

Original Article

Career Orientations of Nursing Students: A Comparison of State and Private Universities

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Abstract

Objective: This study was designed to identify and compare the career orientations of nursing students enrolled at state and private universities.

Methods: A descriptive cross-sectional design was used. The study was carried out at the nursing schools of two state and four private universities in Istanbul. Participants enrolled in the 3rd and 4th year of the nursing program at these universities were targeted without using a sampling selection. Data were collected from 505 of 961 students. Data collecting tool was consisting of 43 questions on the students' personal, professional and future plans.

Results: It was determined that the majority of the students (52.5%) had nursing in their top three choices for college, while not as many (14.5%) thought of nursing as their ideal career. Highly significant differences were observed in comparison of state and private university students with respect to "Receiving career guidance during education", "Desire to receive career guidance", "Desire to work as a nurse", "Desired field of work upon graduation", "The nature of the institution of highest preference in job application", and "The reason for getting a graduate degree".

Conclusions: It was determined that career counseling did impact the students' decision. There were differences between state and private university students in the counseling they received, and their career tendencies and orientations.

Keywords: Nursing student, Career choice, Nursing education, Nursing schools.

Introduction

Career planning entails planning each link on the chain of the duties, goals, and positions, shortly his very own future, one desire for himself for the rest of his life. The individual gets to know himself, and identifies his skills, values, and fields of interest while career

planning. Personal career goals are formed while researching professions and plans are made to be successful throughout the work life (Peake & Harris, 2002; Mc Kenna et al., 2010).

Once a profession is obtained, people spend a significant portion of their time engaging in

that business. Most of the time, even personal and family affairs are organized according to one's job. Therefore, career planning does not only impact one's happiness in work life, but also in his life in general (Buerhaus et al., 2005; Kayalar & Ozmutaf, 2009).

Career planning is a personal process, where one's own self; desires, expectations, and characteristics are in effect. Those who can plan their career correctly, take their personalities into account and tend to prefer choose positions that they are satisfied with (Peake & Harris, 2002).

It is stated that providing career guidance to individuals before their professional life while they are still college students, making them think about their future professions, revising nursing curriculum to prepare them for the profession and approaches that help them know themselves better and decide what they can do may prevent early reality shocks and burnouts in their professional lives (Salmela-Aro et al., 2009; Matutina et al., 2010; Zamanzadeh et al., 2015).

Career planning is crucial for nursing students (Goz & Gurbuz, 2005; McKenna et al., 2010). In nursing as well, a career path that is randomly chosen adversely impacts both the job satisfaction of the nurse and the satisfaction of those the nurse cares for (Happell, 1999; Goz & Gurbuz, 2005). Therefore, it is particularly important to identify the career expectancies of nurses while they are students as they will be working one-on-one with patients in patient-care and will be the health professionals who form the closest relationships with the patients (Happell, 1999; Hayes et al., 2006; Lai et al., 2006; Kloster et al., 2007). Nursing faculty in many countries find it important to identify the post graduation expectations and demands of nursing students.

Shortage of nurses is an important workforce management issue that needs to be resolved in both developed and developing countries (Hayes et al., 2006; Perry, 2012). In addition to the current shortage, a lot of experienced nurses are also choosing to leave their professions in later years (Kloster et al., 2007). To resolve this issue, it is important that nurses make correct career choices early, while they are still students (Lai et al., 2006). Nursing students' post-graduation career plans are of much more importance in countries like Turkey, which is farthest behind the other countries of the Organization for Economic Co-operation and Development (OECD) (Vujicic et al., 2009). It is necessary for educational institutions and the educators in these institutions to prepare their nursing students for graduation with a focus on career guidance during their studies as well (Happell, 1999; Goz & Gurbuz, 2005).

There are studies on nursing student examining the reasons for choosing the profession, the fields they are interested to work in upon graduation, how much they want to benefit from advanced study opportunities, and the differences in career expectancies across genders (Happell, 1999; Boughn, 2001; Peake & Harris, 2002; Buerhaus et al., 2005; Yazici Altuntas et al., 2005; Hayes et al., 2006; Lai et al., 2006; Kloster et al., 2007; Yildirim et al., 2010).

Methods

Study Objective

The objective of the study was to identify and to compare the career orientations and expectations of nursing students enrolled at state and private universities. The study was conducted as a descriptive and comparative study.

Sample of the Study

The study sample consisted of the 3rd and 4th year nursing students of two state and four private universities in Istanbul, which were selected because they enroll the highest number of students. Of the 961 students enrolled, 950 were given the questionnaire and 505 students provided complete data. The response rate in the study was calculated at 53.2%.

The reason for enrolling 3rd and 4th year students in the study was their closeness to graduation, hence the expectancy that they would have professional future/career plans defined. A larger proportion of the sample were enrolled at state universities (66.7%) and were 4th year students (54.5%), female (98%), single (98%), public high school graduates (54.5%), living with their families (37.4%), and spoke a second language (96.8%). The mean age of the participating students was 21.9 ± 1.93 .

Data Collection and Data Collection Tools

The data was collected after the required permissions of the institutions and approval of the ethics committee were obtained. Data collection took place at the institutions on the dates determined in advance, and with the permission of the instructor, the questionnaires were handed out to volunteering students after the required study description was provided. The study personnel waited for the students to fill out the forms and collected them upon completion.

The data collection instrument consisted of 43 items, divided into two sections. The first section included items geared towards obtaining socio-demographic information on the students. The second section consisted of

multiple-choice items on the reasons why the students chose to study nursing and their career orientations. The researchers designed this section after reviewing the similar studies in literature. A pilot testing of the survey was conducted on 20 students to test the intelligibility and content suitability of the statements. The survey was finalized after the pilot testing and was administered afterwards.

Data Analysis

The data were analyzed after the researchers entered the data from completely filled out questionnaires into computer software. Numeric, percentage-frequency values, and chi-square tests were used in SPSS 21.0 to analyze the data.

Results

Results related to students' choice of the nursing profession

The answers participants provided to the questions on the reasons why they chose to study nursing are described in detail in Table 1.

Table 1 shows that 14.5% of the students mentioned nursing as their ideal job and more students preferred to study teaching (22.4%) or other health related professions (19.0%); however, still for majority of the students nursing was among their top 3 choices (52.5%) and they (58.4%) chose nursing voluntarily. While 31.9% of the students stated that chose nursing because they love the profession, majority (64.2%) of them preferred it due to ease of finding a job. No significant difference was found between the groups with respect to why students choose to study nursing ($p > 0.05$).

Table 1: Comparison of the reasons why students choose the nursing profession (N=505)

		State		Private		Total		χ^2 and p	
		n	%	n	%	n	%		
Your ideal profession before enrolling at the university?	Nursing	46	13.6	27	16.1	73	14.5	$\chi^2=1.698$ p=0.889	
	Other health related fields	66	19.6	30	17.9	96	19.0		
	Teaching	79	23.4	34	20.2	113	22.4		
	Engineering	46	13.6	22	13.1	68	13.5		
	Medicine	33	9.8	20	11.9	53	10.5		
	Other	67	19.9	35	20.8	102	20.2		
Where did nursing stand in order of your preferences?	In top 3	170	50.4	95	56.5	265	52.5	$\chi^2=2.207$ p=0.531	
	4-6	49	14.5	24	14.3	73	14.5		
	7-9	36	10.7	13	7.7	49	9.7		
	10 or after	82	24.3	36	21.4	118	23.4		
Did you voluntarily choose the nursing profession?	Yes	189	56.1	106	63.1	295	58.4	$\chi^2=2.269$ p=0.132	
	No	148	43.9	62	36.9	210	41.6		
The reason you chose the nursing profession?*	Loving the profession	Yes	101	30.0	60	35.7	161	31.9	$\chi^2=1.703$ p=0.192
		No	236	70.0	108	64.3	344	68.1	
	Family desired	Yes	118	35.0	52	31.0	170	33.7	$\chi^2=0.829$ p=0.363
		No	219	65.0	116	69.0	335	66.3	
	Guided by a relative working in health services	Yes	56	16.6	18	10.7	74	14.7	$\chi^2=3.124$ p=0.077
		No	281	83.4	150	89.3	431	85.3	
	Ease of finding a job	Yes	214	63.5	110	65.5	324	64.2	$\chi^2=0.190$ p=0.663
		No	123	36.5	58	34.5	181	35.8	
	Guided by guidance teacher	Yes	52	15.4	21	12.5	73	14.5	$\chi^2=0.778$ p=0.378
		No	285	84.6	147	87.5	432	85.5	
	Did not score high enough to enter the department of choice	Yes	116	34.4	68	40.5	184	36.4	$\chi^2=1.775$ p=0.183
		No	221	65.6	100	59.5	321	63.6	

* Multiple answer options were chosen.

Table 2: Comparison of the career planning applications of nursing education institutions (N=505)

		State		Private		Total		χ^2 and p
		n	%	n	n	%	n	
Does your institute provide you career guidance in fields other than nursing? (N=505)	Yes	81	24.0	68	40.5	149	29.5	$\chi^2=14.560$ p=0.000**
	No	256	76.0	100	59.5	356	70.5	
Do you wish to receive career guidance? (N=505)	Yes	244	72.4	107	63.7	351	69.5	$\chi^2=12.865$ p=0.002***
	No	22	6.5	4	2.4	26	5.1	
	No response	71	21.1	57	33.9	128	25.3	
Who provides the career guidance services? (N=149)	School counselor	43	45.7	33	45.2	76	45.5	$\chi^2=0.38$ p=0.981
	Experts in the field	40	42.6	32	43.8	72	43.1	
	Other	11	11.7	8	11.0	19	11.4	
Do guidance or observational opportunities related to other fields of work impact your career plans? (N=149)	Yes	80	85.1	66	85.7	146	85.4	$\chi^2=0.13$ p=0.544
	No	14	14.9	11	14.3	25	14.6	
Who should provide career guidance? (N=505)	School counselor	52	15.4	12	7.1	64	12.7	$\chi^2=12.472$ p=0.006***
	Experts in the field	166	49.3	83	49.4	249	49.3	
	Guidance and counseling department of the school or the university	39	11.6	14	8.3	53	10.5	
	No response	80	23.7	59	35.1	139	27.5	
* Multiple answer options were chosen.		** p<0.001		***p<0.01				

Table 3: Comparison of the students' views on their career opinions (N=505)

		State		Private		Total		χ^2 and p
		n	%	n	%	n	%	
Did you make any plans for the future, related your profession?	Yes	265	78.6	139	82.7	404	80	$\chi^2=1.180$ p=0.277
	No	72	21.4	29	17.3	101	20	
Do you want to work as a nurse after graduation?	Yes	279	82.8	122	72.6	401	79.4	$\chi^2=7.091$ p=0.008**
	No	58	17.2	46	27.4	104	20.6	
After graduation, where would you want to work as a nurse?	Inpatient treatment centers	185	54.9	63	37.5	248	49.1	$\chi^2=28.928$ p=0.000*
	Educational institutions	64	19.0	60	35.7	124	24.6	
	Primary health care centers	33	9.8	15	8.9	48	9.5	
	Other (educational health, occupational health, etc.)	15	4.5	18	10.7	33	6.5	
	No response	40	11.9	12	7.1	52	10.3	
What type of institutes do you primarily prefer while applying for a job?	State institutes	279	82.8	111	66.1	390	77.2	$\chi^2=25.494$ p=0.000*
	Private institutes	42	12.5	52	31.0	94	18.6	
	No response	16	4.7	5	2.9	21	4.2	

* p<0.001

**p<0.01

Table 4: Comparison of students’ views on graduate level education (N=505)

		State		Private		Total		χ^2 and p	
		n	%	n	%	n	%		
Desire to obtain a graduate degree (N=505)	Yes	267	79.2	144	85.7	411	81.4	$\chi^2=3.113$ p=0.078	
	No	70	20.8	24	14.3	94	18.6		
Time planned on starting graduate studies (N=411)	Right after graduation	141	52.6	93	64.6	234	56.7	$\chi^2=5.540$ p=0.063	
	After 1-3 years of clinical experience	100	37.5	40	27.8	140	34.1		
	When a field is chosen after familiarizing self with clinical fields.	26	9.9	11	7.6	37	9.1		
How do you think graduate education will impact your future?*	Contribute to my professional rise	Yes	226	67.1	119	70.8	345	68.3	$\chi^2=0.737$ p=0.391
	No	111	32.9	49	29.2	160	31.7		
	Contribute to my personal development	Yes	209	62.0	105	62.5	314	62.2	$\chi^2=0.011$ p=0.916
	No	128	38.0	63	37.5	191	37.8		
	Help me work more efficiently	Yes	177	52.5	83	49.4	260	51.5	$\chi^2=0.436$ p=0.509
	No	160	47.5	85	50.6	245	48.5		
	Provide professional satisfaction	Yes	165	49.0	81	48.2	246	48.7	$\chi^2=0.025$ p=0.874
	No	172	51.0	87	51.8	259	51.3		
	Help me get paid better	Yes	106	31.5	78	46.4	184	36.4	$\chi^2=10.855$ p=0.001**
	No	231	68.5	90	53.6	321	63.6		
Contribute to my professional expertise	Yes	169	50.1	86	51.2	255	50.5	$\chi^2=0.049$ p=0.875	
No	168	49.9	82	48.8	250	40.5			

* Multiple answer options were chosen.

** p<0.001

Career planning related applications in institutions of nursing education

Results pertaining to the career planning related applications offered in state and private

universities' nursing education institutions are provided in Table 2, in detail.

When career planning applications were examined in state and private institutions that offer nursing education programs (Table 2), it was determined that majority of the students did not receive career guidance throughout their education (70.5%), while students enrolled at private universities received significantly more career guidance than did their peers enrolled at state universities ($p < 0.001$).

Most of the students (69.5%) reported a desire to receive counseling on career planning and students enrolled at state universities reported a much higher desire compared to private university students, and this difference was highly significant ($p < 0.01$). While there were differences between the groups with respect to who should provide career guidance ($p < 0.01$), both groups reported that they wished to receive this service from experts in the fields the most (49.3%).

The largest portion of the students who reported having received guidance ($n=149$) were provided guidance by school counselors (45.5%) and they reported that this counseling impacts their career plans (84.5%). There was no significant difference between state and private universities with respect to the impact of guidance on career plans ($p > 0.05$).

Comparison of students' career plans

Findings on career opinions of nursing students enrolled in private and state universities are displayed in Table 3.

Majority of the students reported having made professional plans for the future (80%) and that they wanted to work as a nurse after graduation (79.4%): there was a significant difference between the groups with respect to this desire, where a higher proportion of the

private university students did not want to work as a nurse ($p < 0.01$).

While 54.9% of state and 37.5 % of private university students wanted to work at inpatient care centers after graduation, it was found that compared to state university students (19%), a higher proportion of private university students (35.7%) wanted to work at educational institutions. In both groups, primary work preference was for state institutions (77.2%) and a higher proportion of students enrolled at state universities preferred to work for the state than private university students ($p < 0.001$). Results of the comparison of students' views on graduate level education are provided in Table 4.

Majority of both state and private university students reported a desire to get a graduate degree (81.4%) and preferred to start graduate studies right after graduation (56.7%). The most prominent factor in students' desire to obtain a graduate degree were that it would "Contribute to [their] professional rise" (68.3%), followed by "Contribute to [their] personal development" (62.2%) and "Help [them] work more efficiently" (51.5%). While most of the students reported that graduate studies were not effective in higher professional satisfaction (51.3%) and getting paid better (63.6%), more state university students did report that graduate studies would help them get paid better, than did private university students ($p < 0.001$).

Discussion

When demographics of the students were examined, it was found that they were predominantly female (98%), which can be associated with the later permission of males to become nurses in Turkey (with a revision to nursing related laws in 2007) (Nursing Act, 2007). Still, males' interest since 2007 in becoming a nurse is relatively low. It may be due to the fact that nursing profession is

gendered, socially perceived as a women's profession (Sullivan, 2000; Peake & Harris, 2002; Ozdemir et al., 2008).

The results showed that both the private and state university students had teaching as their ideal profession and had nursing in their top 3 choices (Table 1), which support the findings of other Turkish studies. Yazici Altuntas et al.'s study (2005) similarly revealed that 35.3% of nursing students had schools of education as their top choice in university entrance exams. Some of the reasons that Turkish women primarily prefer teaching as a career is that they have better working conditions (not working on shifts, having a longer summer vacation, better pay, etc.) and have the least impact on their roles at home and as a mother. Peake and Harris (2002) also stated that workingwomen take into account their marriage roles as they make career plans. Another study from Taiwan frames nursing in the media as a less academic profession with lower social status and heavy workload, while the pay is relatively low (Lai et al., 2006). The same can be said for Turkey as well. These can be listed as reasons why teaching comes before nursing in career choices.

The rate that private and state university students placed nursing in their top 3 choices was similar, 50.4% and 56.5% respectively (Table 1). Yazici Altuntas et al. (2005) had found that nursing was placed between 10th and 15th choices of applicants (55.5%). Other studies have also reported nursing to be between 11th and 18th choices until 2000 (Yurttas & Yetkin, 2003; Koc & Saglam, 2009). The unemployment rate of the younger population, which decreased from 25.9% to 18.4% between January 2010 and January 2012, and still remains to be an issue, may be a reason for nursing to go up in applicants' preferences, as they are less likely to experience unemployment due to nurse shortage (Uyar Bozdaglioglu, 2008). While

investments in the health sector are increasing along with unemployment rates among young university graduates, and new health legislations are taking place, the "need for nurses" increases on daily basis. Turkey has the highest nurse shortage with 8.9 nurses per 1000 people among OECD countries who have the rate of 1.8 nurses/1000 (Vujicic et al., 2009). As more private health centers are opened throughout the country, which increases the nurse shortage, nursing students are more able to find a position after graduation. Turkish Minister of Health is also personally promoting nursing education among the youth (Akdag, 2012).

When asked 56.1% of state university students and 63.1% of private university students state that they chose nursing voluntarily. An earlier study found this rate to be 52.7% (Guducu Tufekci & Yildiz, 2009). These findings show that students increasingly choose nursing voluntarily (Table 1).

Ease of finding a job was the leading factor why students preferred to study nursing between both private (65.5%) and state university (63.5%) students (Table 1). Other studies conducted in Turkey also list ease of finding a job as the reason why students choose nursing as a profession (Guducu Tufekci & Yildiz, 2009). Studies conducted in other countries, also list ease of finding a job as the reason why nursing is a preferred profession (Yang et al., 2004). Another study lists family preference followed by their university entrance exam score as the two leading reasons why they chose nursing (Lai et al., 2006). While these reasons were also applicable to the participant in this study, the leading causes were their personal choices and ease of finding a job (Table 1).

In McLaughlin et al.'s (2010) study which was performed with nursing students in Ireland, the students stated that they mostly preferred to

study nursing because “they wanted to be a nurse” and “they wanted to help others.” Another study from Sweden reported that while personal interest was the leading reason to choose nursing, practical reasons that include ease of finding a job were secondary (Jirwe & Rudman, 2012). Studies from different countries list main motivators to become a nurse as “opportunity for caring” and “my vocation in life” (Rongstad et al., 2004; Eley et al., 2012).

All of the studies conducted in Turkey find ease of finding a job as the leading reason for choosing nursing as a profession. This may be a reflection of the increasing unemployment rates among the younger population, and is considered to be problematic as the nursing professionals seem to be distanced from the principals of the profession, which are “loving and caring for people”.

When career guidance applications were examined, private universities were found to be providing significantly more career guidance than did state universities, 40.5% and 24% respectively (Table 2) ($p < 0.001$). Of the students who reported to have received guidance, both private (45.2%) and state (45.7%) university students similarly reported that they received these services from nursing faculty members. The higher career guidance request from state (72.4%) than private university students (63.7%), and the significance of this difference points to the fact that career guidance is not given sufficient importance in state institutions ($p < 0.01$). Despite their partial agreement (15.4%) with appropriateness of counseling faculty to provide guidance services, both groups reported that these services would be better if provided by experts in the field (49.3%, 49.4%) (Table 2). Still, state university students found faculty members to provide career guidance acceptable more than did the private university students ($p < 0.01$). This

reflects the dominance of traditional views in state institutions and may be a result of the difficulty these institutions experience in employing experts to provide these services. Literature shows that career guidance services, career decision-making programs, and activities such as career days help students plan for the future in an effective way (Goz & Gurbuz, 2005; Hayes et al., 2006; Singh & Ragins, 2009; Yildirim et al., 2010; McLaughlin et al., 2010).

Most of both the state (78.6%) and private (82.7%) university students are found to be making career plans (Table 3). State university students want to become nurse after graduation significantly more than the private university students do, 82.7% and 72.6% respectively ($p < 0.01$). Similarly, state university students preferred primarily to work at inpatient health centers (54.9%). It is thought provoking that 27.4% of the nursing students at private universities do not wish to work as a nurse upon graduation, and that only 37.5% of those who wish to work as a nurse wish to work as a bedside nurse. Within this regard, the state universities’ nursing departments may be considered to be more encouraging to work as a nurse post-graduation.

Differently, Yazici Altuntas et al. (2005), found that 66.7% of private and 57.9% of state university students plan to work as a nurse. It was thought that the difference occurred due to the affect of sample size of the study which had only 119 participants. Similarly, Yildirim et al. (2010) reported in their study, which they were performed with the students of state universities, that majority of the participants (59%) reported that they could work at inpatient health centers as a nurse.

It is important to note that 13.5% of all students reported that they wanted to retake the university entrance exam within the year the study was conducted in, which is a

meaningful finding showing that the students do not want to work as nurses and want to be trained in another profession. It should also be considered with respect to the resources spent on educating these students for 4 years, who do not want to become nurses. Such students should be identified earlier in their studies to make sure the state resources are better spent.

A higher proportion of private university students (35.7%) were reported to prefer to work in educational institutions. This finding, similar to the previous findings, can be evaluated as an indicator of the private universities' insufficient encouragement of the nursing students to work as a nurse upon graduation.

An expected finding was that more of the state university (82.8%) students want to work at state hospitals than private university students (66.1%) do. This finding is related to the scholarships offered by private universities, which require their students to work at their affiliated private hospitals after graduation. The mandated employment duration to repay the 4-year scholarship is 4 to 8 years, and the graduates can freely plan their careers after completing this duration.

With respect to their views on getting a graduate degree (Table 4), private university students reported a higher desire (85.7%) compared to state university students (79.2%); both groups reported that they planned to enroll in a graduate program right after graduation. Eighty five percent of the nursing students similarly stated that they plan study for an advanced degree after graduation in a study was performed in The USA (Pettigrew et al. 2011). In another study that was performed in Turkey, Yazici Altuntas et al. (2005) found these rates as 95.8% among private and 85.7% among state university students. These findings mark that while the desire to get a graduate degree is still high; it has been

declining over the years. While there are no statistical differences between the two groups, the reason that the private university students wish more to enroll at a graduate degree program and want to do so soon after graduation may be associated with the facts that these students are enrolled at private universities on a scholarship, had a better training in foreign languages (an important skill during graduate studies), and are a group of students that had better educational opportunities with lower student per professor ratios.

The reason for both state and private universities students reported for wanting to get a graduate degree was that it will help them rise within their career (67.1%, 70.8%). This reflects that rises within career, especially in accredited hospitals, promotion and appointments are based on objective criteria such as education, experience, and performance.

Conclusion

The results show that the top career choice of the students was teaching while nursing remained in their top 3 choices for a career, the ease of finding a job was their reason for choosing nursing, and that those who wanted to work as a nurse after graduation prefer to work at state institutions. It was also determined that career guidance impacts students' preferences though they do not receive the amount of guidance they would like to, and that state and private universities differ with respect to their student body's reception of career guidance and in their career tendencies and orientations. State universities have serious shortcomings in career guidance. While most of the private university students have reported that they wanted to get a graduate degree, and to enroll in a graduate program right after graduation for professional development purposes; state university

students stated that they wanted to get a graduate degree for financial purposes only.

Based on these findings, it is recommended that career services provided at state universities should be enhanced; these services should be provided by experts in the field, not nurses; nursing students should be provided with opportunities to experience different field of nursing applications; and the students should be guided to enroll in graduate programs after a certain amount of clinical experience and be informed about graduate study's importance for professional purposes. Additionally, an important finding of the study was that nursing is preferred as a profession due to ease of finding a job after graduation, which can be problematic for the health services system. Nursing is a profession that relies on the principles of love and care for humanity. Disregarding these principles and choosing this profession solely for earnings and supporting oneself is likely to lead to negative consequences both for the profession and for those who use nursing services. Therefore especially during high school or the first year of their studies, the students should be well informed about the profession to make informed career decisions. Strategies should be developed to make the profession more desirable with respect to its political working conditions, social potential, and public image.

Limitations

This study was conducted on a sample of nursing schools of private and state universities in Istanbul. It does not include all of the nursing schools in Turkey. This is reasonable given that majority of the schools are state universities across the nation and private universities are concentrated around big cities, especially Istanbul.

Acknowledgements: We would like to thank for the assistance of nursing students who collaborated and participated in data collecting

process of this study and who responded to our surveys.

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