study and fourth year students who were not around during data collection time.

3.7. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

3.7.1. Validity

Validity refers to the degree to which an instrument measures what it is supposed to measure (Brink, 2006). In this research, the instrument measured the factors motivating nursing students to join the nursing career. The instrument was assessed in its face, content and construct validity.

3.7.2. Face Validity

Face validity mainly validates that an instrument gave the appearance of measuring the content or concept desired for the research (Polit & Beck, 2012; LoBiondo-Wood & Haber 2010). The

researcher assessed face validity of the instrument by consulting her supervisors to see if the questions are relevant and clear in relationship to the study.

3.7.3. Content Validity

According to Parahoo (2006), content validity checks to see if the questions are pertinent and will cover all parts of the study. Evidence for content based validity of the instrument was obtained from the literature and evidence from content experts. The experts from Nursing Education, leadership and management Track assessed the content validity of the adapted instrument.

The instrument was pre-tested on 20 people to ensure that it is readable and easily understandable. In response to the results from the pilot study, errors were rectified and adapted in the questionnaire. Also reliability was tested with a test-retest approach by distributing the questionnaires two times to the same 20 participants where Cronbach’s alpha coefficient was = 0.8.

Table 2: Content Validity of the Variables under study

Objectives of the study	Components of the conceptual framework	Items in interview schedule
To determine the intrinsic factors that motivate student nurses to join nursing profession	Intrinsic factors motivating nursing Students	This was in section B of the questionnaire
To determine the Extrinsic factors that motivate student nurses to join nursing profession	Extrinsic factors motivating nursing Students	This was in Section C of the questionnaire
To determine the association between socio-demographic characteristics and factors motivating students to join nursing profession	Intrinsic and extrinsic factors	Sections A, B and C of the questionnaire

3.7.4. Construct Validity

Construct validity refers to the degree to which an instrument measures the construct under investigation (Polit and Beck, 2012). In order to achieve a construct validity there should be checking items in the data collection tool alongside study objectives and concepts in the framework to find out whether they would be able to measure all elements to be investigated.

3.7.5. Reliability

The reliability of a tool is defined as the consistency with which it measures the target attribute (Polit and Beck, 2008, p. 416). This implies that the outcome of the study must be the same and true in case the feature being studied has not altered (Polit and Beck, 2008, p. 416); Rebar *et al.*, (2011, p. 162). In this research, the reliability was assessed by administering a questionnaire to 20 participants in a pilot study in case they are fulfilling the inclusion criteria to refine the methodology and ensure the effectiveness of the questionnaire and the usefulness of the questionnaire. Then the researcher calculated the internal consistency reliability coefficient. The questionnaire had 32 items and the Cronbach's alpha test was (0.8) used to ensure that the items are related to each other or connected (Rebar *et al.*, 2011, p. 163).

3.8. DATA COLLECTION INSTRUMENT AND PROCEDURES

3.8.1. Data Collection Instrument

A self-administered questionnaire, prepared in English, was utilized as a data collection tool. This questionnaire was adapted with permission from Prof. Nowak and Prof. Alison (2005) and it had three sections: section A with socio-demographic information, section B with questions to explore intrinsic factors and, the section C which had questions to explore extrinsic factors. The variables in this study were intrinsic, the extrinsic and the socio-demographic variables that motivate nursing students at selected nursing and midwifery schools, to join the nursing profession. The study instrument was used to collect data on all of the three study variables to determine the motivating factors and their association with socio-demographic characteristics among nursing students at the study sites.

3.8.3. Data Collection Procedures

Data collection is a process used by researchers to gather the required data to respond to the research questions, considering that the chosen approach of data collection responds to the questions as well as the aims of the study (Cronin, Coughlan and Smith, 2015, p.128).

After getting ethical clearance and authorization from the CMHS research committee and from administration of the study sites (Nursing schools), the researcher approached the head of departments (HoDs) of the nursing schools to explain the purpose of the study.

Thereafter, the researcher requested to meet Nursing students (study participants) in order to proceed with data collection. The participants who agreed to participate in the study signed the

consent forms and they were given explanations on the use of code numbers instead of respondent's name.

The data collection tools were in English language because all student nurses from the two selected nursing schools are taught in English and they were using it in their daily activities. Each respondent read and responded to the questions in the questionnaire.

The researcher was available to answer any question from the respondents though the researcher kept away from close proximity of the participants while filling the questionnaires for assuring anonymity. The respondents completed the questionnaire in their free time such that it did not interrupt their work. After signing the informed consent forms and completing the questionnaires, the participants were requested to put them together in the sealed envelopes and the researcher collected those envelopes instead of collecting individual questionnaires.

3.9. DATA ANALYSIS

Analyzing the data involves a systematic organization and synthesis of research data (Polit and Beck, 2008, p.751). Burns and Grove (2009, p.44) state that data analysis involves organizing and giving meaning to the data. Descriptive statistics, frequency tables, bars diagrams, and percentages were used to communicate the data. Inferential statistics i.e. the Chi squared test was computed to determine the association between socio-demographic and factors motivating student nurses to join the nursing profession. Data was analyzed using SPSS version 16.0.

3.10. ETHICAL CONSIDERATIONS

Research ethics is defined as a system of moral values that is concerned with the degree to which research procedures adhere to professional, legal and sociological obligation to the study participants (Polit and Beck, 2004, p.717). After receiving research clearance from the CMHS's Research Ethics Committee, the researcher submitted the request letter to the administration of the two selected nursing schools (study sites) and the permission for data collection was granted. In collaboration with the head of nursing departments, the researcher met with the nursing students, and described the purpose of the study and the procedures to be used. All participants were allowed to ask questions if they need any clarifications.

The participants were informed that they have the freedom of not to answer any particular question as well as to discontinue participation in the study at any time without any penalty. Participation in the study was voluntary and all responses were anonymous and treated with confidentiality. Codes were used on the questionnaires instead of names and after completing them, participants put the questionnaires in the same envelope.

The researcher kept the questionnaires in cupboard which is locked and no other person had access to those data. A detailed consent form for study participants is shown in appendix 4.

3.10.1. Ethical Approval

Research ethics can be defined as a system of moral values that is concerned with the degree to which research procedures adhere to professional, legal and sociological obligation to the study participants (Polit and Beck, 2004, p.717). After obtaining research clearance from the CMHS Research Ethics Committee, the researcher submitted request letter (Appendix 3) to the administration of the two selected nursing schools and the permission for data collection was granted. In collaboration with the heads of nursing department, the researcher discussed with the student nurses, and described the purpose of the study and the procedures to be used. All participants were allowed to ask questions if not clear.

The participants were allowed to refuse to answer any particular question as well as to discontinue participation in the study at any time without any penalty. In this study participation was voluntary and all responses were anonymous and treated with confidentiality. Codes were used on the questionnaires instead of names and after completing them, participants put the questionnaires in the same envelope. The researcher kept the questionnaires in a locked cupboard and no other person had access to those data. A detailed consent form for study participants is shown in appendix 4.

3.10.2. Respect for Participants' Autonomy

In the study, the researcher ensured that the principle of respect was adhered to. All participants were autonomous, they had rights to make their decisions.

In addition to that, participants had a right to refuse to participate without any penalty would be given to them. Respondents had the right to ask questions, refusal to offer information or to withdraw from the study in case they didn't want to participate. The principle of respect for persons was also adhered to by permitting participants to make informed consent.

3.10.3. Study Risks and Benefits

The principle of beneficence was adhered to by protecting the health of the participants as they had rights to be protected from discomfort and harm, either in form of emotional, spiritual and socially (Brink et al., 2012, p.32). The researcher respected the views and decisions of respondents to minimize harm and maximize benefits. Collected data was used for the aim of the study only to inform the stakeholders about the motivations to join the nursing profession as a career choice in order to inform nursing education and nursing management. The study caused minimal risk to participants and the researcher ensured that participants used little time between 20-30 minutes to complete the questionnaire in order to prevent exhaustion which can lead to discomfort and harm to respondents.

3.10.4. Principle of Justice

This principle emphasizes on equity and fairness in the distribution of burden and benefits (Schmidt and Brown, 2012, p.53). As the aim of this study, the researcher treated all participants equally and fairly. All respondents were given equal chances to participate in the study in order to avoid bias.

3.10.5. Respect of participants' privacy and confidentiality

Confidentiality and anonymity of participants was ensured throughout the data collection process. This was done by ensuring that no respondent's names or identification was indicated on the study tool; code were used in order to avoid tracing respondents' information. In this regard, also the investigator was unable to recognize that any information was from a particular person. Furthermore, respondent's privacy was ensured by not revealing or disclosing any information to any person whatever the case may be. Explanations were given to all participants by the researcher that participation in the study required a signed informed consent.

3.10.6. Ethical Clearance

The researcher obtained approval from the Institutional Review Board (IRB) of the University of Rwanda, College of Medicine and Health sciences, and the approval to conduct the study from head of departments of the selected nursing and midwifery schools (study sites). The researcher ensured that letters of approval from the IRB and the permission to conduct the study from the nursing and midwifery schools are attached to the study protocol.

3.11. DATA MANAGEMENT

All data from the two selected nursing schools were collected by the investigator using questionnaires. The questionnaires were checked for completeness and data were entered in an excel sheet then imported to Statistical Package for Social Sciences software (SPSS), version 16 for data analysis. Before analysis, data cleaning was done in SPSS. The dataset was kept in a password controlled personal computer. The coded questionnaires are being kept in locked cupboard and after five years they will be destroyed by burning according to the guidelines of University of Rwanda.

3.12. DATA DISSEMINATION

After analyzing the data, the researcher presented findings to the University of Rwanda, School of Nursing and Midwifery. The researcher will also present findings to the respective nursing schools, prepare a manuscript for publication and finally findings will be presented in local and international conferences before being published in reputable journals.

3.13. LIMITATIONS AND CHALLENGES

The findings of the study may not be generalized to all the nursing students in the country since the study focuses on only two study sites. There could be variations if the study was to be carried with a country-wide representative sample (that is, focusing on more than two schools). Therefore, the outcome from this research will not be generalized to all schools of nursing and midwifery in Rwanda.

This study was limited by inadequate literature on the topic from Rwanda.

Time for data collection was a challenge as the researcher found that the target population were all scattered in the whole country doing their clinical practice.

3.14. CONCLUSION OF CHAPTER THREE

This chapter discusses the methodology that was used in this research. It discusses the study design, sampling and data collection procedure of the study. It also presents the validity and reliability of the tool that was used. It finally presents how ethical implication was considered, data management and data dissemination.

CHAPTER FOUR: PRESENTATION OF RESULTS

4.1. INTRODUCTION

This chapter deals with the analysis of the collected data, presentation, interpretation of collected data and this was analyzed quantitatively. It targets the factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda.

Data were analyzed and presented using, charts, percentages and frequencies by SPSS software. The data presented in this chapter are composed of data collected from the nursing students in the selected schools in Rwanda namely, Mount Kenya University located in the City of Kigali in Rwanda and Rwamagana School of Nursing and Midwifery located in Rwamagana District, Eastern province in Rwanda.

The variables in this study were: Intrinsic, Extrinsic and Socio-demographic factors that motivate nursing students at the selected nursing and midwifery schools to join the nursing profession. A sample size of 273 students in the nursing and midwifery schools participated in the study with a response rate of 100% observed, meaning that all students responded to the questions of the study. A total of 273 nursing students completed a self-administered questionnaire. The cutoff points for this study were the following:

Strongly agree and Agree was considered as highly motivated whereas Neutral, disagree and strongly disagree was considered not motivated.

4.1. SOCIAL DEMOGRAPHIC CHARACTERISTICS

Table 3: Socio Demographic characteristics of Participants

SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS			
Socio demographic characteristics	Specifications	Percent (N)	Frequency (%)
Gender	Male	144	52.7%
	Female	129	47.3%
Age of respondents	Below 20 years old	19	7.0%
	Between 20 and 30	251	91.9%
	Above 30 years old	3	1.1%
Marital status	Single	256	93.8%
	Married	17	6.2%
Student status	National student	265	97.1%
	International student	8	2.9%
Year of study	Year 1	64	23.4%
	Year 2	130	47.6%
	Year 3	79	28.9%
Occupation of parents	Not employed	102	37.4%
	Government employed	59	21.6%
	Self employed	97	35.5%
	Other occupation	15	5.5%
Appreciation of annual income of parents	Very satisfactory	24	8.8%
	Satisfactory	92	33.7%
	Fair	71	26.0%
	Not satisfactory	76	27.8%
	Other	10	3.7%
Having a family member in nursing profession	Yes	126	46.2%
	No	147	53.8%

The main source of information about nursing	From parents	60	22.0%
	From friends	106	38.8%
	Nurses from Hospital	35	12.8%
	Media	43	15.8%
	Others (Specify)	29	10.6%
Nursing as a career choice after high school	Yes	139	50.9%
	No	134	49.1%
Reactions of family after student enrolled in nursing profession	Positive	207	75.8%
	Negative	20	7.3%
	Neutral	46	16.8%
Family influence on career choice of students	Yes	170	62.3%
	No	103	37.7%
Kind of work that students intend to do after graduation	Nursing	208	76.2%
	Business	52	19.0%
	Other(specify)	13	4.8%
Having a plan to change the profession	Yes	118	43.2%
	No	155	56.8%
The most respected profession in the society	Doctor	169	61.9%
	Engineer	25	9.2%
	Pharmacist	8	2.9%
	Nurse	51	18.7%
	Lawyer	19	7.0%
	Accountant	1	0.4%

Table 3 above shows that more than a half of respondents are males (52.7%) compared to women (47.25%).

Referring to previous studies, nursing and midwifery faculties were reserved for females but from this study it is observed that males are more than females although they show almost similar frequencies in classes.

The table 3 shows that the youngest student in our sample is 19 years old while the oldest student is 45 years old. The average age of the classes is equivalent to 22.28 and the average of the square of deviations of ages from the mean age of classes is equivalent to 2.770 which is referred as the standard deviation.

In the university, some students have spouses and others are still single, as shown in table 1 above that from the study sample of 273 students, only 17 students (6.2%) are married, other students 256 (93.8%) are still single. This also explains why we have many students in their twenties, and the oldest students in the class are married. Some of the students are married while studying but most of the students in the class particularly in public institutions get married after graduation.

The school of nursing and midwifery enrolls students of different categories: National and International students. From study sample of 273 students, 265(97%) are Rwandans while 8 remaining students are international students from EAC and other countries.

During students' recruitment, some students of other countries also apply for different programs at the University of Rwanda. The number of international students is still low compared to national students from high schools in Rwanda.

As the table above shows, this study was carried out among nurse students of three class years 1, 2 and 3.

About a half of the study sample (47.61%) was from year two while participants from other classes; year one and year three were 28.9% and 23.44% of the study sample respectively.

During data collection researcher noted that year three students were busy with many modules and class work including research proposals and internship reporting while the students of year 1 were freshers and so hard to convince about their contribution for participating in the study.

To know what the parents of students do in their daily activities, the researchers asked the students to respond to the question regarding the employment status of their parents, whether they are governmental employees, self-employed or not employed.

Table above reveals that 102 of students interviewed (42.9%) responded that their parents are not employed; only 59 out of 273 students (21.6%) responded that their parents are employed by government and 97 of students (35.5%) responded that their parents are self-employed.

Regarding how students appreciate the annual income of their parents no matter what kind of job they are doing, 24 students (8.8%) responded that their parents 'annual income is very satisfactory while 76 students (27.8%) said that their parents' annual income is really not satisfactory comparing to the requirements at home.

Being satisfied with the parents 'income explains that their wealth is enough to cover student's fees and other expenses that a student may need to afford good education.

Table 1 also shows the frequency of students who have friends or family members in the nursing professions, whereby 126 of 273 (46.2%) students said that they have a friend or a family member who is also a nurse. This can have an impact on career choice as some students choose to pursue the career according to the guidance provided from friends, relatives and parents.

While students are studying for instance in secondary education, they ask or hear about what the nursing profession and some end up choosing the nursing profession as their preferred career option. The information about the nursing profession can be obtained from social media, relatives, friends, parents and nurses who are already professional nurses.

Table 3 further reveals findings on possible sources of information about nursing for among the study participants. The main source of information about the nursing profession is friends with 38.8% (106 out of 273 while the last source of information is other with 10.6% (29 out of 273) where the sources were specified as: got information from teachers and trainings attended.

Findings further revealed that 51% (139 out of 273) of the students always considered the nursing profession their preferred career choice since their secondary school level. This is not a big difference when comparing to 134 students (49%) who alternatively said that they preferred a different career at secondary but have been enrolled in the nursing profession graciously.

Findings in table 1 further reveal that the parents and families of 75.8% (207 out of 273) of the students, positively reacted to the news that their children (students) enrolled in the nursing profession saying that it is a good career for their children, 7.32% (20 out of 273) of the students reported that their parents were not grateful for their for their children to enroll in the nursing profession preferring to have had a different career while 46 students (16.8%) said that the reactions of their parents was neutral.

Findings in table 1 further reveal that 61.7% of the students in the Schools of Nursing and Midwifery (SNM) have parents who influenced them to choose the nursing profession as their career while 37.7% of students reported that their career choice was influenced by others excluding parents. The nursing profession provides numerous opportunities to students not only in working hospitals. Some nursing students after graduation also prefer to work in different fields rather than their profession.

Table 3 also reveals that 76.2% (208 out of 273) of students intend to work in the nursing profession after graduation. This is a big percent comparing with the 51% of students who reported that the nursing career was their choice even during high school. The findings revealed that 19% of the students prefer to work for businesses after graduation.

Table 3 further reveals that 118 out of 273 students, equivalent to 43.2% plan to change their career from the nursing profession. This could be resulting from the 49% of students who have never chosen nursing profession from secondary school. Slightly over fifty percent (56.8%) or 155 out of 273 students did not plan to change their profession. While joining the nursing profession, students have some expectations and perceptions contrary to the real situation so they put them off that and continued with the nursing profession

People choose their professional careers in various ways, all of which require time and attention, since the choice of a career is a critical and crucial decision which will affect an individual's life deeply. People may choose their careers based on various factors or parameters but when expectations are not met, they start to think about leaving their career to new ones.

The research simply asked which job students respect the most in their communities giving six options: doctor, engineer, pharmacist, nurse, lawyer, and accountant. Findings in table 1 reveal that the profession of doctor is highly (61.9%) respected in the community, nursing profession was rated at 18.68%, engineer was rated at 9.2%, pharmacist was rated at 2.9% and accountant was rated at 0.4%.

4.2.THE INTRINSIC FACTORS WHICH MOTIVATE NURSING STUDENTS TO JOIN THE NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

Nurses are the “front line” staff in most health systems and their contribution is recognized as essential in meeting development goals and delivering safe and effective care.

Nurses are in high demand not only in developed countries but also in developing countries like Rwanda. The purpose of this section is to identify the main intrinsic factors that influence the nursing students’ decision to choose nursing as their career option. A descriptive study guided by Self Determination Theory was used for this study. A 6- items questionnaire was adapted and Distributed to all students in two nursing schools (N=273) and the results of frequencies and percentages were presented on every item using graphs.

4.2.1. Choosing Nursing Because it is a caring profession

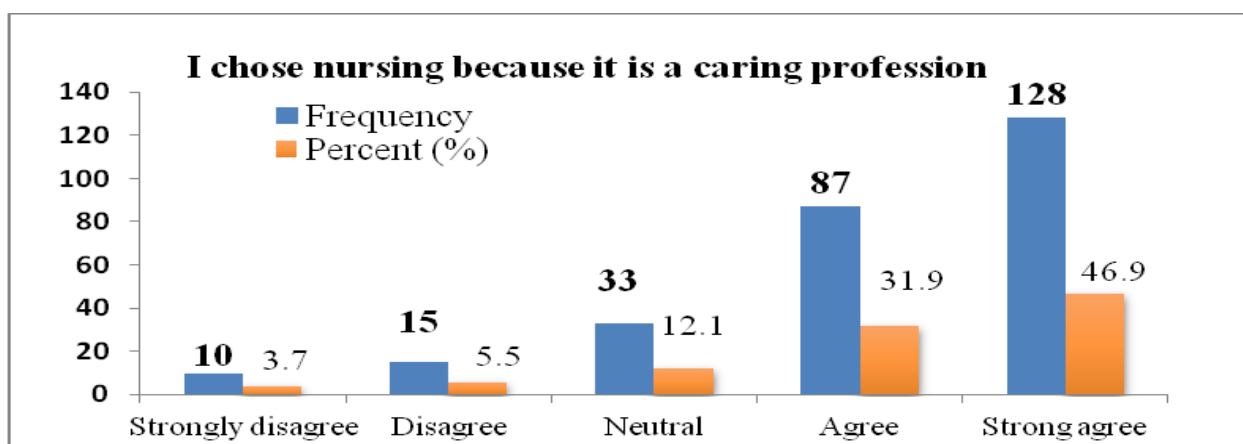


Figure 2: I chose nursing because it is a caring profession

Concerning nursing as caring profession, the findings in this study revealed that out of 128 out of 273 participants (46.9%) strongly agreed that they chose nursing because it is a caring profession; 87 (31.3%) agreed that they chose nursing because is a caring profession; 33 (12.1%) participants neither agreed nor disagreed (neutral). On the other side, 10 (3.7%) of students strongly disagreed that they did not choose nursing because it is a caring profession and 15 (5.5%) of remaining students disagreed that they made the choice of the nursing profession because it is a caring profession. A caring profession is a job that involves helping other people when they need you.

4.2.2. Choosing Nursing because it is a Humanitarian Job

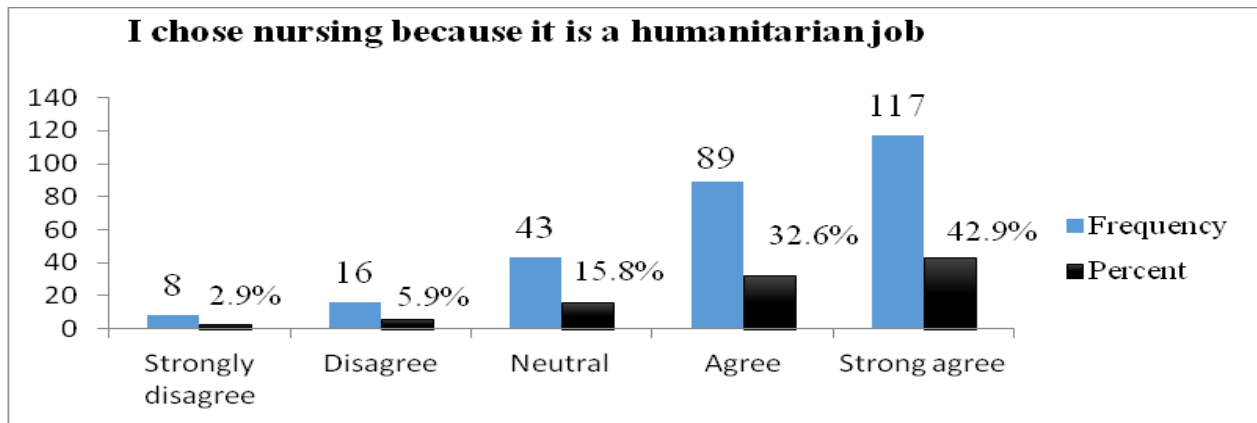


Figure 3: I chose nursing because it is a humanitarian job

Figure 3 reveals findings from students if they chose nursing profession because it is a humanitarian job. Findings reveal that 117 out of 273 (42.9%) students strongly agreed that they chose nursing because it is a humanitarian job, 89 out of 273 (32.6%) agreed that they chose nursing because is a humanitarian job while 43 out of 273 (15.8%) neither agreed nor disagreed that they chose nursing because it is a humanitarian job.

On the other side, 8(2.9%) of students strongly disagreed that they did not chose nursing because it is a humanitarian profession and 16 (5.9%) disagreed that they chose nursing because it is a humanitarian job. Humanitarian employees provide assistance and action with the purpose of saving lives, alleviating suffering, and protecting/maintaining human dignity.

4.2.3. Choosing Nursing because it is Enjoyable Job

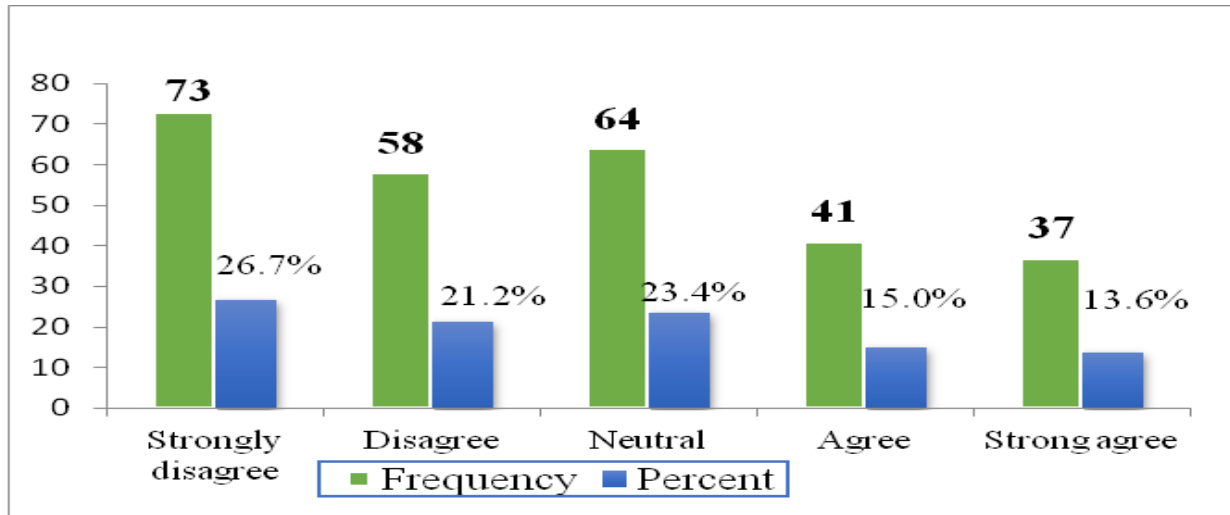


Figure 4: I chose nursing because it is a humanitarian job

Figure 4 findings on whether students chose nursing because it is an enjoyable job. The findings in this study revealed that 37 out of 273 (13.6%) students strongly agreed that they chose nursing because it is an Enjoyable job while 41 out of 273 (15.0%) students agreed that they chose nursing because is an enjoyable job and 64 out of 273 (23.4%) neither agreed nor disagreed with the statement.

Findings further reveal that 73 out 273 (26.7%) of students strongly disagreed that they choose nursing because it is an Enjoyable profession while 58 (21.2%) of students disagreed that they made the choice of nursing profession because it is an enjoyable profession. An enjoyable job really depends on one's perspective. Any job, by definition, has its good and bad sides (this is why you get paid to do it), students may choose to join a profession thinking that it's an enjoyable job but later choose to change the career after finding things different from their expectations. This is the main reason why people leave their career to another career opportunity after thinking critically about the choice they made.

4.2.4. Choosing Nursing because it is an Easy Job

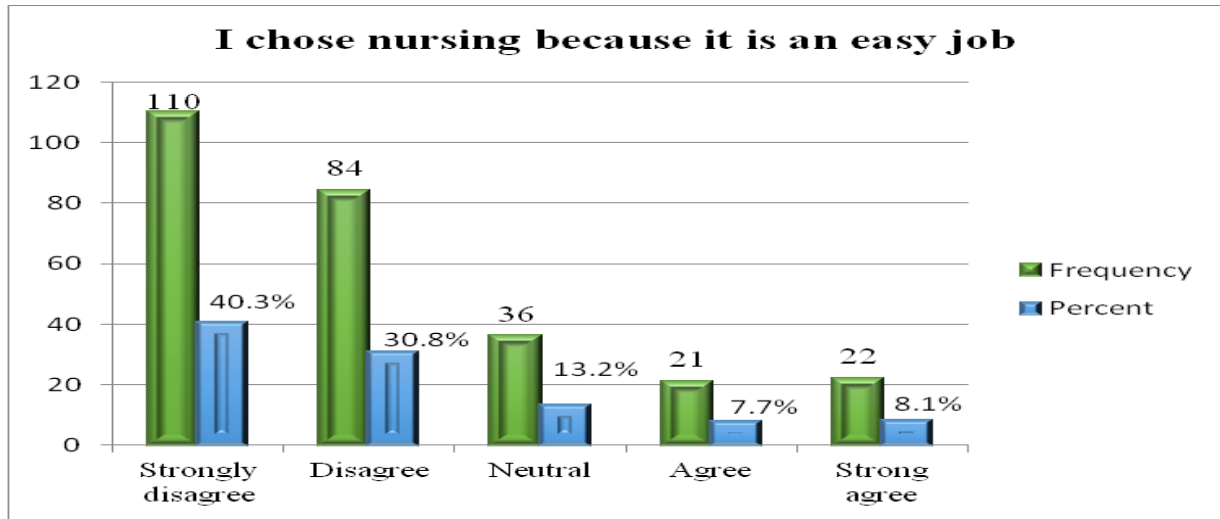


Figure 5: I chose nursing because it an easy job

During the study the researcher asked students if they chose the nursing profession because it is easy. Findings in this study revealed that 22 out of 273 (8.1%) students strongly agreed that they chose nursing because it is an Easy job while 21 (7.7%) students agreed that they chose nursing because is an Easy job. However, 36 out of 273 (13.2%) students neither agreed nor disagreed with the statement that nursing is an easy job.

Findings further revealed that 110 out of 273 (40.3%) of students strongly disagreed that they chose nursing because it is an easy job while 84 out of 273 (30.8%) of students disagreed that they made the choice of nursing profession because it is an easy job.

Describing a job or activity as easy mean that it is done in a confident and relaxed way. If someone does work with ease it means that s/he feels relaxed and confident about it. Nursing has been for many years a very steady career that paid well with many job opportunities. Many nursing students would get many offers before they graduated. The fact that nurses are less often terminated from their jobs, some people tend to think that it does not involve doing harder activities than caring for patients.

4.2.5. Choosing Nursing because I was attracted to Nursing since my Childhood/Adolescence

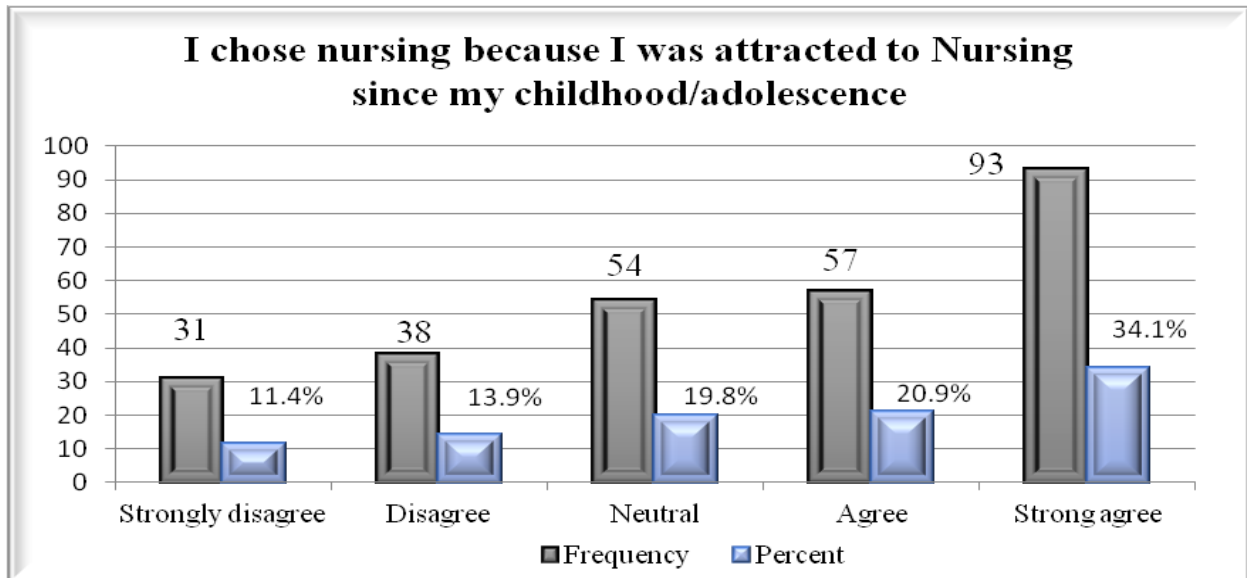


Figure 6: I chose nursing because i was attracted to nursing since childhood/adolescent hood

Figure 6 shows the responses from students regarding whether they chose the nursing profession because they were attracted to nursing since childhood/adolescence. The findings in this study revealed that out of 93 out of 273 (34.1%) of students strongly agreed that they chose nursing because they were attracted to nursing since childhood/adolescence. They have always had an interest in this career or type of job from a young age. About twenty percent (20.9%) or 57 out of 273 of the students agreed that they chose nursing because they were attracted to nursing since childhood/adolescence while 54 out of 273 (19.8%) of the students were neutral, probably they have a parent, friend or family member who encouraged them to join the nursing profession. Findings further reveal that 31 out of 273 (11.4%) of students strongly disagreed that they chose nursing because they were attracted to nursing since childhood/adolescence while 38 out of 273 (13.9%) of students disagreed that they made the chose the nursing profession because they were attracted to it since child hood.

Respondents had a couple of choices at a young age which shaped their own learning and curiosity and had these had an impact on their personal growth. As time came for them to choose

a career, they knew they wanted to choose nursing. Nursing is something they are passionate about and enjoy doing it each day, and it's also something they feel is important to society. That's what motivated them to keep working hard as students, and is why they chose this career from a young age.

4.2.6. Choosing Nursing because they feel proud to be a Nurse

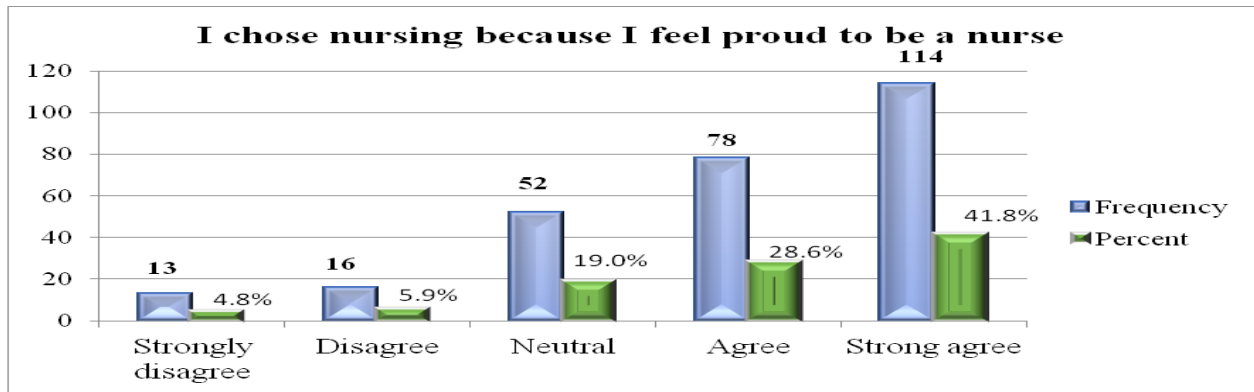


Figure 7: I chose nursing because I feel proud to be a nurse

Figure 7 presents findings on whether students chose the profession because they felt proud to be nurses. Findings reveal that 114 out of 273 (41.8%) students strongly agreed that they chose nursing profession because they felt proud to be nurses while 78 out of 273 (28.6%) agreed that they chose the profession because they felt proud to be nurses.

Findings further reveal that 13 out of 273 (4.8%) students strongly disagreed that they chose nursing because they feel proud to be nurses while 16 out of 273 (5.9%) students disagreed that they made the choice of the nursing profession because they felt proud to be nurses. When one is proud, s/he feels proud or satisfaction with her/himself. The feeling of pride is an amazing one and an employer wants an employee who self-motivated at work.

4.3. THE EXTRINSIC FACTORS WHICH MOTIVATE NURSING STUDENTS TO JOIN THE NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

This study also explored the extrinsic motivational factors that influenced nurse student's choice of the nursing profession. There was a one-fold purpose and that is who/what influenced their choice.

4.3.1. Joined Nursing because it guarantees Job Security; It is Easy to get a Permanent Job

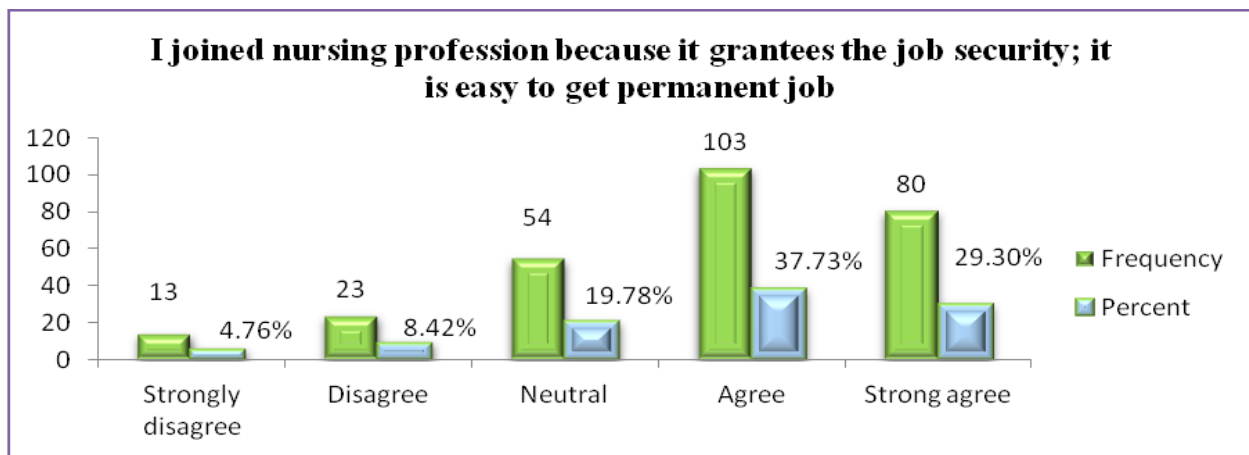


Figure 8. I joined the nursing profession because it guarantees the job security

Figure 8 presents findings on extrinsic motivational factors that influenced nurse students in choosing the nursing profession. Findings revealed that 80 out of 273 (29.30%) students strongly agreed that they chose the nursing profession because it guarantees job security and that it is easy to get a permanent job while 103 out of 273 (37.73%) students agreed that they chose nursing because it guarantees job security and that it is easy to get a permanent job.

Findings further revealed that 13 out of 273 (4.76%) students strongly disagreed that they chose nursing because it guarantees job security and it is easy to get a permanent job while 23 out of 273 (8.42%) students disagreed that they chose the nursing profession because it guarantees job security and it is easy to get a permanent job.

4.3.2. Joined Nursing because there is lot of job opportunities in Nursing

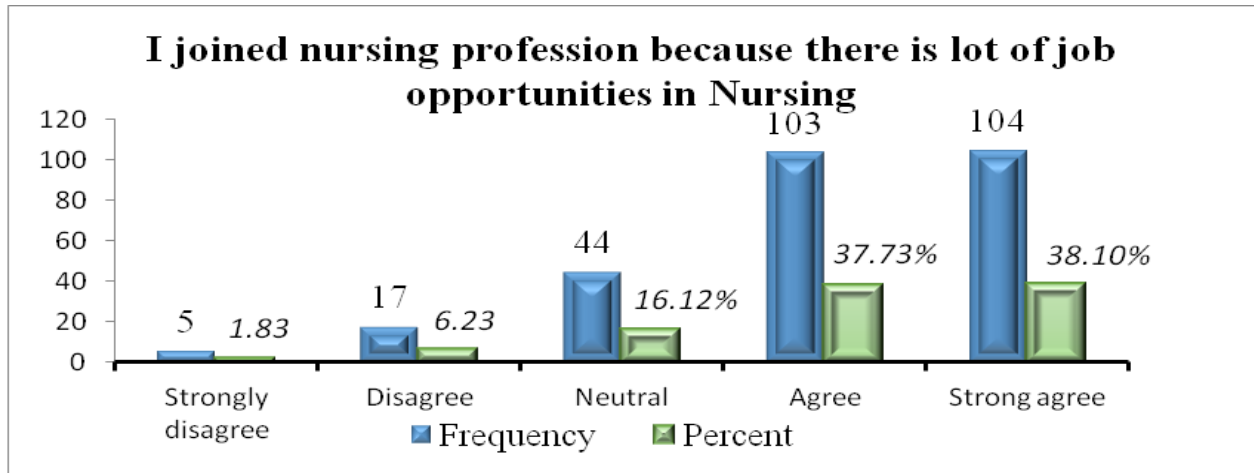


Figure 9: I joined the nursing profession because there a lot of job opportunities

From figure 9 findings reveal that 104 out of 273 (38.10%) students strongly agreed that they joined nursing because there a lot job opportunities in nursing while 103 out of 273 (37.73%) students agreed that they chose nursing because there is a lot job opportunities in nursing and 44 out of 273 students were neutral.

Less than two percent (1.83%) or 5 out of 273 of the students strongly disagreed that they chose nursing because it has a lot job opportunities while 17 out of 273 (6.23%) disagreed that they chose nursing because it has a lot job opportunities.

4.3.3. I Joined Nursing profession for monetary reward i.e for earning money

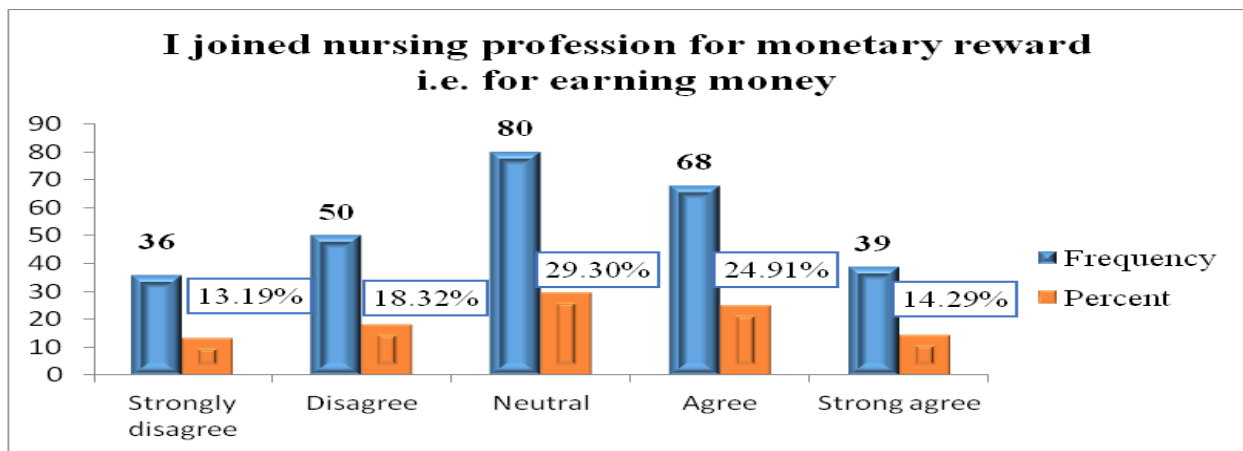


Figure 10: I joined the nursing profession for monetary reward

Regarding whether students joined nursing for monetary reward i.e. for earning money, the findings in this study revealed that out of 273 participants, 39 (14.29%) students strongly agreed that they joined nursing for monetary reward. While 68 (24.91%) agreed that they chose nursing for monetary reward and 80 (29.30%) students were neutral.

Findings further revealed that 36 (13.19%) students strongly disagreed that they chose nursing for monetary reward i.e. for earning money while 50 (18.32%) students disagreed that they chose the nursing profession for monetary reward.

4.3.4. I Joined Nursing Profession because there is a Room For Migration

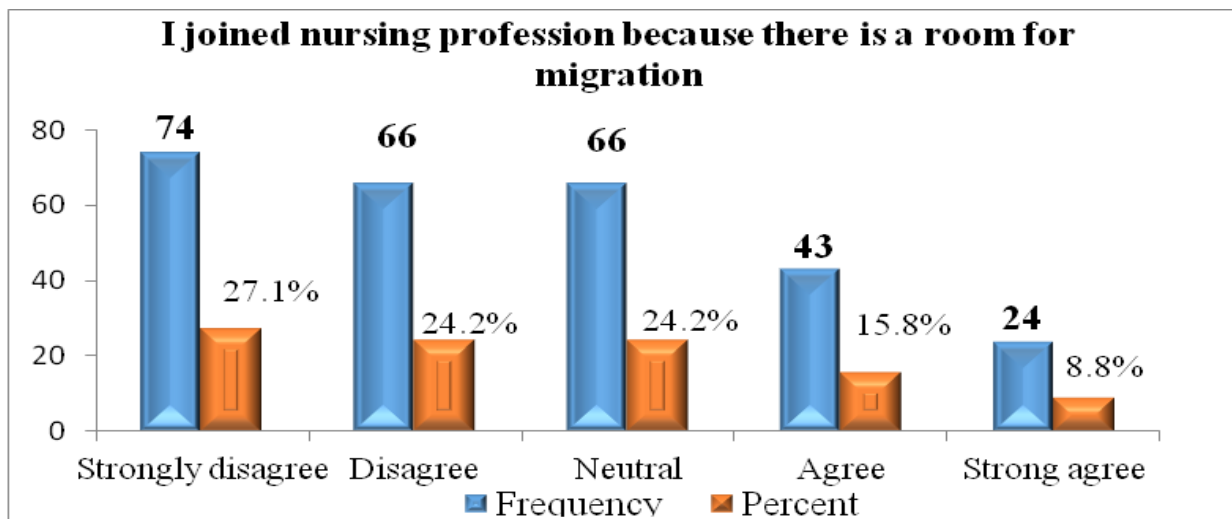


Figure 11: I joined the nursing profession because there is room for migration

As displayed, figure 11 illustrates whether students joined nursing because there is a room for migration. Findings in this study revealed that 24 out of 273 (8.8%) students strongly agreed that they joined nursing because there is a room for migration while 43 (15.8%) agreed that they chose nursing because there is room for migration and 66 (24.2%) were neutral.

Findings further reveal that 74 out 273 (27.1%) students strongly disagreed that they chose nursing because there is a room for migration while 66 (24.2%) students neither agreed nor disagreed with the statement.

4.3.5. I Joined Nursing Profession because my Parents encouraged me to Pursue Nursing

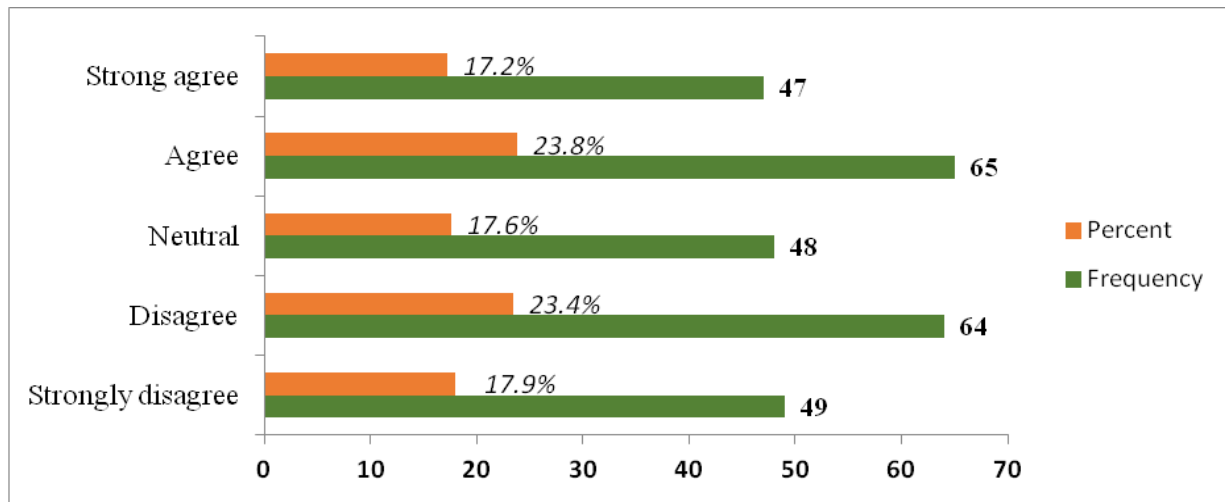


Figure 12: I joined the nursing profession because my parents encouraged me to pursue nursing

From figure 12, findings reveal that 47 out of 273 (17.2%) students strongly agreed that they chose nursing because their parents encouraged them to pursue the nursing profession while 65 out of 273 (23.8%) students agreed that they chose nursing because their parents encouraged them to pursue the nursing profession.

Findings further revealed that 49 out of 273 (17.9%) students strongly disagreed that they chose nursing because their parents encouraged them to pursue it while 64 out of 273 (23.4%) students disagreed that their parents encouraged them to pursue the nursing profession.

4.3.6. Joined Nursing Profession because my Peer encouraged me to Pursue Nursing

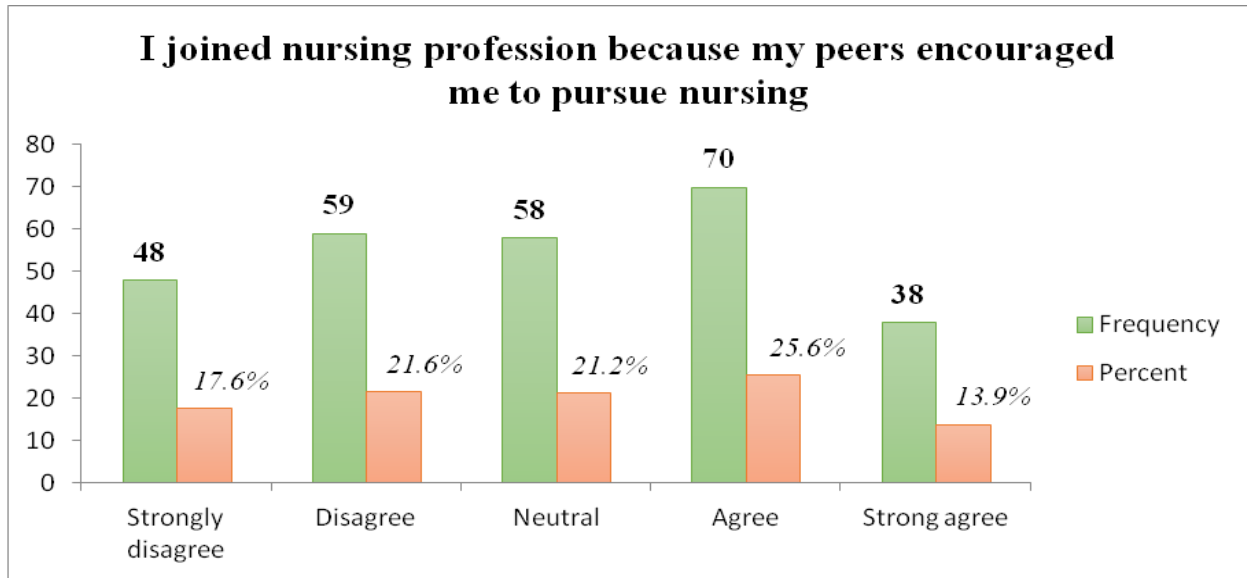


Figure 13: I joined the nursing profession because my peers encouraged me to pursue nursing

As illustrated in figure 13, findings reveal that 38 out of 273 (13.9%) students strongly agree that they joined nursing because their peers encouraged them to pursue it while 25.6% (70 out of 273) agreed that they chose nursing because their peers encouraged them to pursue the nursing profession.

Findings of this study further reveal that 17.6% (48 out of 273) of the students strongly disagreed that they chose nursing because their peers encouraged them to pursue it while 21.6% (59 out of 273) of the students disagreed that their they chose nursing because their peers encouraged them to pursue the nursing profession.

4.3.7. Joined Nursing Profession because Nursing is a Respectful Profession

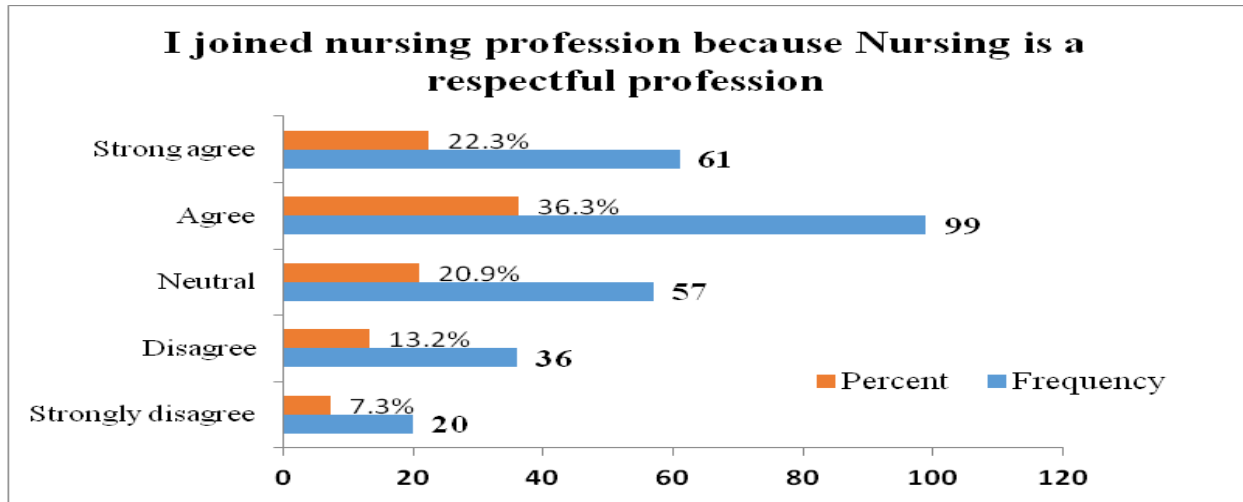


Figure 14: I joined the nursing because it is respectful profession

Figure 14 illustrates findings on whether students joined nursing because Nursing is a respectful profession. Findings reveal that 61 out of 273 (22.3%) students strongly agreed that they joined nursing because it is a respectful profession while 36.3% (99 out of 273) of the students agreed that they chose nursing because it is a respectful profession.

Twenty students accounting for 7.3%, strongly disagreed that they chose nursing because it is a respectful profession while 13.2% (36 out of 273) students disagreed they chose nursing because it is a respectful profession.

4.3.8. Joined Nursing Profession because Nursing is a Women Profession

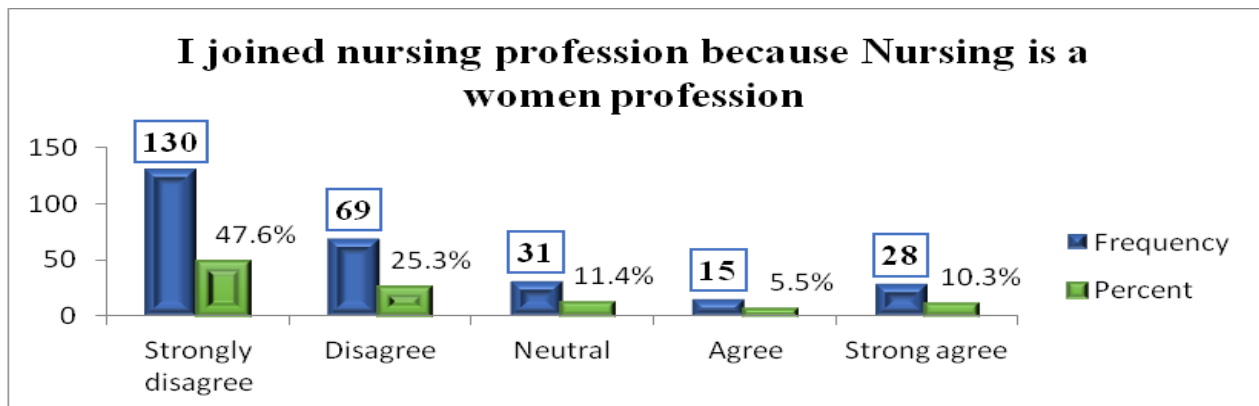


Figure 15: I joined the nursing profession because it is a women profession

Figure 15 illustrates whether students joined nursing because it is a women’s profession. Findings reveal that about ten percent (10.3%) or 28 out of 273 students strongly agreed that they joined the nursing profession because it is a women’s profession while 5.5% of the students agreed that they chose nursing because it is a women’s profession.

Almost a half (47.6%) or 130 out of 273 students strongly disagreed that they chose nursing because it is a women’s profession while 69 out of 273 (25.3%) students disagreed that they chose Nursing because it is a women’s profession.

4.3.9. Joined Nursing Profession for Education Advancement

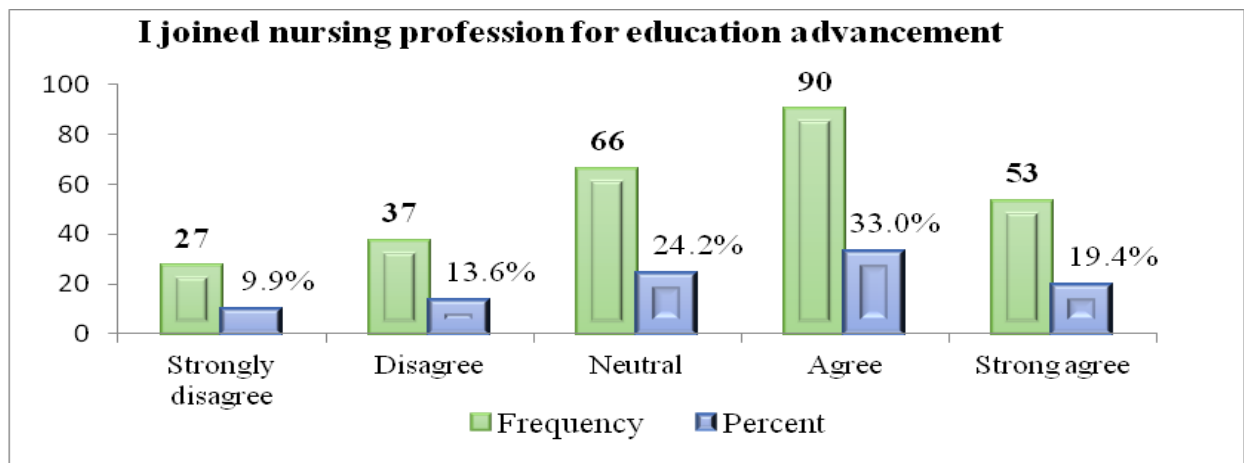


Figure 16: I joined the nursing profession for educational advancement

Figure 16 reveals that 53 out of 273 (19.4%) students strongly agreed that they joined nursing for education advancement while 90 out of 273 (33%) students agreed that they chose nursing for educational advancement.

Figure 16 also illustrates that there other students who did not join the nursing profession for education advancement as 27 out of 273 (9.9%) strongly disagreed that they chose nursing for education advancement while 37 out of 273 (13.6%) students disagreed that they chose Nursing for education advancement.

4.3.10. Joined Nursing Profession for Career Diversity

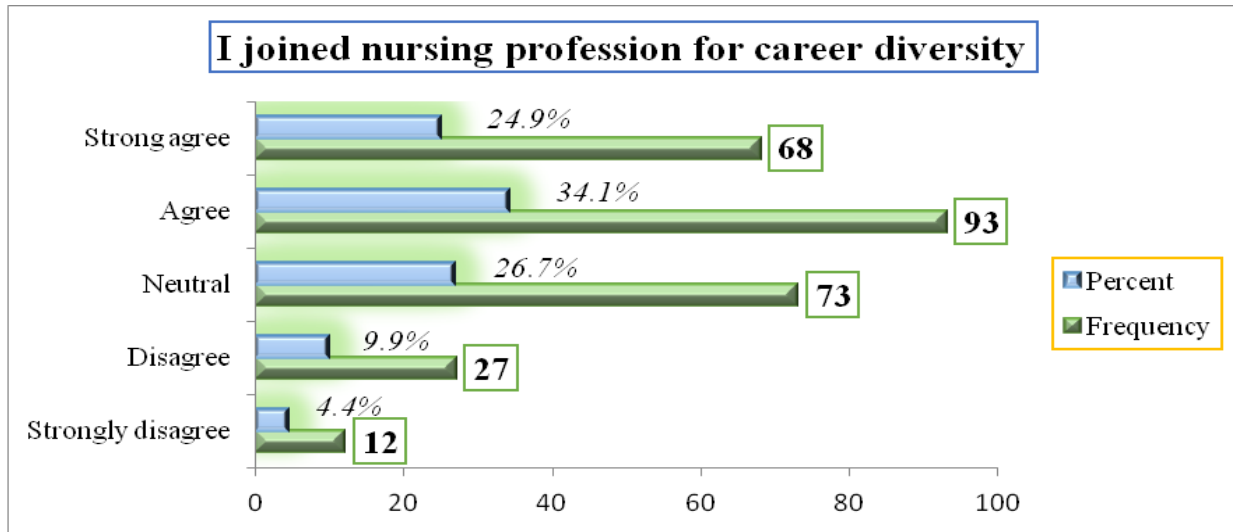


Figure 17: I joined the nursing profession for career diversity

Figure 17 illustrates whether students joined nursing for career diversity and findings of this study reveal that 68 out of 273 (24.9%) students strongly agreed that they joined nursing for career diversity while 93 out of 273 (34.1%) agreed that they chose nursing for career diversity. Whereas, 12 out of 273 (4.4%) students strongly disagreed that they chose nursing for career diversity, 27 out of 273 (9.9%) students disagreed that they joined nursing for career diversity.

4.4. THE ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND INTRINSIC FACTORS INFLUENCING THE NURSING STUDENTS TO JOIN NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

The purpose of section is to identify which of the intrinsic factors that influence the nursing students to choose nursing as their profession are associated with any of their demographic characteristics.

Table 4: CHI-SQUARE Test of Intrinsic factors and Socio-demographic characteristics

The association between socio-demographic characteristics and intrinsic factors	I chose nursing because it is a caring profession	I chose nursing because it is a humanitarian job	I chose nursing because it is an enjoyable job	I chose nursing because it is an easy job	I chose nursing because I was attracted to Nursing	I chose nursing because I feel proud to be a nurse
	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square
	X ²	X ²	X ²	X ²	X ²	X ²
Gender	0.013	0.065	0.07	0.882	0.003	0.001
Age	0.494	0.09	0.138	0.722	0.299	0.465
Marital status	0.06	0.096	0	0	0.016	0.036
Univeristy status	0.963	0.365	0.215	0.308	0.398	0.395
Level of study	0.496	0.454	0	0	0.138	0.803
Occupation of the parents	0.731	0.898	0.131	0.02	0.754	0.318
Appreciation of annual parents' income	0.286	0.428	0	0.006	0.145	0.048
Having family member with nursing profession	0.013	0.744	0.003	0.037	0.115	0.177

The demographic characteristics include Gender, Marital status, Age, status at university, year of study, occupation of students' parents, students' appreciation of the annual income of their parents/next of kin and having a friend/family member or a relative already in nursing profession. Chi-square was used to test the relationship between the two variables with the aid of cross-tabulated information.

Table 4 is the output from chi-square test of independence between intrinsic factors motivating nursing students to choose the nursing profession and their socio-demographic characteristics. The Chi-square below 0.05 indicates relationship or association between two variables. Choosing nursing because it is a humanitarian job has no association with socio-demographic characteristics of student while the choice of nursing because it is an enjoyable job is associated with marital status of students, level of study, the appreciation of annual income of parents and having a family member in nursing profession.

The choice of nursing because it is an easy job is associated with marital status of students, level of study, the appreciation of annual income of parents and their occupations and also having a family member in nursing profession.

The choice of nursing because students were attracted to Nursing since their childhood/adolescence is associated with Gender of students and their marital status.

Choosing nursing because students feel proud to be a nurse is associated with their gender, marital status and the appreciation of parents' annual income. As table 9 reveals, choosing the nursing profession because it is a caring profession is associated with the gender of student and whether a student has a family member in nursing profession.

4.4.1. The Association Between Socio-Demographic Characteristics and Extrinsic Factors Influencing the Nursing Students to join the Nursing Profession at the Selected Nursing and Midwifery Schools in Rwanda

The aim of this section is to identify which of the extrinsic factors that influence the nursing students to choose nursing as their profession is associated with and their demographic characteristics which include Gender, Marital status, Age, status at university, year of study, occupation of students' parents, students' appreciation of the annual income of their parents/next of kin and having a friend/family member or a relative already in nursing profession.

Chi-square test was used to test the relationship between pairs of variables from demographic information and extrinsic factors that influence students on career choice.

Table 5: Chi-square test of independence between Extrinsic factors and socio-demographic characteristics

The association between socio-demographic characteristics and intrinsic factors	I joined nursing profession because it grants the job security, it is easy to get permanent job	I joined nursing profession because there is lot of job opportunities in Nursing	I joined nursing profession for monetary reward i.e. for earning money	I joined nursing profession because there is a room for migration	I joined nursing profession because my parents encouraged me to pursue nursing	I joined nursing profession because my peers encouraged me to pursue nursing	I joined nursing profession because Nursing is a respectful profession	I joined nursing profession because Nursing is a women profession	I joined nursing profession for education advancement	I joined nursing profession for career diversity
	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square	Chi-square
	X ²	X ²	X ²	X ²	X ²	X ²	X ²	X ²	X ²	X ²
Gender	0.709	0.023	0.003	0.182	0.001	0.001	0.007	0.139	0.176	0.09
Age	0.492	0.043	0.107	0.617	0.015	0.081	0.073	0.262	0.063	0.849
Marital status	0.445	0.95	0.03	0.013	0.331	0.196	0	0	0.024	0.18
Univeristy status	0.214	0.466	0.463	0.793	0.995	0.674	0.671	0.869	0.159	0.383
Level of study	0.049	0.002	0.007	0	0	0	0.002	0	0.056	0.001
Occupation of the parents	0.019	0.696	0.334	0.457	0.186	0.53	0.46	0.116	0.027	0.775
Appreciation of annual parents' income	0.011	0.055	0.419	0.095	0.414	0.385	0.036	0.146	0.118	0.008
Having family member with nursing profession	0.278	0.008	0.084	0.024	0.199	0.142	0.73	0.062	0.237	0.263

Regarding the association between extrinsic and socio-demographic characteristics, table 10 illustrates the output from chi-square test of independence between extrinsic factors motivating nursing students to choose the nursing profession and their socio-demographic characteristics. The Chi-square below 0.05 indicates relationship or association between two pairs of variables. As table 5 reveals, joining the nursing profession because it guarantees the job security and because it is easy to get a permanent job is associated with level of study of students, occupation of parents and appreciation of parents' annual income.

Joining the nursing profession because there is lot of job opportunities in Nursing is associated with Gender, Age, level of study and having a family member/friend in nursing profession. Joining nursing profession for monetary reward i.e. for earning money is associated with gender, marital status, level of study and having a family member/friend in nursing profession while joining nursing profession because parents encouraged students to pursue nursing career is associated with gender, age and level of study of students.

Joining nursing profession because there is room for migration is associated with marital status, level of study and having a family member/friend in nursing career while joining the nursing profession because student peers encouraged them to pursue nursing career is associated with students' gender and level of study.

Joining the nursing profession because it is a respectful profession was found to be associated with gender, marital status and level of study of students while joining the nursing profession because Nursing is a women profession is associated with marital status and level of study of students.

The choice for joining the nursing profession for education advancement is associated with students' marital status and their parents' occupation while joining the nursing profession for career diversity is associated with students' level of education and their appreciation of parents' annual income.

4.5. CONCLUSION OF CHAPTER FOUR

In chapter 4, the researcher discusses the intrinsic factors that influence students to choose nursing profession whereby 78.8% of students responded that they have chosen nursing because it is a caring profession, because it is a humanitarian job (75.5%), because they were attracted to Nursing since their childhood/adolescence (54.9%) and because they feel proud to be nurses (70.3%). They disagreed that they have chosen nursing because it is an enjoyable job (48.0%) and also disagreed that they have chosen nursing because it is an easy job (71.1%).

About extrinsic factors that influence students to choose nursing profession, 67.3% of students agreed that they joined nursing profession because it guarantees the job security; it is easy to get permanent job, 75.82% joined because there is lot of job opportunities in Nursing, 39.19% joined for monetary reward i.e. for earning money, 24.54% joined because there is a room for migration, 41.03% joined the career because their parents encouraged them to pursue nursing, 39.56% joined because student peers encouraged them to pursue nursing, 58.61% joined because Nursing is a respectful profession, 5.75% joined nursing profession because it is a women profession, 52.38% joined nursing profession for education advancement, 58.97% joined nursing profession for career diversity.

CHAPTER FIVE: DISCUSSION

5.1. INTRODUCTION

The purpose of this study was to explore the factors motivating nursing students to join the nursing profession at selected nursing and midwifery Schools in Rwanda. Since we have an idea that some factors do influence nursing student's career choice. Within this context, this chapter is providing discussion on demographic characteristics, intrinsic factors, and extrinsic factors which motivate student nurses to join the nursing profession. The conceptual frame work helps to make the study contextualized. The independent and dependent variables reflect the objectives of the study which provide a strong base for discussion of the study findings. The results of this study were based mainly on the data collected from nursing students, studying in the two selected Nursing schools in Rwanda.

The research aimed to meet the following research objectives:

1. To explore the intrinsic factors which motivate nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda.
2. To describe the extrinsic factors which motivate nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda
3. To determine the association between socio-demographic characteristics and factors influencing the nursing students to join the nursing profession at the selected nursing and midwifery schools in Rwanda.

5.1. DEMOGRAPHIC CHARACTERISTICS

In this study results revealed that, majority of the participants were male contrary to the results from the previous studies showing high proportion of female compared to male students in nursing schools (Alboliteh, 2015,P.7). Also in a similar study by Length, (2016,p.559) majority of the students were female which is contrary to this study, where the author attributes that nursing was historically a female profession. In the same study by Length, (2016,p.600) findings emphasize that nursing was a profession which is gender based/segregated profession and this was perceived when Florence Nightingale firmly established nursing as a woman's profession. Regarding the age of the participants the youngest student in our study had 19 years, the oldest was 45 years old and the average age was 22.28 years.

The majority of the students were single and also the study revealed that majority of the study participants were Rwandan by nationality. Regarding the employment status of their parents, majority of their parents were not employed, and most of them were satisfied with their parent's annual income. Most of the participants had no family or friend in the nursing profession. Respondents who were nurses since secondary school, majority preferred to continue with it at university and their parents had positive reactions for their children when entering the nursing profession. Similar results were found in a study conducted in South Africa (Zulu,2015).

5.2. THE INTRINSIC FACTORS WHICH MOTIVATE NURSING STUDENTS TO JOIN THE NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

Nurses are the “front line” staff in most health systems and their contribution is recognized as essential in meeting development goals and delivering safe and effective care.

Nurses are in high demand not only in developed countries but also in developing countries like Rwanda.

The purpose of this section is to identify the main intrinsic factors that motivate the nursing students' decision to choose nursing as their career.

5.2.1 Nursing as a caring profession

The findings in this study revealed that, majority of participants were highly motivated to join nursing as a caring profession. Caring is important in nursing as it defines and differentiates nursing from medicine according Jean Watson's theory. Majority having chosen nursing because of being a caring profession, they realized their dreams. In a similar study by (McLaughlin, Moutray and Moore, 2010, p.407) it emphasized on how the participants narrated that they joined nursing with the need to care for the people. According to Eman, Cowman and Edgar, (2012,p .86) majority of respondents said nursing is a caring profession. In a similar study by Swee Geok Lim,(2016 . p.6) findings revealed that student nurses joined the nursing profession with desire to help people. In a similar study respondents also said that they join nursing with the need to care for others (Mccabe, Nowak and Mullen, 2005,p.15). In Rwanda majority of nursing students strongly agreed that nursing is a caring profession like in other countries where findings revealed it.

5.2.2. Nursing as a Humanitarian Job

Majority of the participants in this study reported that nursing is a humanitarian profession, this showed that student nurses in Rwanda join nursing because is a humanitarian job. In a similar study by Patidar *et al.*(2011, p.183) respondents also pointed out that nursing is humanitarian job. Also in a triangulation study by Eman, Cowman and Edgar,(2012,p .86) most of the participants described nursing as a caring profession and a humanitarian job.

5.2.3. Attracted to Nursing since Childhood/Adolescence

Respondents had a couple of choices at a young age which shaped their own learning and curiosity which could have a big impact on their growth as a persons. As time came for them to choose a career, they knew they wanted to only choose nursing. Nursing is something they are passionate about and enjoy doing it each day, and it's also something they feel is important to society. That's what motivated them to keep working hard as students and this probably because they chose this career since their childhood. This study revealed that majority of participants got attracted to join nursing since their child hood with (55.0%) .In the same study by Ferri et al, (2016, p.23) findings revealed that students chose nursing after their high school as they liked nursing since they were young. People who are motivated since they are young are more likely to stay in the profession and promote it as they love the profession genuinely.

5.2.4. Feeling proud to be a Nurse

When you are proud, you have the pride or satisfaction with yourself. The feeling of pride is an amazing one and an employer wants an employee who is going to be self-driven to continue to have moments when they're proud of at work. The study revealed that majority of participants are proud to be nurses. In a similar study by Zulu, (2015,p.4), majority of participants also responded that they were proud to join the nursing profession. In a study conducted by Patidar *et al.*, (2011, p.601) revealed that nurses were not proud as their working environment was not conducive contrary to the findings in this study where nurses are proud and happy to be called nurses.

5.3. THE EXTRINSIC FACTORS WHICH MOTIVATE NURSING STUDENTS TO JOIN THE NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

The extrinsic motivational factors in a student's choice of nursing as a career were part of the focus of this study. There was a one-fold purpose and that is who/what influenced their choice.

5.3.1. Job Security; It is Easy to get a Permanent Job

The study revealed that majority of respondents joined nursing because of job security and easy to get permanent job. This means that, once these students graduate and get the jobs, they would have realized their dreams and they will be happy to stay in the profession and also get stabilized to work in the nursing profession. In a similar study by Ali and Al, (2013,p.157) revealed that participants joined nursing because it's easy to get a job and this will allow nurses to stabilize on time and care for their families.

5.3.2. Job opportunities in Nursing

In this study majority of respondents, pointed out that they joined nursing because there are a lot of job opportunities. According to the study done by Ali and Al (2013,p.157) findings revealed that students joined nursing due to availability of work. Also a study done by Ferri *et al.*, (2016, p. 22) study findings revealed that availability of job opportunities motivated students to join the nursing profession. This shows that job opportunities are among the factors that do influence student nurses to join the nursing profession in Rwanda.

5.3.3. Nursing as a Respectful Profession

This study revealed that, majority of the participants, joined nursing because it is a respectful profession. This is similar to the study results which revealed that student nurses were happy with the appreciation expressed by patients and they considered the appreciation as very crucial for feelings and respect.

This shows that the profession is respectful and recognized in the society (Ferri *et al.*, 2016, p.23). In a study conducted by (Natan and Becker, 2010,p.312) findings revealed that nursing was not a respectful profession like other professions which is contrary to this study findings. The findings of this study could imply that the Rwandan society appreciates nursing as a respected profession.

5.3.4. Education Advancement

In this study majority of respondents said that they joined the nursing profession because of career advancement. This study also showed that majority of the respondents reflected a positive attitude towards lifelong learning and they frequently identified pursuing higher education in nursing as a career goal. In the same study by Eman, Cowman and Edgar (2012,p.89) findings revealed that nursing advancement is a high motivator to the younger generation. In a similar study by Patidar et al., (2011, p.175) the students were motivated to join the profession due to individual interests and Training.

5.3.5. Career Diversity

In this study majority of students responded that they joined nursing because for career diversity. This shows that student nurses joined nursing with expectations to have career diversity and this motivated them to join the profession and once realized they will be contented in the profession.

5.4. THE ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND INTRINSIC FACTORS INFLUENCING THE NURSING STUDENTS TO JOIN NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

The purpose of this section is to identify which of the intrinsic factors influencing the nursing students to choose nursing as their profession are associated with and their demographic characteristics.

5.4.1. Association between Intrinsic factors and Socio- Demographic Characteristics

The study finding revealed that gender is associated with many intrinsic motivations like, nursing as a caring profession, feeling proud to be a nurse and child hood attraction to join the nursing career. In this study majority of male student nurses reported having joined nursing because it is a caring profession. This has been emphasized by the study findings by Eman, Cowman and Edgar, (2012,p .86) where respondents reported to have joined nursing because it is a caring profession and they have been attracted to nursing since childhood.

The study also pointed out that marital status is associated with nursing as an enjoyable job and nursing as an easy job. In this study majority of the participants are single and still young so they are able and energetic to enjoy the career and are equipped with the knowledge.

This study revealed that level of study is associated with nursing as an easy job and associated with nursing as an enjoyable job. The majority of student nurses in this study are in their second year whereby they have done their clinical practice and they see nursing as easy and enjoyable once they are motivated intrinsically.

The study findings revealed that appreciation of parent's annual income is associated with nursing as an easy job and caring job. In this study findings reveal that majority of participants were satisfied with the parent's annual income where by these students are stable and happy with the profession.

5.5.THE ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EXTRINSIC FACTORS INFLUENCING THE NURSING STUDENTS TO JOIN NURSING PROFESSION AT THE SELECTED NURSING AND MIDWIFERY SCHOOLS IN RWANDA

The aim of this section is to identify which of the extrinsic factors that influence the nursing students to choose nursing as their profession and their association with social demographic characteristics which include Gender, Marital status, Age, status at university, year of study, occupation of students' parents, students' appreciation of the annual income of their parents/next of kin and having a friend/family member or a relative already in the nursing profession.

5.5.1. Association of Extrinsic factors and Socio-Demographic Characteristics

In this study findings revealed that, there is association with gender and parents encouragement and also associated with monetary reward, this reveals that participants joined nursing profession with the aim of earning a living to have good life. This was emphasized by the study done by Price *et al.*(2013, p.159-160), which revealed that parental guidance to join the nursing profession to their children had an aim of having good life more especially to those participants who were coming to families with financial issues. A study conducted in Jordan by Ali and Al, (2013,p. 165), has revealed that student nurses joined nursing profession because of financial reasons or availability of work.

The study findings revealed that marital status is associated with nursing being a respectful profession and majority of participants were single in this study which means these younger people work in a profession which has respect and so would be able to stabilize on time.

This was emphasized by a study done in India which revealed that student nurses joined nursing with the desire to get employment and stabilize on time (Swarna, 2015).

The study findings pointed out that, level of study is associated with many factors like, job opportunities; room for immigration, being a women's profession, parental encouragement, career diversity. In a similar study by Marcinowicz *et a*, (2016, p. 243) findings revealed that nurses are motivated to join the nursing career with the desire to work in foreign countries, occasion for employment and having room for immigration.

This study also revealed that parent's occupation is associated with easy to get nursing jobs. The majority of the respondents reported that their parents had no employment. This means that the parents encourage their children to join the profession to get employed easily. This was emphasized in a study by Marcinowicz *et al.*, (2016, p. 243) where participants reported having joined nursing because of the opportunity to get employment.

5.6. CONCLUSION OF CHAPTER FIVE

In chapter five it can be seen that intrinsic factors that motivate nursing students in the two selected nursing schools the most are: nursing as a caring profession, nursing as a humanitarian job, childhood attraction to the nursing profession and being proud to be a nurse, while the extrinsic motivating factors revealed in this study are: job security, easy to get permanent job, job opportunities in nursing, nursing as a respectful profession, education advancement and career diversity. Findings of this study further revealed that there are associations between intrinsic factors and social demographic characteristics and that extrinsic factors have association with some of the social demographic characteristics.

It emerged from the findings of this study that the majority of the respondents took nursing as their first choice after high school. However a significant percentage said that the nursing profession was not their first choice after high school. From the findings of this study, it was found that the families of the respondents had different reactions after their children's enrolment in the nursing profession. However, majority of the respondents responded that their reacted positively after learning that their children enrolled in the nursing school.

This study revealed that the respondents had prospects for a job in nursing after graduation, such as caring for the patients. It was pointed out from the findings of this study that majority of the respondents planned to continue higher education, and that majority do not plan to change the nursing profession while a significant percentage planned to change to other the professions. The most respected profession in the society according to the respondents, included doctors and nurses. However a small percentage mentioned pharmacy and other professions.

CHAPTER SIX RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

In the final chapter of this study a conclusion from the main findings are presented based on the objectives and questions of the study. Recommendations for the Nursing education and for future research are also presented.

6.2. CONCLUSION

This study investigated the motivating factors towards joining the nursing profession in Rwanda among nursing students at the selected Nursing Schools as a case study. From the findings, it was revealed that intrinsic factors played more important roles than the extrinsic factors. It therefore becomes imperative that counselors, teachers and other stakeholders take seriously the issue of factors in career decision-making while guiding young people in making a career choice. This will help in future to train nurses who are ready to stay in the profession and care for the people. Furthermore, it would be a wastage of time and finance to train people who are not going to promote the profession. It is therefore of great value to consider students with intrinsic motivation because they will do nursing in their life time.

6.3. RECOMMENDATIONS

Nursing Schools

According to this study, the opinions of parents and family members about nursing have influenced career decision making of their children, and so it is necessary to plan recruitment strategies that not alone attract nursing candidates, but also influence the perceptions of parents.

According to study finding nursing students have misconception that nursing is not an enjoyable job and not an easy job. Therefore, the administrators and nurse educators in the nursing school need to educate the young generations on what nursing truly is. This misconception needs to be tackled from the grass root levels, in collaboration with the school counselors to clarify this misconception regarding nursing profession

Nursing administration

Administrators from various clinical settings should provide to students incentives which may influence recruitment and retention hence preventing new graduates from leaving the nursing profession, since this would be a wastage of time and money, as there is a significant percentage from the findings of this study who reported that they plan to change their carrier

Future researchers

More research should be done to see if the department of career guidance is playing its role effectively.

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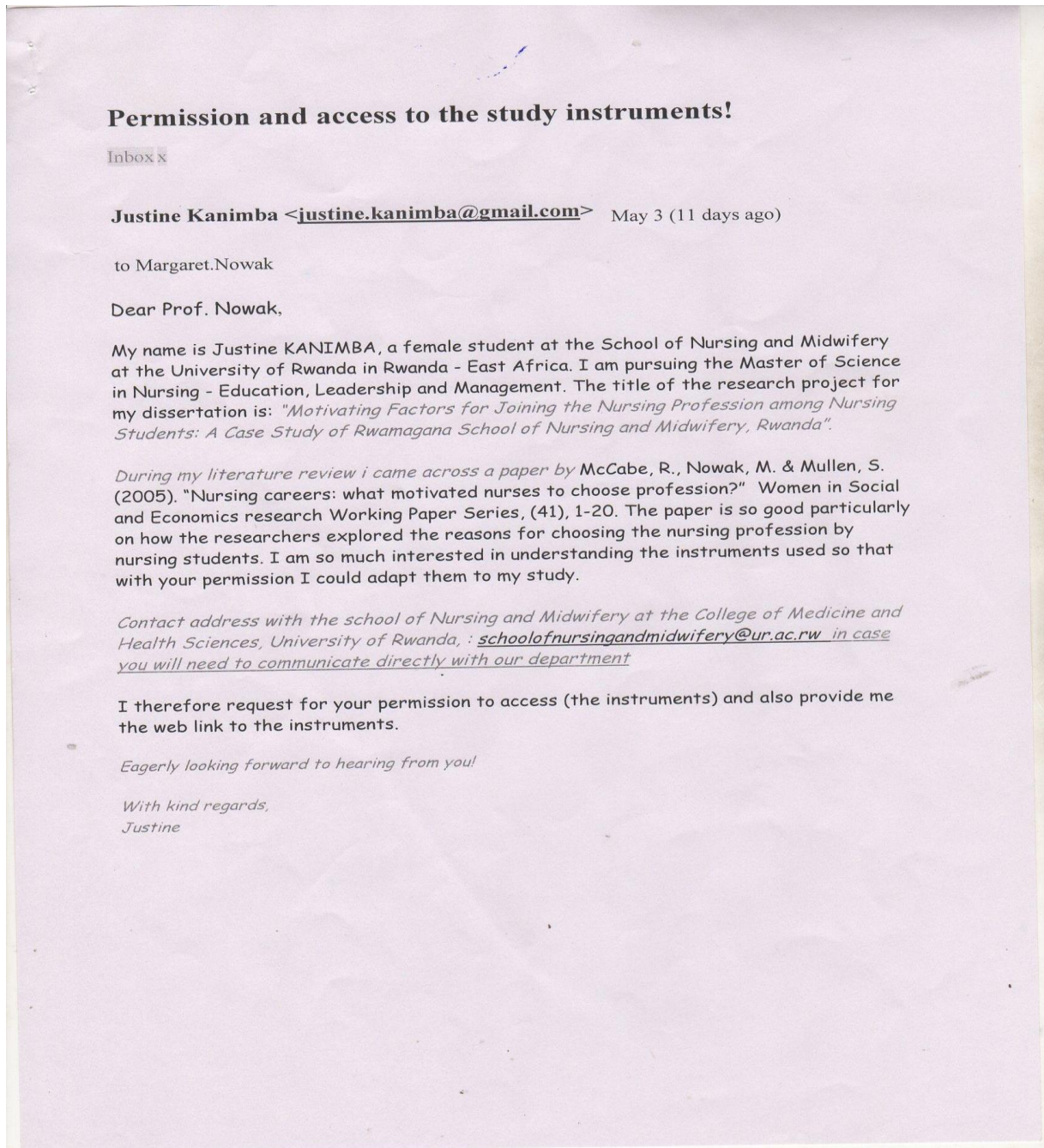
Wright, C.M., Frew, T.J. and Hatcher, D., 1998. Social and demographic characteristics of young and mature aged nursing students in Australian universities. *Nurse Education Today*, 18(2), pp.101-107.

Zolfaghari, B. and Adibi, P., 2001. Criterion for admission in medicine. In *Supplement of the Journal of Tehran Faculty of Medicine, Abstract book of the fourth congress on medical education*.

Zulu, C. and Ngoma, C., 2015. 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. vol.1,issue.1, pp. 1–14.

APPENDICES

Appendix 1: Authorization to adopt the research instrument



Margaret Nowak <Margaret.Nowak@gsb.curtin.edu.au> May 4 (10 days ago)

to alison.preston, me

Dear Justine, I am pleased to give you permission to adapt the instrument we used in our nursing study for your work. However, at the moment I do not have access to an electronic copy of the instrument. I am about to go overseas and will not be able to access the instrument until I return in June.

It is possible that Professor Alison Preston at UWA would have the instrument in electronic form. Her email address is Alison.preston@uwa.edu.au. If she is unable to assist I will happily do so when I return

Sincerely

Margaret Nowak

Justine Kanimba <justine.kanimba@gmail.com> May 4 (10 days ago)

to Margaret

Dear Prof. Nowak,

Thank you so much for granting me the permission and sharing Prof. Alison's email address. I will contact Prof. Alison shortly.

I wish you a safe journey!

With kind regards,

Justine

Justine Kanimba <justine.kanimba@gmail.com> May 4 (10 days ago)

to alison.preston, Margaret

Dear Prof. Alison,

My name is Justine KANIMBA, a female student at the School of Nursing and Midwifery at the University of Rwanda. I am currently pursuing the Master of Science in Nursing - Education, Leadership and Management. As you may have noticed in the correspondences (below) with Prof. Nowak, i requested permission to adapt the instrument used in the study by *McCabe, R., Nowak, M. & Mullen, S. (2005): Nursing careers: What motivated nurses to choose their profession?*". Prof. Nowak could not access the electronic form of the instrument as she was preparing to travel.

I kindly request that you share with me the electronic form of the instrument for me to adapt to my study. The title of the research project for my dissertation is: "*Motivating factors for joining the nursing profession among nursing students: A case study of Rwamagana School of Nursing and Midwifery in Rwanda*", East Africa.

I look forward to hearing from you!

With kind regards,

Justine

Justine Kanimba <justine.kanimba@gmail.com> May 7 (7 days ago)

to Alison, Margaret

Dear Prof. Alison,

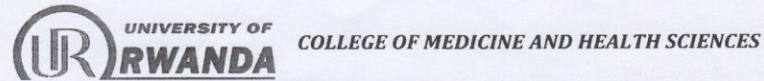
Thank you so much for sharing the instrument! It will indeed be very helpful to me!

Thank you also for the best wishes!

Best regards,

Justine

Appendix 2: Institutional Review Board (IRB)



CMHS INSTITUTIONAL REVIEW BOARD (IRB)

Kigali, 14/01/2019
Ref: CMHS/IRB/013/2019

KANIMBA Justine
School of Nursing and Midwifery, CMHS, UR

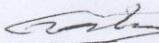
Dear KANIMBA Justine

RE: ETHICAL CLEARANCE

Reference is made to your application for ethical clearance for the study entitled "*Factors Motivating Nursing Students towards Joining the Nursing Profession at a Selected Nursing and Midwifery Schools in Rwanda.*"

Having reviewed your protocol and found it satisfying the ethical requirements, your study is hereby granted ethical clearance. The ethical clearance is valid for one year starting from the date it is issued and shall be renewed on request. You will be required to submit the progress report and any major changes made in the proposal during the implementation stage. In addition, at the end, the IRB shall need to be given the final report of your study.

We wish you success in this important study.


Professor Jean Bosco GAHUTU
Chairperson Institutional Review Board,
College of Medicine and Health Sciences, UR

Cc:
- Principal College of Medicine and Health Sciences, UR
- University Director of Research and Postgraduate studies, UR

EMAIL: researchcenter@ur.ac.rw P.O. Box: 3286, Kigali, Rwanda WEBSITE: <http://cmhs.ur.ac.rw/> www.ur.ac.rw

Appendix 3: Authorization to collect data from the study sites

KANIMBA Justine
Tel. +250 788 597 827; Email: Justine.kanimba@gmail.com
Postgraduate Student
College of Medicine and Health Sciences
University of Rwanda
Kigali - Rwanda

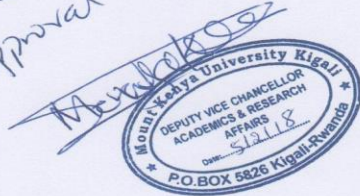


Recommended and
forwarded to the VC for
approval

To: The Vice Chancellor
Mount Kenya University
Kigali - Rwanda

January 28, 2019

Approved
2/1/2019



Dear Vice Chancellor,

Re: Request for your authorization to collect data

I wish to request for your authorization to collect data for my research titled "Factors Motivating Nursing Students towards joining the Nursing Profession at selected Nursing and Midwifery Schools in Rwanda" at your campus. The research is for my dissertation in partial fulfillment of the requirements for the award of a Master of Science Degree in Nursing – Education Leadership and Management Track offered by the University of Rwanda. The study population of my research includes: Nursing and Midwifery Students in First, Second and Third year of their course.

With your permission, Vice Chancellor, I would like to collect data during the week of March 11 – 15, 2019. On the annex of this letter, please find my Ethical Clearance letter from the Institutional Review Board (IRB) of the University of Rwanda. I have also enclosed a copy of my data collection instrument.

I look forward to your kind considerations of my request.

Sincerely,

KANIMBA Justine

Mount Kenya University
Kigali Campus
RECEIVED
01/11/2019

RWAMAGANA CAMPUS

Rwamagana on 2nd April 2019
No 060/CMHS/Rwam/2019

KANIMBA Justine
Postgraduate Student
School of Nursing and Midwifery, CMHS, UR

Dear Mrs Kanimba Justine,

RE: Permission to Conduct Research

Reference is made to your letter dated 28th January 2019, which was requesting to conduct research entitled "*Factors Motivating Nursing Students towards joining the Nursing Profession at a Selected Nursing and Midwifery Schools in Rwanda*". I would like to authorize you to conduct that research as you requested.

Please contact Mr GASURIRA Sylvestre, the Head of Department of Rwamagana Campus to facilitate you in this task.

Sincerely



Sr Marie Vestine NYIRAHABIMANA
Ag. Head of Rwamagana Campus

Appendix 4: Research Instrument

PARICIPANT QUESTIONNAIRE

Factors motivating nursing students towards joining the nursing profession at a selected nursing and midwifery schools in Rwanda.

How to fill out this questionnaire

In this study we are interested in your own personal opinion, attitudes and experiences. To answer most questions, you only need to circle the number in the box against the appropriate response.

SECTION A: DEMOGRAPHIC AND SOCIAL –ECONOMIC

Please circle the appropriate response

1. What is your Gender?

-	Male	1
-	Female	2

2. What is your age (in years)?

3. What is your marital status?

-	Single	1
-	Married	2
-	Divorced/separated	3
-	Widow/widower	4

4. What is your Status at the University?

-	National student	1
-	International student	2

5. What is your current level of your study?

-	First year student	1
-	Second year student	2
-	Third year student	3

6. What is the main occupation of your parents/Next of kin?

-	Not employed	1
-	Government employed	2
-	Self employed	3
-	Others(specify)	4

7. What is your appreciation of the annual income per year of your parents/Next of kin?

-	Very satisfactory	1
-	Satisfactory	2
-	Fair	3
-	Not satisfactory	4
-	Others (specify)	5

8. Is any of your family member or friend in Nursing profession?

-	Yes	1
-	No	2

9. What was your main Sources of information about nursing?

-	From parents	1
-	From friends	2
-	Nurses from hospital	3
-	Media	4
-	Others(please specify)	5

10. Was nursing your first career choice after high school?

-	Yes	1
-	No	2
-	Others(specify)	3

11. What was the reaction of your family after you had enrolled in nursing?

-	positive	1
-	negative	2
-	Neutral	3

12. Did your parents/family influence your career choice?

-	Yes	1
-	No	2
-	Others(specify)	3

13. Where do you intend to work after graduation?

-	Nursing	1
-	Business	2
-	Others(specify)	3

14. Do you plan to change the profession?

-	Yes	1
-	No	2

15. What is the most respected profession in the society?

-	Doctor	1
-	Engineer	2
-	Pharmacist	3
-	Nurse	4
-	Lawyer	5
-	Accountant	6

SECTION.B. INTRINSIC FACTORS TO JOIN NURSING PROFESSION

16. Please circle the number in relevant boxes below, against statements that best describes factors that motivated you to choose the nursing profession and to what extend you agree or disagree with the statement.

Scale 5= strongly agree, 4=agree, 3=Neutral, 2=Disagree, 1= Strongly disagree

		Strongly agree =5	Agree =4	Neutral =3	Disagree =2	Strongly Disagree =1
	I chose nursing because it is a caring profession	5	4	3	2	1
	I chose nursing because it is a humanitarian job	5	4	3	2	1
	I chose nursing because it is an enjoyable job	5	4	3	2	1
	I chose nursing because it is an easy job	5	4	3	2	1
	I chose nursing because I was attracted to Nursing since my childhood/adolescence	5	4	3	2	1
	I chose nursing because I feel proud to be a nurse	5	4	3	2	1

SECTION C. EXTRINSIC FACTORS TO JOIN NURSING PROFESSION

17. Please circle the number in relevant boxes below, against statements that best describes factors that motivated you to choose the nursing profession and to what extend you agree with the statement.

Scale 5=strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=strongly disagree

		Strongly agree =5	Agree =4	Neutral =3	Disagree =2	Strongly Disagree =1
	I joined nursing profession because it grantees the job security; it is easy to get permanent job	5	4	3	2	1
	I joined nursing profession because there is lot of job opportunities in Nursing	5	4	3	2	1
	I joined nursing profession for monetary reward i.e. for earning money	5	4	3	2	1
	I joined nursing profession because there is a room for migration	5	4	3	2	1
	I joined nursing profession because my parents encouraged me to pursue nursing	5	4	3	2	1
	I joined nursing profession because my peers encouraged me to pursue nursing	5	4	3	2	1
	I joined nursing profession because Nursing is a respectful profession	5	4	3	2	1
	I joined nursing profession because Nursing is a women profession	5	4	3	2	1
	I joined nursing profession for education advancement	5	4	3	2	1
	I joined nursing profession for career diversity	5	4	3	2	1

18. Once given another opportunity to study, would you still choose nursing as your first career option?

-	Yes	1
-	No	2

THANK YOU FOR YOUR PARTICIPATION

Informed Consent form for participants

Dear Participant,

Introduction

My name is **Justine KANIMBA**. I am a Master's Student at University of Rwanda in Nursing Department, the track of Education, Leadership and management. I am conducting my Master's research project.

I would like to request you to participate in this project which will consist of assessment of factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda. The participation includes responding to different questions by filling in the questionnaire.

Purpose of the study

The purpose of the project is to assess factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda and therefore enabling the health sector to elaborate strategies towards nurse retention and avoid nurse professional turnover.

Description of study procedures

We expect that responding to questions of research will last 20-30 minutes. There are series of questions asking the factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda. You will answer questions yourself in your chosen private location. The answers you will provide will not affect your school performance and will be kept confidential and your name will not be recorded on the questionnaire.

Confidentiality

The questionnaire does not contain names to assure confidentiality. The consent forms signed with your name will not be attached to the questionnaire to ensure anonymity (no identifiable name). Data will be stored in a locked filing cabinet and not be accessed by any other person other than the research investigators.

The study staff (researcher and supervisors) will have access to all the information collected in this study. In addition, the institutional review board (IRB) may inspect or copy your research records for quality assurance and data analysis. All documents used in the study will be destroyed after 5 years of study completion.

Right to refuse or withdraw from the study

You are allowed to refuse or withdraw from the study. Also, you will have the option of not responding to one or more questions of the questionnaire when you feel not comfortable or you do not wish to respond, without any adverse consequences on your school performance.

Benefits of participating in the study

There is no monetary reward for participating in this study. Study participants will know some of the factors motivating students to join nursing profession.

Risks expected in the study

There are no risks associated with this project and the participation is voluntary.

Contact details

For further information or reporting of study related adverse events, contact me or my supervisor on the following phone numbers:

Justine KANIMBA: 0788597827

Alice NYIRAZIGAMA: 0785620327

Prof. Adejumo Oluyinka: 0784445859

For any concern about this project, please contact

College of Medicine and Health sciences

Institutional Review Board chairperson on 0788490522

Or Deputy Chairperson on 0783340040.

If you agree to participate in this study, please sign the consent form below.

I.....voluntarily want to participate in the research project “**Factors motivating nursing students towards joining the nursing profession at selected nursing and midwifery schools in Rwanda**” I understand that the project will enable the health sector to elaborate strategies towards nurses retention and avoid nurses professional turnover.

.....

Date:/..... 2018

Participant’s signature

.....

Date and signature of the researcher