

**FACTORS RESTRAINING CHOICE OF NURSING
AS A CAREER AMONG MALE SSSIII STUDENTS IN
ENUGU URBAN**

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PG/M.Sc/06/45628

**DEPARTMENT OF NURSING SCIENCES
FACULTY OF HEALTH SCIENCES AND
TECHNOLOGY
UNIVERSITY OF NIGERIA**

ENUGU CAMPUS

JUNE, 2014.

TITLE PAGE

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M.Sc DISSERTATION

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SCIENCE DEGREE IN NURSING (NURSING EDUCATION)**

SUPERVISOR: DR. (MRS.) NGOZI P. OGBONNAYA

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APPROVAL

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CERTIFICATION

This is to certify that this dissertation is the original work of **Onwumere, Ijeoma Gloria** Registration Number PG/M.Sc./06/45628. I certify that the original work is mine except as specified in acknowledgment and references and that neither, the dissertation nor the original work contained therein has been submitted to the University or any other Institution for the award of Degree.

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DEDICATION

This project is dedicated to God Almighty, and male nurses who will move nursing profession to greater height.

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ABSTRACT

The various institutions offering nursing programmes have continued to witness very low male enrollment while female enrollment continue to increase. This situation created the problem of sex stereotype, gender bias and lack of professional autonomy which could have been addressed if men were well represented in nursing profession. This work therefore was aimed at determining the factors restraining choice of nursing as a career among male SSSIII students in Enugu Urban. The specific objectives of the study were to ascertain the personal, social/environmental, economic, job-related, career-related factors as well as determine which of the group of factors has the most restraining influence in choosing nursing as a career among male SSSIII students. A cross-sectional survey design was used for the study which was carried out in 9 secondary schools in Enugu Urban. Stratified and simple random sampling techniques were used to select the schools. No sampling technique was used to select the students as all the SSSIII students from the selected schools were involved in the study. A total population of 638 male SSSIII students from nine (9) randomly selected secondary schools in Enugu Urban were used for the study. A self-developed questionnaire in 4 point modified Likert type scale with reliability of 0.90 was used for data collection. Descriptive statistics were used to analyze data. Results were presented in tables as percentages, means, and standard deviations. Findings revealed that respondents identified 'I don't like nursing as a career' (mean 2.8; SD=1.11), 'I cannot think of myself being a nurse' (mean 2.7; SD=1.05) and 'Nursing will lower my ego and integrity' (mean 2.5; SD=1.03) as personal factors that restrain males from choosing nursing as a career. Findings also showed social and environmental factors that prevent males from choosing nursing as a career as 'People expect nurses to be women' (mean 3.1; SD=0.97), 'Nursing has traditionally been viewed as a female profession' (mean 3.1; SD=0.99) and 'Nurses are seen as doctors' servants' (mean 2.9; SD=0.99). 'Wanting to be rich/make money' (mean 3.0; SD=0.9), 'Nursing being noble but not lucrative' (mean 2.7; SD=0.99) and 'Nursing not being regarded as one of the highly paid jobs' (mean 2.7; SD=0.99) were also established as economic factors that discourage males from choosing nursing as a career. Findings also indicated job-related factors that hinder males from choosing nursing as a career to include 'Nurses work during the weekend' (mean 3.1; SD=0.93), 'Nursing jobs extend into the night' (mean 3.1; SD=0.91) and 'Most nurses work in the hospital' (mean 3.1; SD=0.94). From the findings, the career-related factors that restrain males from choosing nursing as a career are 'I did career research on my own' (mean 2.7; SD=0.94) and 'I would consider a career held traditionally by males' (mean 2.5; SD=1.01). Based on the findings, the job-related group of factors (with group mean 2.8 and SD=0.61) had the most restraining influence on male SSSIII students in choosing nursing as a career in Enugu urban. Based on the findings of the present study, the following conclusions were made: That secondary school students involved in this study generally identified the factors that restrained males from choosing nursing as a career. That the issue of choosing or not choosing nursing as a career do not solely depend on one single factor; rather it involves the combination and interaction of all the factors (i.e. personal, social/environmental, economic, job related and career influential factors) which hinges more on the individual decision to do or not to do something. It is therefore

recommended that the media should present nursing as a gender neutral profession via strategies such as pictorial representation of males as nurses, stories of successful males in nursing and production of home videos where males play the role of nurses. Practicing male nurses should engage in career promotion programmes in secondary schools. Career counselors in secondary schools should clearly explain the career opportunities for males entering nursing.

CHAPTER ONE

INTRODUCTION

Background of the Study

In contemporary nursing practice in Nigeria, gender balancing is a topical issue. For decades now, the various institutions offering nursing programmes have continued to witness very low male enrolment, while female enrolment has continued to increase. Solution to the problem seems to be far-fetched because there is no improvement in male enrollments in nursing programme even though the entry requirement has been made par with other health-related professions that the society hold in high esteem . The 2004 report of the survey conducted by the Federal Ministry of Health on student nurses enrolment in Nigerian institutions covering the period of 20 years (1980-2000) indicated that the average percent of male enrolment was 4.0%.

The Nursing and Midwifery Council of Nigeria (N & MCN) in its 2005 and 2010 reports on student nurses enrolment gave the average percent male enrolment from 2001 to 2010 as 5.8. Specifically, in the School of Nursing, University of Nigeria Teaching Hospital (UNTH), Enugu, out of a total of 63 students who enrolled in nursing programme in 2010, only 9 were males, and in 2011 and 2012, it was 9 males out of 61 and 6 males out of 60 respectively. The average male enrolment in absolute terms was 10.6%. In the School of Nursing, Bishop Shanahan Hospital, (BSH) Nsukka, the average male student enrolment was also 6 from 2000 to 2010, while in 2011 and 2012, out of 51 and 47 candidates that enrolled, only 3 were males respectively. The scenario was the same in the School of Nursing, Enugu State University Teaching Hospital, (ESUTH) Parklane, Enugu, where average male enrolment in nursing programme was 8 from 2002 to 2011. In 2012, out of 110 candidates that enrolled, only 8 were males. (Admission Files from respective schools, 2001-2012; see appendix XII, XIII and XIV). From the above, it is obvious that the

proportion of male enrolment in nursing programmes in Nigerian nursing educational institutions has remained persistently low over the years.

The relatively small number of males enrolling in nursing programme is responsible for the corresponding small proportion of males in nursing profession in Nigeria (Daramola, 2004). Male enrolment into nursing depends on whether the individual choose nursing as a career or not since it is not possible to enroll into a programme without choosing it. Career choice is a complex decision for students since it determines the kind of profession that one intends to enroll in and pursue in life. The decision to choose nursing as a career should be considered as a stepping stone to increasing the enrolment of males into nursing programme. As students try to make career choice while in secondary school, they face problems of matching their career choices with their abilities, school performance and the profession to choose. Today, one has to make due career planning as well as exhaustive career research before making a career choice so as to adjust with the evolving socioeconomic conditions (Wattles, 2009). Most of the secondary school students do not have accurate information about occupational opportunities to help them make appropriate career choice and selection. The selection of a career is among the most critical decisions in a student's life time. This decision has a far-reaching impact on the person's future in terms of lifestyle, status, income, security and job satisfaction. The decision for males to choose and enroll in nursing is the basis of this research.

Exploring and finding the various factors that restrain males from choosing nursing as a career may be a solution to low male enrolment into nursing and to the nursing manpower shortage in the long run. According to Hewitt (2010), career choice is influenced by multiple factors such as personality, interest, self concept, culture, identity, role model, social/economic/ environment, stereotypes of gender, globalization and resources (information, financial or economic). These factors may interact to influence or determine males' aspiration, choice and enrolment to pursue nursing. In other words, the choice a

person makes, the values a person holds, the social class in which a person belongs and aspires to belong, the interest the person has, the resources, gender, and career prospective of a profession/occupation, all enter into the decision and choice of a career one choose and enrolls into. Hence, the choice of nursing as a career for males is not merely a decision of a moment but a product of combination of many factors which this study sets out to find as it relates to factors restraining males from choosing nursing as a career.

Statement of Problem

In Nigeria, gender imbalance is more striking in nursing profession than in any other field of science. Research reveals that low male enrolment into nursing programme represents males as minority group in the profession. This no doubt creates the problem of sex stereotype and gender bias for the profession as males see themselves and are seen by the society as a minority group in a female dominated profession. This situation has equally created some professional image problems that could have been addressed if males are well represented in nursing profession. For instance, the problem of professional autonomy for nursing which is still lingering due to gender imbalance and delayed decision making on issues affecting the profession has continued even till date. There is no doubt that males owing to their natural makeup are better equipped and favourably disposed to formulate policies that will shape the organization and enhance growth in the profession.

A case in point is the issue of nursing placement and internship programme which would have received more vigorous and immediate attention had men been at the helm of affairs in nursing profession. Males by their nature are pillars; they act as shield and provide security wherever they find themselves. They take decisions, oversee the growth, expansion and development of whatever endeavour they engage in. By their traits, males are more outspoken and have more bargaining power than females. They are better equipped to handle situations as supervisors and managers. They are capable of enforcing

attitudinal change, overcoming weaknesses and maximizing human potentials as well as predisposed to carrying out administrative responsibilities with strength and vigour.

The problem of nurses not being well represented in the nation's political leadership circle can also be directly related to few number of males in nursing profession. The females who constitute majority in the profession are not naturally disposed and equipped to play active politics like the men as they are occupied with family affairs and can hardly have time for nocturnal political meetings as men do. Consequently, as a result of relative low number of male nurses in health policy formulation, programme design, planning and implementation even at the Ministry of Establishment where far-reaching management decisions affecting professions are made, nurses do not have a voice in matters affecting the profession. Hence, other medical professionals take decisions that affect nurses.

Furthermore, males are required urgently and in large numbers so that there will be enough male nurse educators that would act as role models and mentors for the males that still want to pursue the career. Moreover, in clinical areas, there are certain roles and functions in nursing profession that demand masculine attention such as lifting of patients, holding psychiatric patients, attending to emergency cases in the theatre and orthopedic wards etc. Women are very fragile and may not be able at all times to cope with some of these energy demanding responsibilities.

Considering the above urgent importance and problems identified, there is the need for males to be well represented in nursing profession. But there seems to be no hope as records available to the researcher reveal that in some secondary schools in Enugu State, out of 452 male students that graduated in the past three years (2009-2012), only 5 males aspired to be nurses (2009-2012 School Year Books). The question begging for answer is: why are few males choosing nursing as a career when in theory equal opportunities for male and female

exist in all areas of any career? The foregoing present the problems which necessitated this study as no such study had been carried out in Enugu State Nigeria. Hence, the need to ascertain the factors restraining males from choosing nursing as a career.

Purpose of the Study

The purpose of this study is to find out factors that restrain male senior secondary (SSSIII) students from choosing nursing as a career in Enugu state.

Objectives of the Study

The specific objectives of the study are:

- (1) To ascertain the personal factors that restrain male secondary school students from choosing nursing as a career.
- (2) To determine the social/environmental factors that prevent males from choosing nursing as a career.
- (3) To ascertain the economic factors that discourage males from choosing nursing as a career in Enugu State.
- (4) To ascertain job-related factors that hinder males from choosing nursing as a career in Enugu State.
- (5) To determine the career related factors that restrain males SSSIII students from choosing nursing as a career.
- (6) To determine which of the group of factors that has most restraining influence on male SSSIII students from choosing nursing as a career.

Research Questions

In pursuance of the set objectives of the study, the following research questions were posed.

- (1) What personal factors restrain male secondary school students from choosing nursing as a career?
- (2) What social/environmental factors prevent males from choosing nursing as a career as a career in Enugu State?

- (3) What economic factors discourage males from choosing nursing as a career?
- (4) What job-related factors hinder males from choosing nursing as a career in Enugu State?
- (5) What career related factors restrain male SSSIII students from choosing nursing as a career?
- (6) What group of factors has most restraining influence on male SSSIII students from choosing nursing as a career?

Significance of the Study

The findings from this study will be of benefit to nursing profession, prospective males that want to be nurses, the health sector and society at large. The findings revealed the factors that restrain males from choosing nursing as a career and indirectly reduce the number that may enroll to study nursing and inversely lowers the inputs of males towards the growth of the profession. It will also give insight to prospective male nurses on factors that hinder their aspiration to be a nurse and will aid in finding out how to overcome such hindrances. The findings also revealed factors that encourage or reinforce gender bias in the profession as well as help to detect some of the factors that reduce the output or input of males in provision of nursing care services to the masses. To policy makers and the society at large, findings from this study reinforced the need for holistic guidance and counselling services at the secondary school level so as to provide a wide variety of career choices and equally emphasize the fact that no career is superior to the other or exclusive preserve of any gender. Finally, findings from this study will add to the existing literature on this topic and serve as point of reference to other studies.

Scope of the Study

The study covered male SSIII students from government schools from three local government areas in Enugu Urban. The choice of government schools was based on the fact that they have homogenous regulations governing them than schools owned by religious and private bodies (individuals). The choice of

SSSIII students was predicated on the fact that they are the prospective career choosers at the point of decision making. They are not biased or been exposed to any career at this level. The study was delineated to identifying the personal, social/environmental, economic, job-related, career-related factors that prevent, hinder, discourage or restrain males from choosing nursing as a career as well as determine which of the group of factors that has most restraining influence to choosing nursing as a career among males SSSIII students.

Operational Definition of Terms

For the avoidance of ambiguity, some recurring terms used in this study are defined operationally as follows:

Restraining factors to choice of nursing: In this study, restraining factors to choice of nursing refer to all factors or phenomenon which can be personal, social/environmental, economic, job characteristics and career related factors that inhibit, prevent, hinder, discourage or restrain males from choosing nursing as a career in Enugu urban as measured by the items in the Restraining Factors to Choice of Nursing as a Career Questionnaire (RFCNCQ).

Choice of nursing as a career: In the context of this study, this is defined as choosing nursing as a career, wanting to do or not to do, to enroll or not, to pursue nursing as a career or not.

Career Choice: In this study, this implies selection between two or more career options or vocations to pursue.

Personal factors: This entails person's likes, dislikes, wants, interest, values, makeup, influence of traits, self perceptions, opinions, ability, views, feelings, acceptance to do or not to do.

Social factors: This refers to things, facts, experiences, activities, events, and interactions that influence individuals in the society to make a career choice such as culture, laws, regulations, relationships with people, influence of others, social status, approvals, public recognition, public opinion, public

perceptions/views, events, activities, situations, interests and interactions in the society.

Economic Factors: Refer to individual's ability to make a choice based on considerations such as earning capacity, cost of training, amount of time spent, financial worth or value, competing demand/supply, job availability and competition, supply of money, financial comfort, being able to afford what one wants monetarily or its equivalent.

Environmental factors: In the study, environmental factors refer to forces/issues that affect people's life such as interactions, views and opinions, problems, culture, politics, technology, societal perceptions around or within a place etc operating/obtained in a setting which affect choice of career or vocations of an individual.

Job-related factors: Refers to characteristics, attributes, or things inherent or peculiar to a career or vocation, such as time of work, what to do, work responsibilities, occupational hazards, working environment, educational requirement, nature of vocation or career.

Career-related factors: Refers to what or things that can influence one to choose or not to choose a career such as peers, friends, parents, teachers, mentors, family members, family business, preferred school subjects, and existing jobs.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with the review of relevant literature as it relates to factors restraining choice of nursing as a career among male Senior Secondary School (SSSIII) students.

It is presented and discussed under the following sub-headings;

Conceptual Review:

- Concept of Nursing
- Brief Historical Background of Nursing
- Gender Related Issues in Nursing
- Males in Nursing
- Concept of Career Choice
- Factors that Influence Career Choice
- Restraints to Choice of Career
- The Need for Gender Balance in Nursing Profession
- Strategies to Enhance Male Enrolment in Nursing Programme

Review of Related Theory

- John Holland's Theory of Career Choice
- Application of the Theory to the Study
- Adopted Model from John Holland's Theory of Career Choice

Empirical Review

Summary of the Literature Review

Concept of Nursing

Traditionally, the term 'nursing' is difficult to define. Its definition has been a problem since ages. This explains why it has been variously defined. According to the Royal College of Nursing (2003), nursing is 'the use of clinical judgment in the provision of care to enable people to improve,

maintain, or recover health, to cope with health problems and to achieve the best possible quality of life, whatever their disease or disability until death. The International Council of Nursing (2010) in their own definition states that nursing encompasses autonomous and collaborative care of individuals of all ages, families and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness and care of the ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management and education are also key nursing roles. As documented by American Nursing Association (ANA), (2012), nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities and populations. Whichever definition one chooses, it should reflect the view of man as an integrated whole. From the foregoing, nursing can be conceptualized as a service-oriented health profession that is directed towards assisting the individual to meet his health and illness needs relative to all aspects of his functioning capacity till death.

As documented by Bullock and Trombley (2009), nursing profession can be defined as a field of vocation founded upon specialized high educational training, the purpose of which is to supply objective counsel and services to others for direct and definite compensation wholly, apart from expectation of other business gain. Bayles (2012) described nursing profession as a field full of high status, public prestige with health knowledge acquired from training with purpose of caring for the sick at home, community or health institution at all level of life. It is characterized by cognition, instructional training, licensing, work autonomy, colleague control and code of ethics. Nursing profession can also be viewed as an occupational specialization aimed at retraining members and rendering health services. It also involves carrying out research as well as professional training for development of scientific skills,

techniques, ideas and knowledge in solving health problems (Johnson 2012). As opined by Ugbaja (2007) nursing is a profession for people who are trained to perform the task of taking care of and catering for health care needs of people who are sick or injured. Finally, according to Adewunmi (2003) and Oguntimehin (2004) nursing profession is characterized by the following features: a body of systematic and specialized knowledge which can be applied to human health problem, a systematic and standardized training for its members as well as a concern for the interest of the sick or injured rather than self-interest. Thus, the primary motivation of professional nurses is to help sick and injured, render public service rather than personal gain. Restriction of entry into the profession is provided by N&MCN~~o~~s. The training and qualifications required for membership, and the behavior of nurses is strictly controlled by code of ethics which is established and maintained by Nursing and Midwifery Council of Nigeria.

According to Kozier, Erb, Berman, Snyder, Lake and Harvey (2008), nursing practice as a concept, refers to the systematic discharge of professional nursing activities with interests and challenges to improve the standard of health. It also involves carrying out professional survey to determine whether nursing practice is growing or declining, using the past practice to judge the present stage of nursing. Nursing has moved as a professional practice from the 19th to the 21st century and many nurse leaders have recorded significant land marks in nursing for instance, Florence Nightingale, Martha Rodgers, Lillian Ward and Calista Roy just to mention but a few. Their principles and theories are used and continuously modeled till date and they form significant basis for nursing professional practice. According to Wilson (2005) nursing practice has focus on mentorship, nursing education, image of the nurse, nursing procedures/quality assurance, role of different cadres of nurses as it relates to mentorship, record keeping and documentation in nursing. In a typical hospital setting, nursing practice (clinical) includes all cares given in general outpatients department (GOPD), Accident and Emergency Unit; all wards, adults, neo-

natal/paediatrics, and various theatres, units, etc. However, these care vary from unit to unit and from simple to complex/specialized areas such as orthopedic, peri-operative nursing, accident and emergency, anesthetic, and psychiatric care etc.

Brief Historical Background of Nursing

Modern-day nursing began with Florence Nightingale, a well-educated nineteenth century young British woman who believed nursing provided a respectable and valuable social calling for women of her time (Nelson, 2003). In her *Notes on Nursing* (Nightingale, 1860), Nightingale claimed that *“every woman is a nurse”* and consequently believed that nursing was women’s work. During the Crimean War of 1854, Nightingale wanted to test her new-found knowledge of infection control and cleanliness, and took several women whom she had been teaching to be *“nurses”* to the war front in Turkey. She reorganized barracks, tended to the sick, and put into practice infection control measures, good nutrition, and promoted sanitation and fresh air as paramount to healing the sick. Within weeks, death rates decreased, and soldiers were nursed back to health. Florence Nightingale opened the first modern-day school of nursing after the war, The Nightingale Training School for Nurses in 1860 in London.

Gender Related Issues in Nursing

Gender is defined as a set of characteristics or traits that are associated with a certain biological sex (male/female). These characteristics are generally referred to as masculine or feminine. Brian (2006) notes that the formation of gender is something that has been highly controversial in many scientific fields. Specifically, researchers and theorists take different perspectives on how much of gender is due to biological, neuro-chemical and evolutionary factors (nature), or is the result of culture and socialization (nurture). Brian further stated that this is controversial because there are political implications for either side being right. For example if gender was proven to be completely biological based, some people believe that this would be used to promote social

inequalities. In this study, the approach is that gender (being masculine or feminine) encompasses a variety of domains including personality traits (consistent ways of being in the world), gender role (attitudes, behaviors, and self presentation), and self concept (identities and beliefs) and is determined by a complex blend of nature and nurture influences. Hence, the male gender is the target of this study.

Male Gender

The Oxford Advanced Learners Dictionary of Current English (2006) defines male as the sex that does not conceive and give birth to offspring. That is, it views a male as the opposite gender of female while Ugbaja (2007) describes a male as a child, adolescent or adult of the masculine gender. For the purpose of this study, we shall restrict the term 'male' to any individual of masculine gender who is an adolescent or adult. The human male concept covers his physiological, psychological, social, cultural and political aspects of the human male as well as related phenomena. It encompasses a broad range of issues, including male sexual desires and behaviours which as a part of human sexuality, have also been addressed by principles of ethics, morality, and religion (Bassi, 2010). He further stated that the concept of male is specifically on masculinity. Male concept as a term can be used to describe any human, animal or object that has the quality of being masculine. When masculine is used to describe male, it can have degrees of comparison and the opposite can be expressed by terms such as unmanly or epicene. In agreeing with the above author, Reeser (2010), is of the view that male concept or masculinity varies across historical and cultural contexts. According to him, the concept of male can also vary due to race, location, time period, age, ability and physical skills. Ability and physical skills such as fighting, sex and food consumption make male stronger and give them dominant position over females.

Characteristics of Males

Brian (2006) affirmed that male characteristics or masculine gender varies from one culture to another. He is of the view that there are certain characteristics

that appear in almost every male irrespective of the culture, race, colour, religion. They include: **Intellectual Abilities:** Males are seen to rely on their intellectual capabilities rather than on emotion or intuition. Utilization of reason and logic enable males to view situations objectively and respond to them in a rational way. Only factual information is considered, while feelings are deemed unsuitable evidence on which to base decisions. Knowledge is viewed as important factors in male development.

Interpersonal Relationship: In interpersonal relationship, men are prone to adopt leadership roles and take the initiative to act on the others behalf. Leadership help to form family model as the father is able to establish order in the household, giving direction and acting as a disciplinarian are therefore, common functions of male.

Physical Characteristics: Only a male who knows what it is to be defeated can reach down to the extra ounce of power it takes to win when activities are set such as competing for food, fighting hand to hand or challenging each other in sport arena. The health and virility of a male make him appealing candidate for partnership with the opposite sex. In other words, strength and stature are the essential attributes of male.

Emotional Attributes: Feelings are not supposed to be logical. The denial of one's emotions is engraved in male from a very early age. The ability to suppress personal feelings enables men to maintain an objective view of the circumstance and carry on. A male then, makes a rational decision whether in a situation as small as an interpersonal debate or as catastrophic as a bloody battle field.

Functional Abilities: Throughout life, a man's ability and desire to provide for those that depend on him has been central to his masculinity. While utilizing a combination of physical ability, wit, sway, and ambition to succeed, his role as the breadwinner is what drives a male to achieve. No matter the geographical location or social situation, male work primarily to feed, create an environment comfortable for their wife and family which provide a formidable challenge that every male must accept.

Sexual Characteristics: In sexuality, the male is perceived to be the less affected of the gender. Traditionally, it has been more acceptable for a man to remain a bachelor later in life compare to a female. There are characteristics of male sexual independence that is generally acceptable to the society and some culture.

Biological characteristics: Growth of body hair, greater mass of thigh muscle, enlarged larynx, increase stature and bone etc are some of the features that characterize male as masculine gender. Other characteristics commonly associated with males are ambition, pride, honour, competitiveness, and sense of adventure, displayed in various degree from male to male (Satzman & Jason, 2008). The possession of the above qualities considered typical or appropriate to a man as highlighted, portrays the attributes that defines the male. This study intends to find out if these attributes and characteristics of males contribute to the restraining factors to choice of nursing as a career among males.

Gender-related misconceptions about the profession can be traced back to the time of the influential Florence Nightingale who believed that nursing was an extension of the women's roles and that a good nurse was born a good nurse. This could be because at the time certain societal roles were assumed as culturally appropriate for men as well as for women, and nursing was considered women's work. In modern times, it was only after World War II when men began sharing the female roles in the home that modern society would allow men to consider choosing nursing.

Males in Nursing

The history of nursing involves generations of females as well as males, but little is recorded about male role in nursing. The vast majority of related literature includes mostly females; however the role of men is poorly documented. While modern nursing is generally believed to be the domain of women, literature tells us that the first nurses were, in fact males. Throughout history, the caring of the sick and poor was often performed by religious and

military men while women remained in homes. While literature describes men as nurses for decades, gendered, stereotypical views of nursing as a profession for females appears to be more modern day norm (Parker, 2005; Romen and Anson, 2005; Torjesen and Waters, 2010) since most nurses today are female.

Contrary to some believers, men have been much a part of nursing over the years as their female counterparts, although literature references few historical contributions of males to the profession. Few records can be found detailing when men first entered nursing as a career, or of their part in the development of nursing profession (Roth & Coleman, 2008). Failure to recognize men's participation in nursing leaves men nurses with little information about their professional background and historical position (Evans, 2004).

O'Lynn and Transbarger (2007) wrote about the history of men in nursing including the first schools of nursing, which permitted only males to enroll. Scores of discharged military men who were experienced caregivers of sick military personnel entered the nursing profession in the 1940s in the United States (Torjesen & Waters, 2010). The legacy of military (male) nursing hundreds of years earlier with the order of St. John of Jerusalem, the Knights of St. Lazarus, Knights of Templars and Teutonic Knights, thus proving early records of men as nurses (Evan, 2004) as far back as the Middle Ages.

Later on in history, knights tended to enjoy a higher social status as administrators and noblemen, whereas, people of lower social class or rank like servants performed the work of nursing (Evans, 2004). Men served as nurses caring not only for wounded soldiers but also to torture and care for lepers, beggars, and the mentally challenged and insane (Evans, 2004). Although men are documented as having worked as nurses for the last few centuries, today few male nurses know of the contributions their forbearers provided to the profession (Roth & Coleman, 2008).

Male and females nurses in history have typically the same type of work. Male nurses in the armed services would routinely care for wounded comrades, but

both sexes would provide physical and emotional care, distribute medications, educate patients about care needs and comfort them in the process. With the advent of the Industrial Revolution and subsequent different employment opportunities with higher salaries offered to men, a decline in the numbers of men in nursing eventually resulted over time (O'Leary & Tranbarger, 2007).

Concept of Career Choice

Career Choice is an inter-disciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills and attitudes needed to successfully examine their own lives, explore and evaluate a wide range of education and career options and make reasoned and research goals for their future (Adams & Bromle, 2008). According to Kochung & Migunde (2011), career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. As students try to make career choice while in secondary school, they face problem of matching their career choices with their abilities and school performance. Hence, it has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. As stated by Wattles (2009), it was a common practice in the olden days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. Industrialization and post industrialization has made it possible for a common person to be richer as long as he or she has due skills and knowledge. Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions.

According to Kerka (2006), career choice is influenced by multiple factors. In agreeing with the above author, Hewitt (2010) stated that factors influencing career choice can either be intrinsic, extrinsic or both. He further asserted that most people are influenced by careers that their parents favour; others follow the careers that their educational choices have opened for them. Some choose

to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students' perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics.

Factors that Influence Career Choice

As documented by Alder (2009), there are numerous factors that are likely to influence career choice. These factors include: **Skills and abilities:** The skills and abilities of the individual and how they may affect one fit into a particular occupation is a very important factor to be considered when one is faced with the task of making a career choice. In essence, skills and abilities form the bedrock for specific career preferences as well as identifying individual differences and matching individuals to occupations based on these differences. Since one cannot successfully pursue a career for which he/she does not have ability to perform without requisite skills.

Interest and Personality: Personality approach is related to the trait and factor approach in that they focused on individual characteristics. They acknowledge that sociological and situational factors are strong influences in the development of individual characteristics. Freud's analytic theory attempts to relate personality to occupational framework for career development based on the following set of propositions: Human development is continuous, sources of gratification are the same, the individual's pattern of needs develops early in life, the occupation sought is related to the individual's needs, the theory applies to all types of people at work, work may be conceived of as the sublimation of infantile impulses into socially acceptable form, emotional blocking or severe lack of information can inhibit fulfillment of occupational expectations and psychoanalytic dimensions as oral aggressive, manipulative, sensual, analytical and exploration can be gratified in any job.

Culture: Racial and ethnic background, as well as the culture of an individual's regional area, local community, and extended family, may impact

career decisions. Culture often shapes one's values and expectations as they relate to many parts of one's life, including jobs, and careers. Awareness of one's values and expectations influence the individual's career choice.

Gender: Both men and women have experienced career-related stereotypes. How individual or one view his or her gender/sex influences both the opportunities and barriers perceived in making career decisions.

Social and Economic Conditions: Career choices take place within the context of society and economy. Several events that take place in one's life may affect the choices available to the person and even dictate his choice to a certain degree. It is important to understand that career choice is not made based on any one factor. Choices are subjected to many influences including childhood fantasies, life roles, previous experiences, individual culture, social and environmental. The combination and interaction of various influences on individual's decision-making are unique to the person (Alder, 2009).

Steps to Making a Good Career Choice

As opined by the above author, the following steps should be considered in making career choice.

Assessment of oneself: This involves learning about oneself, values, interests and skills in combination with certain personality traits which make some careers especially suitable for one and some particularly inappropriate. Self assessment tools (career tests) can be used to gather this information and subsequently, to generate a list of occupations that are deemed appropriate. Some people choose to have career counselors or other career development professionals to administer these tools.

Making a list of occupations to explore: Look over the list of occupations generated through the use of self assessment tools. If so lengthy, come off with a much shorter list of between five and ten occupations. Circle occupations that appear on multiple lists. Circle occupations you may have considered

previously and that you find appealing. Write these occupations down on a separate list titled "Occupations to explore"

Explore the occupations on your list: For each occupation on your list, look at the job descriptions, educational and other requirements, job outlook, advancement opportunities, and earnings.

Conduct information interviews: At this point, you should only have a few occupations left on your list. Gather in-depth information about the few occupations left. Your source of this information are people who have firsthand knowledge of the occupation in which you are interested. Identify who they are and conduct informational interviews with them.

Continue Narrowing Down Your List: Narrow down your list of possible occupations based on what you learned from your research. For example, you may not be willing to put the time and energy into preparing for an occupation for which an advanced degree is required, or you may consider the earnings for a particular occupation inadequate.

Set Goals: By now, you should have decided on one occupation you want to pursue. Put a plan into place to find a job in that field, then set some goals.

Write a Career Plan: Decide on how to reach your goals. A career action plan will help guide you as you pursue your long and short term goals.

Train for Your New Career: This could take the form of earning a degree, doing an internship or taking courses to learn some new skills.

Restraints to Choice of Career

As documented by Fonda (2006), many factors combine to constrain individuals from actualizing their dreams of choosing a prospective career of their choice. Such factors can be within the person or outside the individual. These factors work hand in hand to affect what the individual is, what he does, what he becomes in terms of the career he will choose. Hence, the career choice of a person at any given moment is the result of combination of many factors such as personal, social/environmental, economic, job-related, and career influential factors.

Personal factors: These are factors associated with the individual characteristics, attributes, and make up that are peculiar to the individual which differentiates the person from another person. According to Adams and Bromle (2008) they are those factors that contribute or influence individuals to do or not to do something. These factors include self image, self-esteem, self concept, value, personal opinion, feelings, likes, dislikes, interests, perception of oneself etc which help to account for people's unique ways of responding to various situations. In the opinion of the above authors, our self image is strongly affected by what other people think of us. That is whether we are true to ourselves and whether others think we are worthwhile people. Self image is important for our confidence, our motivation and our sense of achievement. Personal factors also expose or tend to show how one's feelings act in order to make sense of his personalities. Generally, this refers to the sort of person one would like to be. For males, specific personal traits involve features such as having a measure of masculinity, aggressive, dominant, powerful, competitive, independent, self-assertive, while women are viewed as expressive, dependent, co-operative, conformist, subjective, intuitive, sensitive, tender and nurturing. These traits contradict male characteristics and shape their choice of career selection.

Social Factors: Social factors cover all those areas of human behaviour concerned with interaction and communication in everyday social setting (social attributes/and endeavours). It involves language and communication, interpersonal perception and attributes, attitudes and attitude change, group structure and processes, conformity and obedience, organization, co-operation and competition. Social behaviour is a combination of several drives and it is about understanding people and what they do. It is the study of how people behave in everyday social setting. It focuses upon what happens between people that is how they interact. It attempts to discover patterns in the interactions and thereby possess questions about the kinds of being that we are,

what controls and regulates our everyday activities. Social power is potential influence that one person exerts over another and influence is a change in the cognition, behaviour or emotion of the second person which can be attributed to the first. Social factors play an essential role in influencing the career/occupational decisions of the individual/students. Human beings are social animals and need people around to talk to, discuss various issues so as to arrive at better solutions and ideas. We live in society and it is really important for us to adhere to the laws, rules, norms and regulations of the society. Social factors that influence decision/indecision to pursue or not to pursue a particular career can be grouped under reference group, immediate family members, relatives, role in the society and status. Every individual has people who influence him in a way. Reference group comprises of people that individuals compare themselves with. People know some people in the society who becomes their idols, mentors, ideals etc in due time. Such people tend to influence their choice of jobs or profession since they would like to measure up to attain the height of success of such people. Such people could be family members, relatives, neighbours, friends, peers at school etc. They can be individuals the person interacts with on a daily basis or those that he shares relationships with in a more formal way. These reference groups influence the career choice decisions of an individual because of their having been successful in their chosen career or profession, complete knowledge about the nature, earning income, training expenses of the career or profession.

People tend to consider and opt for occupation/profession others friends, peers have succeeded in or approve of. For instance, a student will show interest in profession/occupation that his parents practiced and advised or recommends for him to pursue. Again, the social status one attains or class one belongs to or the income earning capacity of a profession or occupation also determines people's affiliation for such profession or occupation. Hence, social factors will include such factors as social class, social status, influence/approval, parental recommendations/approval etc. On the other hand, environmental factors work

hand in hand with social factors because the individual interacts with the society in a setting which is the environment. These include all the factors that are external or physical which impacts or influences the individual to choose a particular profession or programme. Environment involves or includes complex factors that make up our surrounding and in turn act upon us (Britannica, 2002). They include the forces of family, political, social and economic issues that both typical and non-typical students may have to deal with on day-to-day basis.

Economic Factors: Economic factors refer to things that relate to the economy or connect with the provision of goods, services, production, trade, developments, policy of the society that can influence individuals to make a choice or act. It refers to the resources that can influence a person in his or her everyday life e.g. supply of money, amount of time, prize or worth of something, profit, cost and demand, value for money, earning capacity, capital, labour market etc. It can also be described as a relationship between production, trade, supply and use of goods, services, money as well as the use of time and the price of commodity and services.

Job Related Factors

According to Mehta and Robinson, (2010) nurses run shift duties that involve 24 hours nursing services to their clients in most health institutions. Some nurses work 13 hours shifts in many health care facilities today and some work for many years in high stress departments like emergency departments, critical care departments and trauma centers. Others work during the midnight hours as well as in long term care facilities. Regardless of their employment environs, nurses' work can be physically, psychologically and emotionally taxing, particularly after working several decades. This can result in frustrations and dissatisfaction with the work, physical stress and ultimately career burnout. In addition, nurses' jobs involve providing those self care needs that the patient is not able to perform as a result of ill-health. Such services or self care needs include dressing of wounds, packing corpse, cleaning the patient of waste

products (excreta, puss, blood, urine, vomitals etc) which are what certain segment of the society term as the 'dirty' aspect of nursing services. In other words, continual heavier workloads and increase use of nurses in providing these services which some of the patients or society do not value, also contribute to burnout. Burnout describes the depletion of mental or physical energy related to an employee's chronic job stress which can result in physical or psychological illness. Nurses succumb or burnout from extremely stressful working condition, lack of managerial support, chronic feelings of salary inadequacies or disparities between job expectations and job realities.

Sources of dissatisfaction cited by nurses include working conditions like inadequate staffing, heavy workloads, an increased use of employee overtime, lack of sufficient support staff, and the inadequacy of wages. Nurses typically report greater job dissatisfaction and emotional exhaustion when they are responsible for more patients than for which they believe they can safely care. Raising the stress level of nurses' work environments due to insufficient staffing for example, can impact job satisfaction and eventually lead to unsafe patient conditions as well as career burn-out, thus potentially driving nurses from the profession. The longer such stress levels continue over time, usually the worse is the burnout experienced by nurses.

The Need for Gender Balance in Nursing Profession

There has been persistent low enrolment of male in nursing as evident in the trends in male enrolment and this has accounted for gender imbalance in nursing over the years. There is therefore an urgent need for gender balance in nursing profession for the following reasons:

In nursing education, nursing programmes are outcome of a dynamic relationship with social, educational, economic, and professional forces in contemporary society. The social context in which nursing programme is embedded is changing. Therefore, a discussion of the context of nursing education must address the current issues facing the profession as it concerns the image of the profession which anchors on gender imbalance. Nursing

education program must accommodate males so as to produce role models and mentors that are required for few male nurses that find themselves in the profession. Nurse educators are expected to develop programmes and curricular that meets the needs of the learner and prepares nurses for the changing and varied demands of nursing practice. Health care needs of the 1990s and beyond requires increase of number of nurses prepared as generalists and specialists for a variety of roles. But where the individuals are not enough and it is tilted to one side (i.e. females) the roles that are supposed to be played by the male's counterpart create a vacuum. Males will not be able to contribute their quota in areas they are needed. There are few males in the profession and as such, few male educators to provide nursing education even to the few males that are already in the profession. The resultant effect is that they turn out to even behave like females and this invariably affects the growth of the profession, hence the need for gender balance in nursing profession.

In nursing administration, the need for gender balance arises due to the fact that politics is a game mainly played by males as compared to females. Males are more opportune to participate in active politics than women because of their natural make up and endowment as males. They are not fully occupied with domestic affairs; as such they have time to debate and vigorously pursue issues. They are better equipped and exposed to deal with managerial, administrative issues and policies much more than women. In essence, women or female nurses had limited access to the political and social structures of the wider Nigerian society. They are left with few opportunities for civic participation and access to leadership position due to their cultural and traditional role in the family as helpmate. Women are socialized into becoming wives, mothers and housekeepers. They are also seen as such in political field, a situation that calls for urgent need for gender balance in the profession. This will give the male counterparts opportunity to fill this gap and take their rightful place in the political arena to improve the image, growth, recognition, and impact of the profession in the society.

In clinical practice, the need for gender balance is also imminent as there are functions and roles that are better performed by males than females. Duties/functions that have to do with physical strength/power are better assigned to males than females. These include duties like lifting of patients, holding down violent/psychiatric patients, working in areas that demands urgent busy attention such as in the theaters, orthopedic units and accident and emergency areas.

Strategies to Enhance Male Enrolment in Nursing Programme

Baker (2001) suggested a number of strategies which may lessen role strain as a means of encouraging males in nursing profession. This include reducing feminine language in nursing media and educating the public, especially career counselors, to view nursing as appropriate for both genders, in addition to increase the visibility of men providing and teaching nursing. To enable males in nursing to feel more comfortable in their choice to commence and remain in nursing, some of the strategies suggested by Wilson (2005) are as follows:

- Take advantage of every media opportunity to promote nursing as a gender neutral profession via strategies such as stories of successful males in nursing.
- Support minority groups in nursing including males, through further exploration of more flexible learning and assessment methods in order to meet unique student needs. A major objective of this strategy being to improve overall retention of minority student groups. A component of this exploration would be investigation to explore the mechanisms by which males in nursing learn.
- Further explore the perception of competition and conflict between males and females in nursing, and develop strategies to provide more accurate information to reduce these perceptions.
- College and career guidance programs is another effective strategy that aims at helping students make more informed and better educational and career choices. Career guidance programs among other things, offer information on high school course offerings, career options, the academic and occupational

training needed to succeed in the workplace and post secondary opportunities that are associated with their field of interest.

Concept of Career Guidance and Counselling: The meaning of guidance is subject to many explanations. While writers like Shertzer & Stone (2007) said guidance is to direct, pilot or guide; others like Kolo (2009) see guidance as a form of assistance that involves many activities that will help the individual understand him or herself. This means that the assistance is based on providing information that enables you to give definite instructions to the person being helped. Guidance and counseling is a life changing process the outcome of which can make or mar the individual. It must therefore be handled with care. There is a common saying "to be forewarned is to be forearmed." This is because when a person is properly guided, he is not likely to make very many mistakes. For him to be guided, he needs information. Such information is included in prospectus, brochures, flyers, handbooks etc to help the student plan ahead before making a wise choice.

Shertzer & Stone (2007) therefore defined guidance as the process of helping a client understand himself and his environment. A client understands himself in terms of his interests, needs, weaknesses, strengths, fears, anxieties and general personality make up which help him choose his subjects course of study, careers and vocations on the basis of this interest, attitude and aptitude. On the other hand, counselling is a process whereby an individual is helped to understand himself in all ramifications so that he can effectively utilize his talents. It is also an attempt to help individuals to develop their potentials to the maximum. The above authors also defined counseling as a learning process in which individuals learn about themselves, their interpersonal relationships and behaviours that advance their personal development. Activities associated with career guidance and counseling programs include advising students and parents on high school programs and academic curriculum, preparing them for university application and admission, informing students about postsecondary financing that can be used to support university education and training,

sponsoring workshops, classes, focus group and special presentations that focus on job skills and personal development and providing specialized counseling and intervention services to provide students with individualized attention etc. Guidance and counseling services are necessary at secondary school level in order to achieve the following purposes: find out and make individuals aware of their basic personal prerequisites, abilities, assets, liabilities and potentialities, provide usable information on vocation and to correct or clarify misinformation. Other purposes include to assess an individual's chances to succeed in the labour market, create awareness of students in the availability of jobs and how to progress in it, make available opportunities for further training and advancement in occupations and suggest alternative careers and realization of priorities.

Review of Related Theory

A number of theories have been propounded to explain career choice by individuals. These theories try to explain why individuals choose certain careers in life and the factors influencing such decisions. They form part of what has come to be known as the Career Development theories. The impact that career development has upon young people is long-term and inestimable. It is through the process of career development that an individual fashions out a work identity.

One of these theories which underlie this study is discussed below:

John Holland's Theory of Career Choice

According to John Holland's theory, (1985) there are six types of vocational personality which could make individuals better predisposed to certain occupations.

The six vocational personalities include:

- **Realistic:** outdoor type. These people tend to like and be good at activities that require strength and coordination. They are not keen on socializing. They also like working with things (tools, machines etc). Examples of suitable jobs include farming, truck driving, carpentry etc.

- **Investigative:** interested in logic and concept. These people tend to enjoy and be good at abstract thought. They are often interested in science. They also like working with information (abstract ideas and theories) examples of suitable jobs include chemists, statistics (mathematicians), pharmacy (pharmacists), dentistry (dentists), researching etc.
- **Artistic:** tend to their imagination a lot. They like to express their feelings and ideas. Dislike rules and regulations and enjoy music, drama and art. They also like creating things. Examples of suitable jobs include artist works, acting, dancing, designing, composers, and painting etc.
- **Social:** Enjoy the company of other people especially to help them. Tend to be warm and caring people. Examples of suitable jobs include nursing, librarian, counselling, physiotherapy etc.
- **Enterprising:** also enjoy the company of other people, but mainly to dominate or persuade rather than help them. Enjoys actions more than thought. They also like to be the leaders. Examples of suitable jobs include marketing and advertising, school administration (headmaster), law, management, journalism etc.
- **Conventional:** likes rules and regulations, structure and order. These people tend to be well organized with little or no imagination. Examples of suitable jobs include secretarial jobs, clerical works, factory supervisors (worker) etc.

Holland's theory rests on four assumptions, viz:

- In our culture, persons can be categorized as one of the following; Realistic, Investigative, Artistic, Social, Enterprising and Conventional.
- There are six modal environments, realistic, investigative, artistic, social, enterprising and conventional.
- People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.

- Behaviour is determined by an interaction between personality and environment.

Holland's fundamental underlying hypotheses is that people will have the most job satisfaction in occupations that match their personality type and so tend to choose a career that is reflective of their personality. In the words of John Holland "people can function and develop best and find job satisfaction in work environments that are compatible with their personalities". Thus, this theory is grounded in what Holland (1985) calls "model personal orientation" or a "developmental process" established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

Application of the Theory to the Study

According to Holland (1985) people can function and develop best and find job satisfaction in work environments that are compatible with their personalities. This means that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction within a conducive environment. The relevance of this theory to this study derives from the fact that nursing is seen as a feminine occupation and thus devalued in male dominated patriarchal society. It is stereotyped as having the traits of nurturing, caring, dependence and submission which are invariably the personality traits of females. This contrasts with the perceived male traits of strength, dominance, leadership, pride, ego, honour, authority and aggression. Thus, low male enrolment into nursing programme can be explained by the fact that when a man forms an identity that is incompatible with societal expectations of a man, he will be scorned as the society finds it hard to understand why any male would choose an occupation dominated by the females. Choice of nursing invariably depends on the interaction of so many factors which may affect an individual in a setting called environment. These factors as examined in this study include the personal, social/environmental, economic, job-related and

career-related all in one way or the other affect a man's aspiration to choose or not to choose a particular career. According to Holland's theory, all these factors are within the environment in which man resides and this is what Holland terms the modal environment which interacts with the vocational personality making the individual better predisposed to certain occupations. The six vocational personalities according to Holland include realistic, investigative, artistic, social, enterprising and conventional which also represents the six modal environments.

The behaviour of an individual (decision to choose or not to choose a career) is determined by an interaction between personality and environment. According to this theory, it has been observed that most females frequently score high in three personality types (artistic, social and conventional). For instance in the social personality type, it has been found that women enjoy the company of other people especially to help them. They tend to be warm and caring. As such, they function well in occupations or jobs such as nursing, physiotherapy, counselling etc. On the other hand, men score high in realistic, investigative and enterprising types. For instance, in enterprising personality types, men are found to enjoy the company of other people but mainly to lead, dominate or persuade rather than help them. They enjoy action more than thoughts and like to be leaders e.g. managers, lawyers and journalists etc.

From the foregoing, one can say that choice of nursing (behaviour) as a career among male SSSIII students in Enugu Urban invariably depends on interaction between the various factors within the environment (personal, social/environmental, economic, etc), and career characteristics of nursing and male personality.

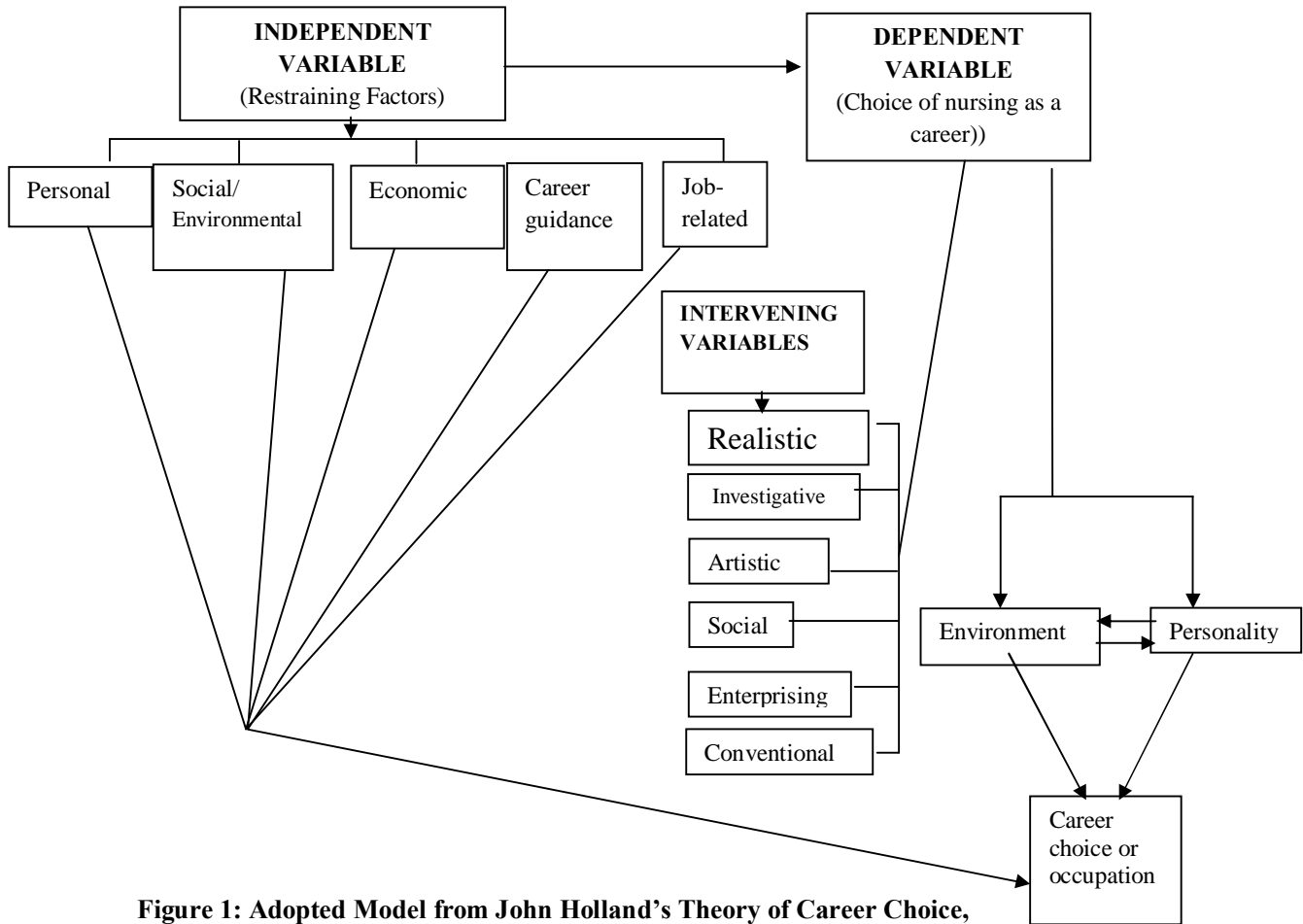


Figure 1: Adopted Model from John Holland's Theory of Career Choice, 2013.

Empirical Review

There is a dearth of literature on factors restraining choice of nursing as a career among male students. However, some of the studies carried out in related areas were reviewed.

Kochung and Migunde (2011) conducted a study on the factors influencing students' career choices among secondary school students which was published in *Journal of Emerging Trends in Educational Research and Policy Studies*. The study was carried out in Maseno University, Kenya. Finding shows that a high number of students 47.3% strongly agreed that availability of jobs influenced their career choice, 23.3% agree, while 11.7% were neutral, 8.7% disagreed and 8.1% strongly disagreed. It was further discovered that

availability of advancement opportunities in the careers chosen was also an influential factor reporting 42.9% strongly agreeing and 34.4% agreeing, less than 10% disagreed that their career choice was not influenced by availability of advancement opportunity. Another factor that was also found to influence career choices was employment security reporting more than 50% agreement however a big number were neutral 20% reporting the highest number of neutral respondents. Ability to choose career specialization within a given occupation was also considered influential with 35.6% strongly agreeing and 29.1% agreeing while more than 60% of the respondents reported that their career choice was influenced by their ability to apply the knowledge and skills learned and only 12.8% did not consider this as an influential factor. The researchers concluded that students' career choices are influenced by numerous factors including outcome expectancies, individual variants such as gender, personal interests, learning experiences, environmental factors and personal factors.

In another study by Stebleton (2007) on career choice, conducted in Ethiopia, it was revealed that students had external locus of control and believe that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life. He concluded that economic reasons has the most influential factors when it comes to career choice.

Another study by Natalie (2006) on factors influencing career choice of adolescents and young adults in rural Pennsylvania and published in the Journal of Extension, documented that young adults through interaction with the context of the family, school, and community learn about and explore careers which ultimately lead to their career choice.

In yet another study by Wilson (2005) on the experience of males entering nursing, a phenomenological analysis of professionally enhancing factors and

barriers carried out at an Australian Regional University, it was found out that males in nursing have low self confidence and no career satisfaction. His findings also suggested that the lack of male in nursing profession were as a result of inherent belief in the naturalism of women as nurses, poor working condition, low pay, and inability of males to shake off the low reputation men in nursing had acquired.

In a study conducted by O'dynn (2004) on gender-based barriers for male students in nursing education programme: Prevalence and perceived importance in Montana State University Bozeman College of Nursing. Findings suggested that nursing education as a whole has failed to provide an environment optimally conducive to attracting and retaining males as students and thus preparing men for nursing profession.

Africa countries recorded similar results from similar studies. In a study carried out by Kwesi (2006) on males in nursing profession in Ghana, it was found that an average of 4.21 % of registered nurses in five Ghanaian Schools of Nursing from 1900 to 2002 were males, 3.92 % were males in Libya and 4.8% males in Egypt in the same period. In Nigeria, few studies were carried out on topics such as males in female dominated profession, and males in nursing, issues of gender segregation. None of these studies was carried out to determine restraining factors to choice of nursing among male students. However, the works reviewed showed that trend in low male enrolment has persisted over time and none of the studies reviewed what actually causes or is responsible for it, hence the need to carry out this study to identify the factors that restrain males from choosing nursing as a career in Nigeria.

Summary of the Literature Review

There is a dearth of literature on factors restraining choice of nursing as a career among males. Studies carried out in related areas include factors influencing students' career choice, experience of males entering nursing, gender-based barriers for male students in nursing, males in nursing profession.

The reviewed literature shows that nursing program is meant to produce professional nurses. However, this profession is traditionally regarded as women's occupation even as fewer males take up career in nursing. One theory of career development - John Holland's theory of Career Choice was reviewed to provide a framework for this study. Holland's theory shows that people can function and develop best and find job satisfaction in work environments that are compatible with their personality. The empirical literature reviewed, revealed that there is paucity of literature on restraining factors to males choosing nursing as a career. However, few literatures reviewed on related studies show that there has been low male enrolment in nursing program over the years. None was able to identify the restraining factors to choice of nursing as a career among males, hence the urgent need for this study.

CHAPTER THREE

RESEARCH METHODS

This chapter presents the following: research design, area of study, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument, ethical consideration, procedure for data collection, method of data collection and method of data analysis.

Research Design

A cross-sectional descriptive survey design was adopted for this study. The descriptive survey approach is present-oriented and is based on on-going event. This design was successfully used by Ibeogu (2002) in a study of factors that motivate students to learn in the classroom. The descriptive survey design is considered appropriate for this study because it allows for description of the phenomenon as they exist in their natural setting at the time of the research.

Area of Study

The study was carried out in Enugu Urban capital city of Enugu State. Enugu Urban has an airport, good communication and postal services. Its intimate association with coal earned it the euphemistic name "Coal City". Trading is the dominant occupation followed by public service. It is well developed coal mining, commercial, financial and industrial centre with a booming economy and vast investment opportunities. Enugu Urban is made up of three local government areas namely Enugu North, Enugu South and Enugu East. It is bounded in the North by Udi and Nsukka, in the East by Ebonyi state, in the West by Isiuozor and Uzo-Uwani and in the South by Awgu. These local government areas have a mixture of literate and non-literate dwellers who are civil servants and traders whose main languages are Ibo and English languages. There are eighteen government-owned male secondary schools in Enugu Urban. They include 13 boys' secondary and 5 co-educational schools (See Appendix XV). 9 schools used in this study include College of Immaculate Conception (CIC), Army Day Secondary School, Comprehensive Secondary

School Akwuke, Community Secondary School Iva Valley, Day Secondary School Independence Layout, Coal Camp Secondary School, St. Patrick's Secondary School, Emene, New Haven Boys Secondary school, Community Secondary School Ugwuogo Nike. These nine schools are made up of 6 boys' secondary schools and 3 co-educational secondary schools in Enugu Urban. In the coeducational secondary schools, only the males in the schools were used for the study.

Population of the Study

The target population consists of all 1,208 male SSSIII students from 18 government-owned secondary schools in Enugu Urban. This is made up of 756 male SSSIII students in 9 secondary schools in Enugu South, 99 in 3 secondary schools in Enugu North and 353 in 6 secondary schools in Enugu East Local Government Area (See Appendix XV for target population of the study).

Sample

The total population of 638 male SSSIII students from nine (9) randomly selected secondary schools in Enugu Urban were used for the study. No sampling technique was used to select the students as all the SSSIII students were used for the study.

Inclusion Criteria

- Willingness to participate in the study
- Student must be a male in SSSIII
- Students must understand and speak English language.

Sampling Procedure

Stratified and simple random procedures were used to select the 9 (nine) secondary schools used in the study. The 18 male secondary schools in Enugu Urban were first stratified into three (3) based on the three local government areas that make up Enugu Urban, (9 from Enugu South, 3 from Enugu North

and 6 from Enugu East). The schools were listed and 3 schools were randomly selected from each local government area giving a total of 9 schools.

Simple random sampling technique was employed to select the exact schools from each local government area that were used for the study. The names of the schools were written on pieces of paper, folded and put in a cap, shaken well for proper mixing and three primary school pupils were asked to pick the required number of pieces of paper for each local government area. The nine (9) schools picked and the total population of the students for each school were used for the study. Total population of students in the selected schools were used in order to obtain a larger sample for this study because the larger the sample, the truer the information obtained from the sample to the general population.

The selected schools and their number of students were as follows:

Summary of Sampling Procedure

L.GA	No. of schools	No. of Schools	Names of Schools selected	Population of Male SSIII students
Enugu South	9	3	(1) College of Immaculate Conception (CIC) (2) Army Day Secondary School, (3) Comprehensive Secondary School, Akwuke	268 48 26
Enugu North	3	3	(4) Community Secondary School Iva Valley, (5) Day Secondary School Independence Layout, (6) Coal Camp Secondary School,	44 11 44
Enugu East	6	3	(7) St. Patrick's Secondary School, Emene, (8) New Haven Boys Secondary school, (9) Community Secondary School Ugwuogo Nike.	79 85 33
TOTAL				638

Instrument for Data Collection

Data were collected using questionnaire titled Factors Restraining Choice of Nursing as a Career Questionnaire (FRCNCQ) developed by the researcher. Questions were generated from reviewed literature guided by the objectives set for the study. The instrument has two sections. Section A comprised of six (6) items on socio-demographic characteristics of the respondents. Section B was made up of 66 items scored on a four point modified Likert type scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (4) on five (5) subscales namely: personal factors (18 items), social/environmental factors (19 items), economic factors (10 items), job-related factors (10 items), and career-related factors (9 items).

Validity of the Instrument

The face and content validity was carried out by the project supervisor and two senior lecturers in the Department of Nursing Sciences, University of Nigeria Enugu Campus and Department of Statistics, Enugu State University of Science and Technology who majored in Measurement and Evaluation. They examined the research questions in line with the stated objectives and improvements were made on the generated items. All modifications in the items were effected to structure the final copy which was subjected to pilot testing and eventually used for data collection.

Reliability of the Instrument

After corrections and modifications suggested by the experts and the project supervisor were effected, a trial test of the items were made to establish the reliability of the instrument and also to identify any problem(s) that may be encountered while administering the questionnaire during data collection. Pilot study was carried out with male SSSIII students with similar background in Nsukka Urban. The instrument was administered once to 60 male SSSIII students representing 10% of the sample. Data generated from pilot study were computed, split-half method was employed and Cronbach's Alpha was used to

establish the consistency giving a reliability coefficient of 0.9 for FRCNCQ. The reliability coefficient for each subscale was computed giving the following values: personal factors 0.87, social/environmental factors 0.85, economic factors 0.77, job-related factors 0.73 and career-related factors 0.62 (See Appendix III) for details.

Ethical Consideration

Using the identification letter from Head of Department of Nursing Sciences University of Nigeria Enugu Campus, a written authorization and permission to carry out this study in secondary schools in Enugu Urban was obtained from Enugu State Post Primary Schools Management Board (PPSMB) and presented to principals of the nine schools. The study was conducted after ethical clearance certificate was obtained from the Health Research Ethics Committee of the University of Nigeria Teaching Hospital, Enugu. All participants were fully informed of the objectives and design of the study and written consent were received from the participants (See appendices XVII, XVIII and XIX).

Procedure for Data Collection

Five research assistants were trained on purposes and objectives of the study, and use of informed consent form and how to collect the data using the instrument. Prior to data collection, initial visits were made to each school by the researcher and research assistants with an introductory letter from Head of Department of Nursing Sciences, University of Nigeria Enugu Campus. These visits provided a forum for introduction and establishment of rapport between the researcher, the research assistants, the principals and the teachers. These visits also provided the opportunity for making all necessary arrangements for data collection. Arrangements made include: allocation of data collecting day in each school and an agreeable regular weekly visit to each school for the purpose of administering questionnaire.

With the help of the five research assistants, the researcher then administered the consent forms to students who met the inclusion criteria. All students who gave their consent were given an explanation on the study, advised on their rights including confidentiality of personal data and assured that their participation would not affect their academic results. The consenting students were each given a copy of the questionnaire to fill in their classrooms. Some of the questionnaire were collected same day while others were collected later through the teachers after successfully filling them. Data collection lasted for a period of six weeks.

Method of Data Analysis

The data generated were collated, tallied and computed descriptively using frequencies, percentages, means and standard deviations. The descriptive analysis was done using Statistical Package for Social Sciences (SPSS) 17.0 version. The data were analyzed item by item to indicate the mean and standard deviation (SD) of each item on a 4-point modified Likert Type Scale ranging from "Strongly Disagree" (1), "Disagree" (2), "Agree" (3) to "Strongly Agree" (4). The scale critical mean score was 2.5. Therefore, a mean score of any item from 2.5 and above was considered as an important restraining factor while a mean score below 2.5 of any item was considered as less important restraining factor. The results of the analysis were extracted and presented in Tables according to the objectives of the study.

CHAPTER FOUR

PRESENTATION OF RESULTS

In this chapter, the results obtained from data analysis with their interpretations were presented. Six hundred and thirty eight (638) copies of questionnaire were administered to male SSSIII students in 9 male secondary schools in Enugu Urban. Out of 638 questionnaire administered, 620 were returned and properly completed. 17 students said they would like to choose nursing as a career while the remaining 603 said they would not choose nursing as a career. The questionnaire from students that will choose nursing as a career were discarded. Thus, the analysis of data in the present study was based on 603 questionnaires that were properly completed from students who will not choose nursing as a career. This gives a 94.5% return rate. The generated data for the study were collated and subjected to data analysis for different objectives set for this study.

To realize the objectives set for this study, the data were analyzed item by item using descriptive statistics to indicate the mean response and the standard deviation of the students to each item in each sub-scale on a 4 point modified Likert type scale ranging from strongly disagree (1); disagree (2), agree (3), to strongly agree (4). The scale critical mean score was 2.5. Therefore, a mean score of any item from 2.5 and above was considered as an important restraining factor while a mean score below 2.5 of any item was considered as less important restraining factor. The mean scores and standard deviations for each item and their corresponding subscales were presented in tables according to the objectives of the study. The results for each objective were presented below:

Demographic Characteristics of Respondents

Descriptive statistics involving frequencies and their percentages were used to analyze data on demographic profiles of the respondents. The results of the analysis were presented in Table 1 below:

Table 1: Demographic characteristics of the respondents

n = 603

Variable	F	%
Age (in years)		
> 16 years	67	11.1
16 ó 20 years	487	80.8
21 ó 24 years	40	6.6
> 25 years	9	1.5
Mean Age	16.9 (\pm 2.4) years	
Father's Educational Level		
No formal education	19	3.1
Primary education	59	9.8
Secondary education	135	22.4
Tertiary Education	390	64.7
Mothers educational level		
No formal education	22	3.6
Primary education	48	8.0
Secondary education	128	21.2
Tertiary Education	405	67.2
Fathers Occupation		
Business	178	29.5
Civil/Public Service	126	21.0
Teaching/Lecturing	69	11.4
Medical practitioner	49	8.1
Legal practitioner	40	6.6
Trading	46	7.6
Others (farming, driving, nursing, etc)	82	13.6
No Response	13	2.2
Mothers Occupation		
Teaching/Lecturing	138	22.8
Civil/Public Service	121	20.0
Business	83	13.8
Trading	74	12.3
Nursing	50	8.3
Housewife	47	7.8
Others (Farming, legal practitioner, medical practitioner, seamstress etc)	78	13.0
No Response	12	2

The results on Table 1 show that the mean age of the respondents was 16.9 (\pm 2.4) years. As regards the age range of the respondents, the result showed that more than three-quarter 487 (80.8%) of the respondents were within the age range of 16 ó 20 years, followed by those below 16 years of age 67(11.1%),

21 ó 25 years 40 (6.6%) and above 25 years 9 (1.5%). As regards father's educational level, majority 390 (64.7%) of respondents' fathers had tertiary education, 135 (22.4%) had secondary education, while 59(9.8%) and 19 (3.1%) had primary and no formal education respectively. For mother's education level, majority 405 (67.2%) had tertiary education, 128 (21.2%) had secondary education, while 48 (8.0%) and 22 (3.6%) mothers had primary and no formal education respectively. Majority 178 (29.5%) of the respondents' fathers were businessmen while the rest were either public/civil servants 126 (21.0%), teachers/lecturers 69 (11.4%), medical practitioners 49 (8.1%), legal practitioner 40 (6.6%) traders 46 (7.6%), others (farmers, drivers, nurses etc) 82 (13.6%) and 13 (2.2%) respondents did not state their fathers' occupation. The majority 138 (22.8%) of respondents' mothers were teachers/lecturers, 121(20.0%) were public/civil servants, 83 (13.8%) were business women, 74 (12.3%) were traders, 50(8.3%) were nurses, 47 (7.8%) were house wives, 78 (13.0%) belong to other occupations such as farmers, medical practitioner, legal practitioners, seamstress etc, and 12(2%) gave no response as regard their mothers occupation.

Objective 1: To find out the personal factors that restrain male SSSIII Students from choosing nursing as a career

Eighteen (18) items generated to realize this objective was subjected to descriptive analysis using means and standard deviation. Data were analyzed item by item and the mean scores and standard deviations for each item were presented on Table 2.

Table 2: Personal factors that restrain male SSSIII students from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Personal Factors							
I don't like nursing as a career.	207	151	136	109	2.8	1.11	1
I see nurses as wicked so I don't want to associate with them.	85	139	190	189	2.2	1.03	15
I cannot stand the sight of blood.	127	158	159	159	2.4	1.09	7
I am strong hearted not soft to be a nurse.	97	140	167	199	2.2	1.07	13
I don't have interest in caring for the sick.	72	88	216	227	2.0	1.00	18
I don't have the ability to look after sick people.	81	139	202	181	2.2	1.01	14
I am careless and therefore cannot handle delicate situation that pertains to life.	78	100	202	223	2.0	1.02	17
I don't have patience to work as a nurse.	97	168	203	135	2.4	1.00	9
I get angry easily and cannot pet patients	97	125	201	180	2.2	1.04	12
Nursing will lower my image as a man.	117	176	163	147	2.4	1.06	5
I cannot think of myself being a nurse.	169	181	154	99	2.7	1.05	2
Nursing will lower my ego and integrity.	113	188	171	131	2.5	1.03	3
I will feel shy to be a nurse.	117	172	185	129	2.5	1.03	4
I am not strong enough to stand for long hours.	112	138	169	184	2.3	1.09	11
I don't want to use my personal time looking after sick people	97	188	195	123	2.4	.98	6
I would want to be a doctor not a nurse.	78	142	198	185	2.2	1.01	16
I am too brilliant to be a nurse.	116	146	178	163	2.4	1.07	10
I want to work in a laboratory setting not in a hospital as a nurse.	119	147	188	149	2.4	1.06	8
Mean of Means					2.3	0.613	

The result on Table 2 show the mean scores and standard deviations of each of the 18 items on personal factors subscale that restrain male SSS III from choosing nursing as a career. The item mean scores and standard deviations for the 18 items on personal factors ranged from 2.0 (SD = 1.00) to 2.8 (SD = 1.11).

The result shows that only three items had mean score above 2.5 which is the scale critical mean while the remaining fifteen (15) items had mean scores below 2.5. The findings that 'I don't like nursing as a career' (mean= 2.8; SD = 1.11); 'I cannot think of myself being a nurse' (mean= 2.7;SD = 1.05); and

“Nursing will lower my ego and integrity” (mean= 2.5; SD = 1.03), were the three highest scored items in personal factor subscale. The items “I don’t have interest in caring for the sick” (mean= 2.0; SD = 1.00); “I am careless and therefore cannot handle delicate situation that pertains to life” (mean= 2.1; SD = 1.02); and “I see nurses as wicked so I don’t want to associate with them” (mean= 2.22; SD = 1.03) were the three least scored items. All the 18 items represented personal restraining factors to choosing nursing as a career among the male SSSIII students; however, their importance depends on their mean scores. The higher the item mean score, the weightier the item as a factor and the reverse is true.

Objective 2: To ascertain the social/environmental factors that prevent male SSSIII students from choosing nursing as a career with their ranking.

The nineteen (19) items generated to realize this objective were subjected to descriptive data analysis using means and standard deviations. The data was analyzed item by item and the means and standard deviations for each of 19 items in the social environment subscale were presented on Table 3.

Table 3: Social/Environmental factors that prevent male SSSIII from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Social/environmental							
My friends will laugh at me.	118	152	158	175	2.4	1.09	16
People will look down on me.	77	189	194	143	2.3	0.97	17
None of my friends like nursing.	100	164	200	139	2.4	1.01	18
People around me do not respect nurses.	80	149	195	179	2.2	1.01	19
Nigerians accord more respect to doctors than nurses.	89	176	184	154	2.3	1.02	14
People view the image of nursing profession in Nigeria as poor.	85	154	202	162	2.3	1.01	15
I will not be recognized in the society as a nurse.	84	178	202	139	2.3	0.98	13
Nigeria society does not recognize nurses.	100	178	167	158	2.4	1.04	11
Nurses are not allowed to practice freely on their own.	138	188	169	108	2.6	1.02	6
Working conditions for nurses in private settings is poor.	134	193	166	110	2.6	1.02	7
People blame nurses for mistakes in the hospitals.	121	163	207	112	2.5	1.01	9
Nurses who work in private settings can lose their jobs any time (lack of job security).	93	168	203	139	2.4	1.00	12
People that are not trained in nursing (quacks) answer nurses in hospitals.	200	199	116	88	2.9	1.04	4
I do not have any nurse as a mentor or role model in my environment.	114	204	189	96	2.6	0.97	8
My parents and siblings do not like nurses and nursing as a profession.	107	175	215	106	2.5	1.37	10
Nurses are seen as doctor's servants.	184	239	93	87	2.9	1.01	3
Nursing has traditionally been viewed as a female profession.	258	200	81	64	3.1	0.99	2
People expect nurses to be women.	270	203	70	60	3.1	0.97	1
Nigerian culture portrays nursing as an unmanly profession.	181	197	136	89	2.8	1.03	5
Mean of Means					2.5	0.65	

The result on Table 3 showed the mean scores and the standard deviations of each of the items on the social/environmental factors subscale that prevents male SSS III students from choosing nursing as a career.

The item mean scores and the standard deviations of the 19 items in this subscale (social/environmental factors) ranged from 2.2 (SD = 1.01) to 3.1 (SD = 0.97). The results also show that 10 items out of the 19 items in this subscale had mean scores of 2.5 and above which is higher than the scale critical mean score of 2.5 ranging from 2.5 (SD = 1.01) to 3.1 (SD =0.97). The remaining nine items had mean scores below 2.5 ranging from 2.2 (SD = 1.01) to 2.4 (SD = 1.01).

The 3 highest scored items in this subscale were "People expect nurses to be women" (mean = 3.1; SD = 0.97), "Nursing has traditionally been viewed as a female profession" (mean=3.1; SD = 0.99), and "Nurses are seen as doctors' servants" (mean=2.9; SD = 1.01). The three (3) lowest scored items were "People around me do not respect nurses" (mean 2.2; SD=1.01), "People view the image of nursing profession in Nigeria as poor" (mean 2.3; SD=1.01) and "Nigerians accord more respect to doctors than nurses" (mean 2.3; SD=1.02).

Objective 3: To determine the economic factors that discourages male SSS III students from choosing nursing as a career.

Ten (10) items generated to realize this objective were subjected to descriptive data analysis using means and standard deviations. The data was analyzed item by item and the means and standard deviations for each item were presented on Table 4.

Table 4: Economic factors that discourage male SSSIII students from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Economic Factors							
I will not be paid big salary.	129	189	174	111	2.6	1.02	6
Nursing is not regarded as one of the highly paid jobs.	142	213	157	91	2.7	0.99	3
Nursing is noble but not a lucrative job.	164	263	124	52	2.9	0.90	2
I want to be rich/make money.	250	200	87	66	3.1	0.09	1
Nursing will not make one a known millionaire in the society.	126	207	159	111	2.6	1.01	4
One cannot be wealthy as a nurse.	93	169	204	137	2.4	0.99	9
Nursing cannot give room to make extra money.	115	188	161	139	2.5	1.04	7
It is very expensive to undergo nursing education/training.	118	202	181	102	2.6	0.98	5
My parents do not have enough money to train me as a nurse.	71	120	207	205	2.1	1.00	10
The amount of money being spent in nursing training is not commensurate with the salary being paid.	125	187	154	137	2.5	1.05	8
Mean of Means					2.6	0.63	

Table 4 above shows the mean scores and standard deviations of each of the 10 items on the economic factors subscale that discourage male SSS III students

from choosing nursing as a career. The result revealed that 8 items out of the ten items on this subscale had mean scores above 2.5 which is the scale critical mean ranging from 2.5 (SD = 1.05) to 3.1 (SD = 0.09) while only 2 items scored below the scale critical mean of 2.5 ranging from 2.1 (SD = 1.00) to 2.4 (SD= 0.99). The average mean score for the economic factors subscale was 2.6 (SD=0.63).

The 3 highest scored item in this subscale were "I want to be rich/make money" (Mean = 3.1; SD = 0.09), "Nursing is noble but not a lucrative job" (mean = 2.9; SD = 0.09), and "Nursing is not regarded as one of the highly paid jobs" (mean = 2.7; SD = 0.99). The items, "My parents do not have enough money to train me as a nurse" (mean = 2.1; SD = 1.00) and "One cannot be wealthy as a nurse" (mean = 2.4; SD = 0.99) were the two lowest scored items. Average mean score for the subscale was 2.6; SD=0.63.

Objective 4: To establish the job-related factors that hinder male SSSIII students from choosing nursing as a career.

To achieve this objective, the data generated to realize this objective were analyzed item by item and the item means and standard deviations were presented on Table 5 below:

Table 5: Job-related factors that hinder male SSSIII from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Job Related-Factors							
Nursing jobs are dirty, menial and degrading.	102	140	189	172	2.3	1.05	10
Nursing is a frightful profession.	83	214	184	122	2.4	0.96	8
Nursing jobs are too demanding and tasking.	139	243	135	76	2.8	0.94	6
Nursing jobs expose one to different kinds of infections.	203	200	109	91	2.9	1.05	5
Nursing jobs are not skilled because any other person can perform them.	77	172	201	153	2.3	0.98	9
Nursing jobs extend into the night.	222	254	73	54	3.1	0.91	2
Nurses work during the weekend.	248	220	85	50	3.1	0.93	1
Most nurses work in the hospital.	235	228	86	54	3.1	0.94	3
Nursing is strenuous and stressful.	198	239	103	63	3.0	0.95	4
Nursing education and training is too rigorous.	134	237	157	75	2.7	0.94	7
Means of means					2.8	0.61	

The result in Table 5 showed that the item means and the standard deviations for the 10 items in the job-related factors sub-scale ranged from 2.3 (SD = 1.05) to 3.1 (SD = 0.93).

Seven (7) out of the 10 items had mean scores above the scale critical mean of 2.5, ranging from 2.7 (SD = 0.94) to 3.1 (SD = 0.93). The 3 highest scored items in this subscale were "Nurses work during the weekend" (mean = 3.1; SD = 0.93); "Nursing jobs extend into the night" (mean = 3.1; SD = 0.91); and "Most nurses work in the hospital" (mean = 3.1; SD = 0.94). The 3 lowest scored items were "Nursing jobs are dirty, menial and degrading" (mean = 2.3; SD = 1.05); "Nursing jobs are not skilled because any other person can perform them" (mean = 2.3; SD = 0.98); and "Nursing is a frightful profession" (mean = 2.4; SD = 0.96). The average mean score for the sub-scale is 2.8; SD= 0.61).

Objective 5: To determine career-related factors that restrain male SSS III students from choosing nursing as a career.

To achieve this objective, the data generated were analyzed item by item and the item mean scores and standard deviation were presented in table 6 below:

Table 6: Career-related factors that restrain male SSSIII students from choosing nursing as a career.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
My parents have the greatest influence in my career choice	103	185	181	134	2.4	1.01	3
Friends have been the greatest influence in my future career choice	47	118	217	221	2.0	0.93	9
My teachers have been the greatest influence in my career choice	41	168	213	181	2.1	0.91	7
Other family members have been the greatest influence in my future career choice	50	143	237	173	2.1	0.91	6
I will not choose nursing as a career because I am arts inclined	106	99	175	223	2.2	1.10	5
I did career research on my own	119	237	165	82	2.7	0.94	1
I will consider a job held traditionally by males	118	208	159	118	2.5	1.016	2
I have access to employment in a family business	78	194	207	124	2.4	0.95	4
No one is a nurse in my family/community	94	120	143	246	2.1	1.10	8
Mean of Means					2.3	0.56	

Table 6 above shows the mean scores and standard deviations of each of the 9 items on the career-related factors sub-scale that discourage male SSSIII students from choosing nursing as a career. The item mean scores and the standard deviations of the nine (9) items in this sub-scale (career-related factors) ranged from 2.0 (SD = 0.93) to 2.7 (SD = 0.94). The result reveals that the 2 highest scored items were "I did career research on my own" (mean = 2.7; SD = 0.94); and "I will consider a job held traditionally by the males" (mean = 2.5; SD = 1.01).

7 items out of the 9 items in this sub-scale had mean scores below the scale critical mean of 2.5 ranging from 2.0 (SD = 0.93) to 2.4 (SD = 1.95). The 3

lowest scored items were “Friends have been the greatest influence in my future career choice” (mean 2.0; SD = 0.93); “Other family members have been the greatest influence in my future career choice” (mean 2.1; SD = 0.91); and “My teachers have been the greatest influence in my future career choice” (mean = 2.1; SD = 0.91). The average mean score for this sub-scale is 2.3; SD = 0.56.

Objective 6: To determine which of the group of factors that has the most restraining influence on male SSSIII students choosing nursing as a career.

The means and standard deviations of the 5 subscales with each representing the group of restraining factors to choosing nursing as a career among male SSSIII students and their ranks were compared according to their subscales and ranks as shown in table 7 below:

Table 7: Mean of responses to individual group of factors

S/N	Subscale	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
1	Personal Factors	109.9	149.2	182.0	161.7	2.3	0.61	4
2	Social/environmental factors	133.3	182.6	165.6	121.5	2.5	0.65	3
3	Economic factors	133.3	193.8	160.8	115.1	2.6	0.63	2
4	Job Related factors	164.1	214.7	132.2	91.0	2.8	0.61	1
5	Career-related factors	84	163.6	188.6	166.9	2.3	0.56	5

The result on Table 7 above showed the group mean scores and standard deviations of each of the five subscales representing group of restraining factors to choosing nursing as a career among male SSSIII students. The group mean scores for the sub-scales ranged from 2.3 (SD=0.56) to 2.8 (SD = 0.61). The result revealed that job-related group of factors had the highest mean score of 2.8 (SD = 0.1), followed by economic group of factors with a mean score of 2.6 (SD = 0.63), and social/environmental group of factors with a mean score of 2.5 (SD = 0.65).

The career related and personal group of factors had the lowest mean scores of 2.3 (SD = 0.56) and 2.3 (SD = 0.61) respectively.

The result indicated that job related, economic and social/environmental group of factors had more restraining influence on choosing nursing as a career among male SSSIII students than the career-related and personal group of factors.

The findings also revealed that job-related group of factors had the most restrain influence on choosing nursing as a career among male SSSIII students in Enugu urban.

Summary of Findings

- The students involved in this study generally identified the factors that restrain males from choosing nursing as a career.
- Findings show that the respondents identified "I don't like nursing as a career" (Mean 2.8; SD=1.11), "I cannot think of myself being a nurse" (mean 2.7; SD=1.05) and "Nursing will lower my ego and integrity" (mean 2.5; SD=1.03) as the important personal factors that restrain them from choosing nursing as a career.
- Findings also revealed the social/environmental factors that restrain males from choosing nursing as a career as "People expect nurses to be women" (mean 3.1; SD=0.97), "Nursing has traditionally been viewed as a female profession" (mean 3.1; SD=0.99) and "Nurses are seen as doctors' servants" (mean 2.9; SD=0.99).
- Students identified "Wanting to be rich/make money" (mean 3.0; SD=0.9), "Nursing being noble but not lucrative" (mean 2.7; SD=0.99) and "Nursing not being regarded as one of the highly paid jobs" (mean 2.7; SD=0.99) as important economic factors that discourage them from choosing them choosing nursing as a career.
- On job-related factors that hinder males from choosing nursing as a career, respondents scored high in the following items: "Nurses work

during the weekendö (mean 3.1; SD=0.93), öNursing jobs extend into the nightö (mean 3.1; SD=0.91) and öMost nurses work in the hospitalö (mean 3.1; SD=0.94).

- Respondents identified two items öI did career research on my ownö (mean 2.7; SD=0.94) and öI will consider a job traditionally held by malesö (mean 2.5; SD=1.01) as career-related factors that restrain them from choosing nursing as a career.
- The result indicated that öJob related (mean 2.8; SD=0.61), economic (mean 2.6; SD=0.63) and social/environmental (mean 2.5; SD =0.65) group of factors had more restraining influence on choosing nursing as a career among male SSSIII students than the career-related (mean 2.3; SD=0.56) and personal (mean 2.3; SD = 0.61) group of factors.
- The findings also revealed that job-related group of factors (mean 2.8; SD=0.61) had the most restrain influence on choosing nursing as a career among male SSSIII students in Enugu urban.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings of the study on factors restraining choice of nursing as a career among male SSSIII students in Enugu urban. The first section discussed the major findings of the study based on the set objectives and the examination of their significance within the context of the previous research works. Subsequent sections of the discussion focused on the implications and generalizability of findings, the peculiarity and limitations of the study, summary, conclusions, recommendations and suggestions for further study. These sections form the background against which the results of the findings are better understood and assimilated.

Discussion of Major Findings

The discussion is presented under the following subheadings which represent the 5 sub-scales of restraining factors in the study.

1. The personal factors
2. The social/environmental factors
3. The economic factors
4. The job-related factors
5. The career-influential factors.

Personal factors that restrain male SSSIII students from choosing nursing as a career.

The findings in Table 2, "I don't like nursing as a career" (2.8, SD=1.11), "I cannot think of myself being a nurse" (mean 2.7, SD=1.05) and "Nursing will lower my ego and integrity" (mean 2.5, SD=1.03) were the 3 items with highest mean scores out of the 18 items in the personal factors subscale. The finding "I don't like nursing as a career" is not a surprised observation because it is a general opinion in the society that some people do not like nursing as a profession irrespective of their gender. Probably this opinion may be due to

some unresolved professional issues in terms of professional image and lack of autonomy associated with nursing profession in the past. Moreover, majority of people in the society have various reasons for not liking nursing as a profession. Such reasons could be that most people do not like associating with patients, seeing blood, and mingling with the 'dirty' aspects of nursing jobs such as dressing wounds, seeing/touching corpse, touching blood and human waste products. Most people find these aspects of nursing disgusting. Hence, the fact that majority of the respondents said they do not like nursing as a career is a personal issue which may be attributed to individual differences and opinions. This finding is in agreement with the view of Mehta and Robinson, (2010) who stated that nurses' jobs involve providing those self care needs that the patient is not able to perform as a result of ill-health which are what certain segment of the society term as the 'dirty' aspect of nursing services.

The findings, 'I cannot think of myself being a nurse', and 'Nursing will lower my ego and integrity' clearly portray the inherent personal traits/characteristics of males. These two items are invariably sharing the same idea which has to do with male ego, image and integrity. The masculine attributes/traits in males come into play when one wants to make a career choice decision. In other words the self image, ego and gender stereotyping peculiar to males continue to play a major role in shaping their career aspiration/expectations. This is in line with the view of Alder (2009), that interest and personality factors influence career choice. In agreement with Alder (2009), Adam and Bromle (2008), stated that personal factors influence an individual to do or not to do something. According to the above authors, these personal attributes include personality trait, or constructs; such as a person's values, interests, likes, dislikes, feelings, opinions, self image, self esteem, concepts, perceptions etc. These traits differentiate a person from another and are responsible for individual unique ways of responding to various situations including making a career choice. The relationship of the three items above hinges on the fact that the issue of like, ego and image interact with individual's career choice. In

essence, the three highest scored items in the personal factor sub-scale as restraints to choice of nursing as a career among male SSSIII students may be attributed to individual personal differences in terms of like, dislike, interest, ego, decision and choice.

The items, 'I don't have interest for the sick' (mean 2.0; SD=1.01), 'I am careless and therefore cannot handle delicate situations that pertain to life' (mean 2.1; SD=1.02) and 'I see nurses as wicked so I don't want to associate with them' (mean 2.1; SD=1.03) were the three least scored items in personal factor sub-scale.

The import of the foregoing is that interest is the bedrock for whatever one intends to do as one cannot actually succeed in any endeavour if he or she does not have interest for such endeavour. Hence, 'I am careless and therefore cannot handle delicate situation' buttresses the fact that the interest is still not there otherwise the person will develop interest and work on himself to be more careful knowing that nursing has to do with life. After all, no individual will deliberately be careless over his own life. The issue of seeing nurses as wicked so 'I don't want to associate with them' still lends credence to the issue of the individual not having the interest to pursue nursing as a career. This is because one cannot be at a distance to label practitioners of a particular profession as wicked when he has not had any contact with such persons (considering respondents in this study who are still secondary school students). Their opting for this item may not be far from what the society label nurses to be probably as a result of some nurses who have exhibited certain 'acts' or behaviours labeled as 'wickedness'.

As regards the remaining personal factors that were scored below 2.5 which is the scale criteria mean, it does not mean that these factors do not restrain career choice, since many respondents reacted to them. They may also restrain career choice but to some degree when compared with the 3 highest scored items discussed above. This means that those personal factors were also important to some respondents in making career choice. One of such factors such as 'I don't

have interest for the sickö with item (mean = 2.01; SD=1.00) may singly restrain one from choosing nursing as a career. This implies that all the 18 personal factors must not be present to restrain one from choosing nursing as a career.

Social/environmental factors that restrain male SSSIII students from choosing nursing as a career.

Findings in Table 3 show that the 4 highest scored items in social/environmental sub-scale were öPeople expect nurses to be womenö (mean= 3.1; SD= 0.97). This is followed by öNursing has traditionally been viewed as a female professionö with (mean = 3.1; SD=0.99) and öNurses are seen as doctorsø servantsö (mean=2.9; SD=0.99) and öPeople that are not trained in nursing (quacks) answer nurses in the hospitalsö (mean 2.9; SD=1.04). The above factors stand out as restraining factors to choosing nursing as a career among the male SSSIII students.

These findings obviously imply that a combination of individualø opinion, and that of other people including events and activities taking place within the environment/society influence oneø behaviour (i.e. self, peers, friends, parents, mentors, idols, trends, notions and stigma). That is to say, that if the society does not appreciate a career due to social stigma, notion or negative impressions, the likelihood of such career not being aspired for is there. The import of the foregoing is that the society/environment in which a person lives and interact with, affect the persons choice of career. The items öPeople expect nurses to be womenö (mean 3.1; SD=0.97) and öNursing has traditionally been viewed as a female profession (mean 3.1; SD=0.99) show that the society view nursing profession as a female and unmanly profession. Students scoring high in the above items confirm them as restraining factors to choice of nursing as a career among males. This could be attributed to societal perception of women as weaker vessels; hence males that opt for nursing profession may be regarded as weaklings in the society.

The item "Nurses are seen as doctors' servants" (mean=2.9; SD=0.99) confirms the social misconception and misinterpretation of some nursing activities (performance of prescribed patient's care) which is a good reason for males not to choose nursing as a career. Thus, while women enjoy working in male dominated occupations, men do not feel challenged in traditionally female occupations like nursing. This is because the male characteristics/attributes; such as dominance, ego, integrity, leadership, pride etc will not permit them to play subservient to a fellow man talk less of female doctors. This finding agrees with Fonda (2006) who documented that reference groups, family members, role in the society and status affects choice of career to a certain extent.

Furthermore, the finding, "People that are not trained in nursing (quacks) answer nurses in hospitals" (mean=2.9; SD=1.04) further buttresses the fact that human beings are social animals and certain social situations influence individual decision/indecision to pursue or not to pursue a particular career. This is because as human beings observe happenings that occur in the society, it tends to affect them directly or indirectly. Nursing profession entertaining quacks without any known measure to stop it as most private medical practitioners still train, employ and utilize the services of quack nurses, is enough reason to restrain males from choosing nursing as a career. This scenario to some extent discourages aspirants into the profession as this portrays such profession as one that can be practiced by anybody. This is in agreement with the views of Alder (2009) which held that events and interactions that take place in one's society/environment tends to affect the choices available to the individual and even dictates his choice to a certain degree.

One possible explanation for the way the results came out could be that the students in this study have people who influence them; they know people in the society who become their idols, mentors/ideals. Such people tend to influence choice of jobs, career, profession since the aspirants would like to measure up

to attain the height of success such people did. In contemporary Nigerian society, there is increased quest for and emphasis on who is who, what one is in the society, the integrity or status one attains simply because one belongs to a particular profession. Some professions are highly regarded in the society especially among the males. One could safely say or postulate from the above finding, and conclude that males tend to consider and opt for the career, occupation/profession that significant others, friends, peers, etc have succeeded in or approve of. That is to say that a male student will show interest in a career, profession or occupation that his parents especially the father practiced and advised or recommends for him to pursue. This is the case especially in traditional Igbo society where males are vested with the right of inheriting the family's possessions. In addition, peers have significant influence in a person's career choice as like begets like and one will like to associate with what he feels his friends and admirers do. This is because male students like to move with the societal trends as well as pursue careers that are in vogue and are capable of attracting high earning capacity and social recognition.

Besides, male students like other young people want careers that are in the limelight with lots of social attractions than nursing profession where their social life will be compromised considering the nature of nursing job. Therefore, aspiring for a profession that is not in vogue tends to portray the male student as one that is from the 'old school' block or backward. That is to say that the person is not in tune with the trend of events. Hence, if a person's friends, peers, associates, age/school mates are opting for more socially appreciated professions like medicine, engineering, law etc, the likelihood of peers ostracizing or looking down on a person going for other professions like nursing is likely to occur. In other words, they view the person as a misfit to associate with, since birds of same feather flock together. This therefore, means that the social status one attains or class one belongs to also determine his affiliation for such career or profession/occupation.

On the other hand, the 3 lowest scored items were "People around me do not respect nurses" (mean 2.2; SD=1.01), "People view the image of nursing profession in Nigeria as poor" (mean 2.3; SD=1.01) and "Nigerians accord more respect to doctors than nurses" (mean 2.3; SD=1.02). These findings share same view. That is to say, that based on the stigma attached to nursing profession which the students have come to know about, affect their choosing or not choosing nursing as a career. This is because the individual interacts with the society in a setting called the environment. Hence, whatever happens in the society/environment invariably affects the inhabitants.

Consequently, students as part of the environment/society do listen to people around them and those people and the surroundings which may be external or physical impact or influence the individual to choose or not to choose a particular career or profession. Therefore, students may unknowingly define their thinking, choices, values, interests, likes etc based on the ideas and suggestions of people, friends, relations, and peers in the society within the environment.

Economic factors that discourage male SSSIII students from choosing nursing as a career.

Findings in Table 4 indicated that the 4 highest scored items in economic factors sub-scale were "I want to be rich/make money" (mean=3.1; SD=0.99), "Nursing is noble but not a lucrative job" (mean=2.9; SD=0.90), "Nursing is not regarded as one of the highly paid jobs" (mean=2.7; SD=0.99) and "Nursing will not make one a known millionaire in the society" (mean=2.6; SD=1.01). These findings clearly emphasize that males are more interested and concerned with careers/occupations that will fetch or supply them with much money, instead of careers/jobs that will portray their skills and natural endowments. The items "I want to be rich/make money" (mean=3.1; SD=0.99) and "Nursing will not make one a known millionaire in the society" (mean=2.6; SD=1.01) imply that males are conscious of monetary gains. In

typical Nigerian society, there is this urge and belief for males to "Get rich quick" in order to ride flashy cars, build mansions, and control chains of businesses both at home and abroad. And for one to be said to have "arrived" one has better either made it or opt out. So males who desperately aspire to be wealthy, see venturing into sordid businesses as advance-fee fraud (419), ritual killings and kidnapping as substitute to societal accepted means of getting rich instead of opting for careers such as nursing that will not make them get rich quick. Hence, scoring highest in the items enumerated above is a reflection of the present day. The items "Nursing is noble but not a lucrative job" (mean=2.9; SD=0.90), and "Nursing is not regarded as one of the highly paid jobs" (mean=2.7; SD=0.99) further stressed that males perceive themselves as being expected to have a strong financial base in order to meet up with their numerous financial responsibilities. The economic situation in the country has also been an eye opener to aspiring males who believe that for one to succeed, one must have formidable source of financial income that would stand the test of time. To them, salary paid jobs such as nursing irrespective of its "nobility" may not entice them as one of the highly paid jobs. Hence, they develop cold feet in pursuing nursing as a career.

Furthermore, the 2 lowest scored items "My parents do not have enough money to train me as a nurse" (mean=2.1; SD=1.00), and "One cannot be wealthy as a nurse" (mean=2.4; SD=0.99) are still emphasizing the fact that male students in this study want occupations or jobs that will enrich their pockets or help them to look after their dependants. Therefore, males aspire for jobs/occupations that will afford them huge financial benefits not considering what their career opportunities and potentials are. Secondary school students are bound to make mistakes when predicting costs versus benefits of education (profession/careers), price or worth of a career, demand, and earning capacity of a prospective career or business venture etc. This is because at this stage of their life, they are likely to overestimate or under-estimate their career opportunities or options as they are not in a better position to predict what the likely economic situation of certain careers are or will be.

Another possible explanation for the above findings could be as a result of the views of Brain (2006) who stated that one of the males' functional characteristics throughout life, is that males see themselves as the head of the family and as heads/bread winners, they should be able to provide all the financial needs of their family and dependants, so they must endeavour to choose careers/professions/businesses that has very high income capacity and highly demanded by larger populations. They will rather prefer business ventures that will attract huge financial benefits rather than salary paid jobs such as nursing as a profession. From the findings, it can be deduced that students are not interested in trading their youthful energy and time for skills and experiential opportunities but they see a proposed career choice such as nursing as economic roadblock in terms of making huge money.

Job-related factors that hinder male SSSIII students from choosing nursing as a career.

Findings in Table 5 indicated the following items "Nurses work during the weekends" (mean=3.1; SD=0.93), "Nursing jobs extend into the night" (mean=3.1; SD=0.91) and "Most nurses work in the hospital" (mean=3.1; SD=0.94) as the most important job related factors that hinder male SSSIII students from choosing nursing as a career.

The students scoring the item "Nursing jobs extend into the night" high (mean=3.1; SD=0.91), obviously portray the fact that males value their freedom and do not want any job or career that will limit their freedom and leadership/protective roles over their dependants. Males would normally want to have a good night rest after a day's vigorous, energy-sapping activities instead of going for night duty which is a common aspect of nursing duty. In essence, leaving the comfort of his wife and bed at night, and even being the man in the home in terms of provision of security, weakens this aspect of man's attributes of freedom, leadership and protection.

The students scoring this item "Nurses work during the weekends" (mean=3.1; SD=0.93), high, points to the fact that men do not find it easy to compromise their social life. Weekends are meant for relaxation, attending of social events and functions such as wedding, parties, funerals, visiting of relaxation centres, friends, well wishers and relatives. Leaving these activities to go to work as a nurse may look awkward and tedious for some men. Another reason why this finding came out the way it is, could be attributed to the nature/characteristics of nursing profession in terms of time of work, job responsibilities, and expectations. Nurses work twenty four hours a day and seven days in a week; no man would want to be tied down to such a schedule, knowing that men value their independence and liberty.

Furthermore, the students scoring high in the item "Most nurses work in the hospital" (mean=3.1; SD=0.94) clearly underscores the fact that males in an effort to exhibit their masculine characteristics of strength, dominance, independence, and aggression are not favourably disposed to work in a hospital setting where feminine attributes of nurturing, caring and softness (inherent in nursing profession) are required to take care of the sick. The above findings agree with Brian (2006) who stated that one of the basic characteristics of a man is that no matter the geographical location or social situation, males work primarily to feed, create an environment comfortable to their wife and family.

In addition, the response to the item "Nursing jobs are dirty, menial and degrading" with mean score of 2.3; (SD=1.05), shows that there is now shift of view from how people erroneously perceived nursing job. This finding implies that nursing work is now being viewed by the society as any other job and no longer with prejudice and stigma. That is to say that the issue of nurses dressing wounds, helping patients to remove waste products, packing corpse, bathing patients, feeding clients etc which are termed "menial", "dirty" and "degrading" are now being seen by the society as needs one cannot meet owing to incapacitation due to ill-health which calls for nursing services. These tasks termed "dirty", "menial" and "degrading" are part of nursing responsibilities

aimed at alleviating clients' health needs. Therefore, the finding implies that the society now appreciates nurses' functioning in these capacities.

Career-related factors that restrain male SSSIII students from choosing nursing as a career.

Findings in Table 6 revealed the two most career-related factors as 'I did career research on my own' (mean 2.7; SD=0.94) and 'I will consider a job held traditionally by males' (mean 2.6, SD = 1.01). These items scored highest in career-related factors sub-scale. The item 'I did career research on my own' (mean 2.7 SD = 0.94) simply reveals that individuals have total say to what they want to aspire to do or not to do. The item 'I will consider a job held traditionally by males' (mean 2.6, SD =1.01) further emphasizes that a personal determined decision holds firm irrespective of ideas/suggestions from external influences or others. This implies that students know what they want in life and are capable of making their own career decisions.

The remaining 7 items which scored below 2.5 were also identified as career related factors but not as related or important as the 2 that scored above 2.5. For instance, the items 'My parents have the greatest influence in my career choice', (mean 2.4 SD =1.01) and 'I have access to employment in a family business' (mean 2.4, SD=0.95) prove that though they scored below 2.5 (which is the scale critical mean score) yet, proportionate number of students reacted to them and endorsed them as career-related factors. This goes a long way to confirm that youths tend to consider and opt for occupations or professions friends, peers or parents have succeeded in or approve of. For instance, a student will show interest in a profession/occupation/career that his parents successfully practiced, advised or recommended for him to pursue. Furthermore, an already established lucrative family business which provides job/employment opportunities for the youth will definitely entice him when considering career options. This is in agreement with the findings of a study carried out by Natalie (2006) which reported that young adults through

interactions with the family, school and community learn about and explore careers which ultimately lead to their career choice.

Group of factors that have most restraining influence on choosing nursing as a career among male SSSIII.

Findings in Table 7 revealed that job-related group of factors had the highest group mean score (2.8; SD=0.61), followed by economic group of factors with a group mean score of (2.6; SD=0.63) and social/environmental group of factors with group mean=2.5 (SD=0.65). Career related and personal group of factors had the lowest group mean scores of 2.3; SD=0.56 and 2.3; SD=0.61 respectively. These findings show that among the group of factors restraining males from choosing nursing as a career, the nature/characteristics of the job, or what are inherent in the job scares males away from choosing nursing as a career. This could be attributed to what the society in the past saw as the 'dirty' aspect of nursing care and the 'menial' nature of nursing services.

Furthermore, students scoring economic factors as one of the factors that has more restraining influence on choice of nursing as a career. This could be explained by the fact that in the modern trend of events, one still considers what the gains/wages attached to a profession are before opting for it.

Considering social/environmental factors, one could say that the students scored this high as one of the factors that has more restraining influence on choosing nursing as a career among SSSIII students because people want a career with lot of social attractions than nursing profession where ones social life is compromised.

In the final analysis, the findings of this study show that if a male student is satisfied with the nature, social class, and the economic gains accruing from a job, choosing such a career based on personal factors and career influential factors will no longer be a serious issue. The implication of this is that any career aspirant will want to explore everything concerning a desired occupation /job before opting for or engaging in such career. Hence, they put into

consideration the nature, responsibility, timing, geographical location and the hazards associated with the job/occupation before making a career choice.

Implication of the Findings

The findings of this study have some implications as follows:

- Choosing nursing as a career is dependent on multi-faceted factors which are interrelated (personal, social/environmental, economic, job related and career influential factors).
- One or a combination of these factors is enough to restrain one from choosing nursing as a career.
- The nature of a job/ its characteristics invariably affects the aspiration for such career.
- What people see or hear entices or restrain them from making a choice.
- Class/status and interpersonal interactions within an environment can shape the choice of a career.
- Another implication is that economic gains and benefits attached to a profession portrays positively or negatively to likely aspirants.
- The obvious implication for this study is that if the trend in nursing is left the way it is, it may not be able to compete with other male dominated professions in the society.

Finally, the issue of personal likes, interests, values, endowments or potential skills and parental influences etc may not determine or predict the choice of a career for an individual. That is to say that in the end, no one knows oneself better than one knows himself. Hence, the youths are the ones who must make their decisions, live with those decisions, able to learn and live on.

Limitations of the Study

There was great dearth of knowledge and literature in this area of study. The poor/scarcely literature was compensated by some relevant literatures from other countries. This formed a major limitation of this study. The few literatures articulated formed the background for this study.

Furthermore, it was difficult to gain co-operation from some of the respondents. Some of the students and teachers were reluctant in co-operating with the researcher. Because some teachers felt that the researcher was interrupting their class lesson while some of the students wanted to be gratified with gifts and money before reacting to the questions.

The researcher also encountered huge financial expenses in carry out this research.

Summary

This study x-rayed the factors that restrain choice of nursing as a career among male SSSIII students in Enugu urban. The objectives were: To ascertain the personal, social/environmental, economic, job-related and career-related factors that restrain males from choosing nursing as a career as well as determine which of the group of factors that has the most restraining influence on choosing nursing as a career among male SSSIII students. Relevant literatures were reviewed to cover the objectives of the study. A cross-sectional survey design was used for the study. Stratified proportionate and simple random sampling procedures were employed to select nine secondary schools from (18) public secondary schools in Enugu urban used for this study. No sampling technique was used to select the students as all the SSSIII students from the nine selected schools were studied giving a total of 638 students. A self-developed questionnaire by the researcher was used to collect data. Data obtained were analyzed using descriptive statistics presented as percentages, means and standard deviations.

Major findings of the study revealed that "I don't like nursing as a career" (Mean 2.8; SD=1.11), "I cannot think of myself being a nurse" (mean 2.7; SD=1.05) and "Nursing will lower my ego and integrity" (mean 2.5; SD=1.03) as the important personal factors that restrain males from choosing nursing as a career. The social/environmental factors that restrain males from choosing nursing as a career were "People expect nurses to be women" (mean 3.1;

SD=0.97), Nursing has traditionally been viewed as a female profession (mean 3.1; SD=0.99) and Nurses are seen as doctors' servants (mean 2.9; SD=0.99). Wanting to be rich/make money (mean 3.0; SD=0.9), Nursing being noble but not lucrative job (mean 2.7; SD=0.99) and Nursing not being regarded as one of the highly paid jobs (mean 2.7; SD=0.99) were important economic factors that discourage males from choosing nursing as a career. Job-related factors that hinder males from choosing nursing as a career were Nurses work during the weekend (mean 3.1; SD=0.93), Nursing jobs extend into the night (mean 3.1; SD=0.91) and Most nurses work in the hospital (mean 3.1; SD=0.94). I did career research on my own (mean 2.7; SD=0.94) and I would consider a job held traditionally held by males (mean 2.5; SD=1.01) were also identified as career-related factors that restrain males from choosing nursing as a career. The job-related group of factors had the most restraining influence on choosing nursing as a career among male SSSIII students in Enugu urban.

Conclusion

Job related (mean 2.8; SD=0.61), economic (mean 2.6; SD=0.63) and social/environmental (mean 2.5; SD =0.65) group of factors had more restraining influence on choosing nursing as a career among male SSSIII students than the career-related (mean 2.3; SD=0.56) and personal (mean 2.3; SD = 0.61) group of factors. Findings also concluded that job-related group of factors (mean 2.8; SD=0.61) had the most restrain influence on choosing nursing as a career among male SSSIII students in Enugu urban. Based on the findings of the present study, the following conclusions were made: That secondary school students involved in this study generally identified the factors that restrained males from choosing nursing as a career. That the issue of choosing or not choosing nursing as a career do not solely depend on one single factor; rather it involves the combination and interaction of all the factors (i.e. personal, social/environmental, economic, job related and career influential

factors) which hinges more on the individual decision to do or not to do something. That is to say that no one knows oneself better than themselves.

Recommendations

Based on the findings, the discussions and implications drawn from the study, the following recommendations were made:

1. The media should present nursing as a gender neutral profession via strategies such as pictorial representation of males as nurses, stories of successful males in nursing, reduction of feminine language in nursing and production of home videos where males play the role of nurses.
2. Practicing male nurses should engage in career promotion programmes in secondary schools using themselves as example for reinforcement.
3. Practicing nurses should visit secondary school career counselors and clearly explain the career opportunities available for males entering nursing.
4. Nurses in collaboration with N & MCN should develop strategies to provide more accurate information on career prospects and opportunities for males in nursing profession to reduce gender bias associated with nursing profession e.g. restriction of males from undergoing Midwifery course.
5. The Federal Ministry of Education should improve the career guidance courses/train career counsellors in secondary schools. This will help students discover who they are, what they can do, and the particular career they fit in. So that they do not opt for career/professions they do not have capabilities for.
6. There should be educational/career enlightenment programmes on the importance of nursing profession to the public. This will inform/enlighten the students and help to improve the societal status/image of the profession.
7. Youths should be discouraged from the 'get rich quick' syndrome. This therefore calls for an urgent need for seminars, workshops and outreach programmes to be periodically organized and implemented for career counselors in order to equip the students with knowledge that will help them to utilize their inner potentials. Youths should also be made to understand that there is more to life than having flashy things of life.

8. Professionals and educationists should package their careers well to make them attractive and future oriented to meet up with current trends in the society.

Suggestions for Further Studies

The present study has provided empirical information about factors that could restrain choice of nursing as a career among males. This study opens up avenue to some other areas that could be investigated in order to improve the image and autonomy of nursing profession.

- A study could be carried out to determine the factors that will motivate males to choose nursing as a career.
- A study could also be carried out to determine the gender-based barriers for male students in nursing education programme in Nigeria.

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APPENDIX I
QUESTIONNAIRE

Department of Nursing Sciences,
Faculty of Health Sciences and
Technology,
University of Nigeria,
Enugu Campus.

Dear Respondent,

I am a Master of Science (M.Sc) student of the above institution, conducting a research on factors restraining choice of nursing as a career among male SSIII students in Enugu Urban. Before you start filling the questionnaire, you are required to sign a consent form. Your participation is strictly voluntary.

Kindly give honest and frank responses to each question. I assure you that all information given will be treated confidentially and used for the purpose of this study. Do not write your name on the questionnaire.

Thank you for your co-operation.

Yours sincerely,

Onwumere, Ijeoma G

SECTION A: SOCIO-DEMOGRAPHIC DATA

Instruction: Please tick (✓) in the boxes beside the answers as applicable to you.

1. ***In which of these age range do you belong?***

- (a) Under 15 years
- (b) 15-19 years
- (c) 20-24 years
- (d) Over 24 years

2. ***What is your father's highest educational level?***

- (a) No formal education
- (b) Primary education
- (c) Secondary education
- (d) Tertiary education

3. ***What is your mother's highest educational level?***

- (a) No formal education
- (b) Primary education
- (c) Secondary education
- (d) Tertiary education

4. ***What is your father's occupation?***

- (a) Business
- (b) Civil/Public service
- (c) Teaching/Lecturing
- (d) Medical practitioner
- (e) Legal practitioner
- (f) Trading
- (g) Others (farming, driving, nursing etc)
- (h) No response

5. ***What is your mother's occupation?***

- (a) Teaching/Lecturing
- (b) Civil/Public servant
- (c) Business
- (d) Trading
- (e) Nursing
- (f) Housewife
- (g) Others (Farming, legal practitioner, medical practitioner, seamstress etc)
- (h) No response

6. ***Will you choose nursing as a career?***

- (a) Yes
- (b) No

SECTION B

Instruction for Questions 4 – 69

Please carefully read the instruction before responding to the statements that follow. The statements in the scale below are things that may restrain one from choosing nursing as a career. If you will not consider or choose nursing as future career, you are required to indicate your extent of agreement or disagreement by ticking in the column with the following options:

- SA Strongly Agree
- A Agree
- D Disagree
- SD Strongly Disagree

Sub Scale	S/N	Item	SA	A	D	SD
Personal Factors	7.	I don't like nursing as a career				
	8.	I see nurses as wicked so I don't want to associate with them				
	9.	I cannot stand the sight of blood				
	10.	I am strong hearted not soft to be a nurse				
	11.	I don't have interest in caring for the sick				
	12.	I don't have the ability to look after sick people				
	13.	I am careless and therefore cannot handle delicate situation that pertains to life				
	14.	I don't have patience to work as a nurse				
	15.	I get angry easily and cannot pet patients.				
	16.	Nursing will lower my image as a man				
	17.	I cannot think of myself being a nurse				
	18.	Nursing will lower my ego and integrity				
	19.	I will feel shy to be a nurse				
	20.	I am not strong enough to stand for long hours				
	21.	I don't want to use my personal time looking after sick people				
	22.	I would want to be a doctor not a nurse				
23.	I am too brilliant to be a nurse					
24.	I want to work in a laboratory not in a hospital					

Sub Scale	S/N	Item	SA 4	A 3	D 2	SD 1
Social/ Environmental Factors	25.	My friends will laugh at me				
	26.	People will look down on me				
	27.	None of my friends like nursing				
	28.	People around me do not respect nurses				
	29.	Nigerians accord more respect to doctors than nurses.				
	30.	People view the image of nursing profession in Nigeria as poor.				
	31.	I will not be recognized in the society as a nurse				
	32.	Nigerian society does not recognize nurses				
	33.	Nurses are not allowed to practice freely on their own				
	34.	Working conditions for nurses in private settings is poor				
	35.	People blame nurses for mistakes in the hospital.				
	36.	Nurses who work in private settings can lose their jobs any time (lack of job security)				
	37.	People that are not trained in nursing (quacks) answer nurses in hospitals.				
	38.	I don't have any nurse as a mentor or role model in my environment.				
	39.	My parents and siblings do not like nurses and nursing as a profession.				
	40.	Nurses are seen as doctor's servants				
	41.	Nursing has traditionally been viewed as a female profession				
42.	People expect nurses to be women					
43.	Nigerian culture portrays nursing as an unmanly profession.					
Economic Factors	44.	I will not be paid big salary				
	45.	Nursing is not regarded as one of the highly paid jobs				
	46.	Nursing is noble but not a lucrative job				
	47.	I want to be rich/make money				
	48.	Nursing will not make one a known millionaire in the society.				
	49.	One cannot be wealthy as a nurse				
	50.	Nursing cannot give room for extra money				
	51.	It is very expensive to undergo nursing education/training				
	52.	My parents do not have enough money to train me as a nurse				
53.	The amount of money being spent in nursing training is not commensurate with the salary being paid					

Sub Scale	S/N	Item	SA 4	A 3	D 2	SD 1
Job Related factors	54.	Nursing jobs are dirty, menial and degrading				
	55.	Nursing is a frightful profession				
	56.	Nursing jobs are too demeaning and tasking				
	57.	Nursing jobs expose one to different kinds of infections				
	58.	Nursing jobs are not skilled because any other person can perform them				
	59.	Nursing jobs extend into the night				
	60.	Nurses work during weekends				
	61.	Most nurses work in the hospital				
	62.	Nursing is strenuous and stressful				
Career-Related Factors	63.	Nursing education and training is too rigorous				
	64.	My parents have the greatest influence in my future career choice				
	65.	Friends have been the greatest influence in my future career choice				
	66.	Teachers have been the greatest influence in my future career choice				
	67.	Other family members have been the greatest influence in my future career choice				
	68.	I will not choose nursing as a career because I am arts inclined				
	69.	I did career research on my own				
	70.	I would consider a job held traditionally by the opposite sex				
	71.	I have access to employment in a family business				
	72.	No one is a nurse in my family/community				

APPENDIX II

INFORMED CONSENT

Introduction: My name is Onwumere Ijeoma Gloria, a postgraduate student of the department of Nursing sciences, Faculty of Health Sciences, University of Nigeria, Enugu Campus.

Voluntary Nature of Participation: Subjects' participation in this study is entirely voluntary. You have the right to withdraw consent and discontinue participation in the study at any given time.

Study Procedure: I am carrying out a study on Constraining Factors to Male Enrolment in Nursing Programme in Enugu Urban, Enugu State. In this study, you will be required to fill the questionnaire. Please feel free to ask for clarification on any question you do not understand.

Risk: The process of filling the questionnaire will not cause you any harm or injury.

Confidentiality: Please, note that information you give will be kept confidential and your name will never be used in connection with any information you give.

Feed Back: In case of any clarification, you can contact me on 08063328800.

Response: The study has been explained to me and I finally understand the consent of the study process. I will be willing to participate in the study described above.

.....
Signature of Participant **Signature of Witness** **Signature of Researcher**

.....
Date **Date** **Date**

In case of enquiries, please contact:
Dr. (Mrs.) N. P. Ogbonnaya,
Department of Nursing Sciences,
Faculty of Health Sciences and Technology,
University of Nigeria,
Enugu Campus.

APPENDIX III

RELIABILITY TEST OF THE INSTRUMENT (Cronbach Alpha)

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.927	66

Scale: Personal Factors Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.871	18

Scale: Social and Environmental Factors Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.849	19

Scale: Economic Factors

Reliability Statistics

Cronbach's Alpha	N of Items
.771	10

Scale: Job-Related Factors

Reliability Statistics

Cronbach's Alpha	N of Items
.737	10

Scale: Career-Related Factors

Reliability Statistics

Cronbach's Alpha	N of Items
.620	9

APPENDIX IV

Percentage of male enrolment into nursing program in Nigeria from 1980 to 2000

Year	Male Enrolment (%)
1980	3.2
1981	3.4
1982	3.1
1983	3.5
1984	2.8
1985	3.1
1986	3.9
1987	3.8
1988	4.4
1989	4.3
1990	4.5
1991	4.1
1992	4.3
1993	4.2
1994	4.0
1995	4.2
1996	4.5
1997	4.7
1998	4.9
1999	4.6
2000	6.0

Source: *Federal Ministry of Health, Abuja, 2000.*

APPENDIX V

Table 2: Personal factors that restrain male SSSIII students from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Personal Factors							
I don't like nursing as a career.	207	151	136	109	2.8	1.11	1
I see nurses as wicked so I don't want to associate with them.	85	139	190	189	2.2	1.03	15
I cannot stand the sight of blood.	127	158	159	159	2.4	1.09	7
I am strong hearted not soft to be a nurse.	97	140	167	199	2.2	1.07	13
I don't have interest in caring for the sick.	72	88	216	227	2.0	1.00	18
I don't have the ability to look after sick people.	81	139	202	181	2.2	1.01	14
I am careless and therefore cannot handle delicate situation that pertains to life.	78	100	202	223	2.0	1.02	17
I don't have patience to work as a nurse.	97	168	203	135	2.4	1.00	9
I get angry easily and cannot pet patients	97	125	201	180	2.2	1.04	12
Nursing will lower my image as a man.	117	176	163	147	2.4	1.06	5
I cannot think of myself being a nurse.	169	181	154	99	2.7	1.05	2
Nursing will lower my ego and integrity.	113	188	171	131	2.5	1.03	3
I will feel shy to be a nurse.	117	172	185	129	2.5	1.03	4
I am not strong enough to stand for long hours.	112	138	169	184	2.3	1.09	11
I want to use my personal time looking after sick people	97	188	195	123	2.4	.98	6
I would want to be a doctor not a nurse.	78	142	198	185	2.2	1.01	16
I am too brilliant to be a nurse.	116	146	178	163	2.4	1.07	10
I want to work in a laboratory setting not in a hospital as a nurse.	119	147	188	149	2.4	1.06	8
Mean of Means					2.3	0.613	

APPENDIX VI

Table 3: Social/Environmental factors that prevent male SSSIII from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Social/environmental							
My friends will laugh at me.	118	152	158	175	2.4	1.09	16
People will look down on me.	77	189	194	143	2.3	0.97	17
None of my friends like nursing.	100	164	200	139	2.4	1.01	18
People around me do not respect nurses.	80	149	195	179	2.2	1.01	19
Nigerians accord more respect to doctors than nurses.	89	176	184	154	2.3	1.02	14
People view the image of nursing profession in Nigeria as poor.	85	154	202	162	2.3	1.01	15
I will not be recognized in the society as a nurse.	84	178	202	139	2.3	0.98	13
Nigeria society does not recognize nurses.	100	178	167	158	2.4	1.04	11
Nurses are not allowed to practice freely on their own.	138	188	169	108	2.6	1.02	6
Working conditions for nurses in private settings is poor.	134	193	166	110	2.6	1.02	7
People blame nurses for mistakes in the hospitals.	121	163	207	112	2.5	1.01	9
Nurses who work in private settings can lose their jobs any time (lack of job security).	93	168	203	139	2.4	1.00	12
People that are not trained in nursing (quacks) answer nurses in hospitals.	200	199	116	88	2.9	1.04	4
I do not have any nurse as a mentor or role model in my environment.	114	204	189	96	2.6	.97	8
My parents and siblings do not like nurses and nursing as a profession.	107	175	215	106	2.5	1.37	10
Nurses are seen as doctor's servants.	184	239	93	87	2.9	1.01	3
Nursing has traditionally been viewed as a female profession.	258	200	81	64	3.1	.99	2
People expect nurses to be women.	270	203	70	60	3.1	.97	1
Nigerian culture portrays nursing as an unmanly profession.	181	197	136	89	2.8	1.03	5
Mean of Means					2.5	.65	

APPENDIX VII

Table 4: Economic factors that discourage male SSSIII students from choosing nursing as a career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Economic Factors							
I will not be paid big salary.	129	189	174	111	2.6	1.02	6
Nursing is not regarded as one of the highly paid jobs.	142	213	157	91	2.7	0.99	3
Nursing is noble but not a lucrative job.	164	263	124	52	2.9	0.90	2
I want to be rich/make money.	250	200	87	66	3.1	0.09	1
Nursing will not make one a known millionaire in the society.	126	207	159	111	2.6	1.01	4
One cannot be wealthy as a nurse.	93	169	204	137	2.4	0.99	9
Nursing cannot give room to make extra money.	115	188	161	139	2.5	1.04	7
It is very expensive to undergo nursing education/training.	118	202	181	102	2.6	0.98	5
My parents do not have enough money to train me as a nurse.	71	120	207	205	2.1	1.00	10
The amount of money being spent in nursing training is not commensurate with the salary being paid.	125	187	154	137	2.5	1.05	8
Mean of Means					2.6	0.63	

APPENDIX VIII

Table 5: Job-related factors that hinder male SSSIII from choosing nursing as a Career with their ranking.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
Job Related-Factors							
Nursing jobs are dirty, menial and degrading.	102	140	189	172	2.3	1.05	10
Nursing is a frightful profession.	83	214	184	122	2.4	0.96	8
Nursing jobs are too demanding and tasking.	139	243	135	76	2.8	0.94	6
Nursing jobs expose one to different kinds of infections.	203	200	109	91	2.9	1.05	5
Nursing jobs are not skilled because any other person can perform them.	77	172	201	153	2.3	0.98	9
Nursing jobs extend into the night.	222	254	73	54	3.1	0.91	2
Nurses work during the weekend.	248	220	85	50	3.1	0.93	1
Most nurses work in the hospital.	235	228	86	54	3.1	0.94	3
Nursing is strenuous and stressful.	198	239	103	63	3.0	0.95	4
Nursing education and training is too rigorous.	134	237	157	75	2.7	0.94	7
Means of means					2.8	0.62	

APPENDIX IX

Table 6: Career-related factors that restrain male SSSIII students from choosing nursing as a career.

ITEMS	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
My parents have the greatest influence in my career choice	103	185	181	134	2.4	1.01	3
Friends have been the greatest influence in my future career choice	47	118	217	221	2.0	0.93	9
My teachers have been the greatest influence in my career choice	41	168	213	181	2.1	0.91	7
Other family members have been the greatest influence in my future career choice	50	143	237	173	2.1	0.91	6
I will not choose nursing as a career because I am arts inclined	106	99	175	223	2.2	1.10	5
I did career research on my own	119	237	165	82	2.7	0.94	1
I would consider a job held traditionally by males	118	208	159	118	2.6	1.016	2
I have access to employment in a family business	78	194	207	124	2.4	0.95	4
No one is a nurse in my family/community	94	120	143	246	2.1	1.10	8
Mean of Means					2.3	0.56	

APPENDIX X

Table 7: Mean of responses to group of restraining factors with their marking

S/N	Subscale	SA	A	D	SD	\bar{X}	Std. Dev.	Rank
1	Personal Factors	109.9	149.2	182.0	161.7	2.3	0.61	4
2	Social/environmental factors	133.3	182.6	165.6	121.5	2.5	0.65	3
3	Economic factors	133.3	193.8	160.8	115.1	2.6	0.63	2
4	Job Related factors	164.1	214.7	132.2	91.0	2.7	0.62	1
5	Career-related factors	84	163.6	188.6	166.9	2.3	0.56	5

APPENDIX XI

Percentage of male enrolment into nursing program in Nigeria from 2001 to 2010

Year	Male Enrolment (%)
2001	5.5
2002	6.1
2003	5.9
2004	6.2
2005	5.7
2006	5.2
2007	5.5
2008	5.8
2009	6.2
2010	6.0

Source: *Nursing and Midwifery Council of Nigeria, 2005 and 2010.*

APPENDIX XII

Percentage of male enrolment into school of nursing UNTH, Enugu from 2001 to 2012

Year	Total student enrolment	Male Enrolment (%)
2001	49	1
2002	54	2
2003	59	4
2004	61	7
2005	45	4
2006	51	5
2007	55	7
2008	44	7
2009	62	10
2010	63	9
2011	61	9
2012	60	6

Source: *School of Nursing, UNTH, Enugu.*

APPENDIX XIII

Percentage of male enrolment into school of nursing at Bishop Shanahan Hospital, Nsukka from 2000 to 2011

S/N	Year	Total student enrolment	Male Enrolment (%)
1	2000	79	5
2	2001	56	4
3	2002	98	9
4	2003	79	9
5	2004	50	10
6	2005	58	9
7	2006	50	7
8	2007	54	4
9	2008	52	4
10	2009	53	6
11	2010	54	5
12	2011	48	3
13	2012	47	3

Source: *School of Nursing, Bishop Shanahan Hospital, Nsukka.*

APPENDIX XIV

Percentage of male enrolment into school of nursing ESUTH Teaching Hospital, Enugu from 2002 to 2011

Year	Total student enrolment	Male Enrolment (%)
2002	94	16
2003	36	4
2004	72	4
2005	78	5
2006	80	7
2007	74	4
2008	72	8
2009	50	6
2010	60	12
2011	70	10
2012	110	8

Source: School of Nursing, Enugu State University Teaching Hospital.

APPENDIX XV

Male secondary schools in Enugu Urban

Enugu South	Name of school	No male SSS3 students
1	Union Secondary School Awkunanaw	76
2	Army Day Secondary school	48
3	Uwani Secondary school	138
4	College of Immaculate Conception (CIC)	268
5	Mary Land Secondary School	64
6	Community Secondary School Obeagu Awk.	67
7	C.S.S. Ugwuaji	19
8	Comprehensive Secondary School Akwuke	26
9	Chukwu Memorial Secondary School	50
	TOTAL	<u>756</u>
Enugu North	Name of school	No male SSS3 students
1	Community Secondary School Iva valley	44
2	Day Secondary School Independence Layout	11
3	Coal Camp Secondary School Enugu	44
	TOTAL	<u>99</u>
Enugu EAST	Name of school	No of male SSS3 students
1	National Grammar School Nike	81
2	St. Patrick Secondary School Emene	79
3	New haven B. School Enugu	85
4	Community Secondary School Ugwuogo Nike	33
5	Annunciation Secondary School Nike	60
6	Community High School Emene	15
	TOTAL	<u>353</u>
	GRAND TOTAL FOR THE THREE LGAs	<u>1208</u>

Source: Post primary Schools management board (PPSMB) planning, research and statistics department (2012).

APPENDIX XVI

Selected Schools for the Study and their Sample Size

L.GA	No. of schools	No. of Schools	Names of Schools selected	Population of Male SSSIII students
Enugu South	9	3	(1) College of Immaculate Conception (CIC) (2) Army Day Secondary School, (3) Comprehensive Secondary School, Akwuke	268 48 26
Enugu North	3	3	(4) Community Secondary School Iva Valley, (5) Day Secondary School Independence Layout, (6) Coal Camp Secondary School,	44 11 44
Enugu East	6	3	(7) St. Patrick's Secondary School, Emene, (8) New Haven Boys Secondary school, (9) Community Secondary School Ugwuogo Nike.	79 85 33
TOTAL				638

APPENDIX XVII
IDENTIFICATION LETTER

APPENDIX XVIII

**APPROVAL LETTER FROM POST PRIMARY SCHOOL
MANAGEMENT BOARD**

APPENDIX XIX
ETHICAL CLEARANCE

