



Student's Reasons of Choosing the Bachelor Study Program in Nursing

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Abstract

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AIM: The aim of this study was to identify the reasons why students that attending nursing study program decide to choose this study program for their future.

METHODS: We conducted a cross-sectional study on students at University of Shkodra "Luigj Gurakuqi" in Albania and University of Pristina "Hasan Prishtina," in Kosovo, during October–November 2021. The students that participated attended the bachelor study program in nursing and program of professional master. Data collection was done using a questionnaire with closed and opened questions. Student's opinions were collected through a self-administered online questionnaire. The survey was administered using the Google Forms® platform, performed in classroom and was anonymous. To analyze the sample, it was used the exact Fisher's Test, Pearson's correlation R and χ^2 test.

RESULTS: The study included 376 students which 259 from Albania and 117 from Kosovo. 335 were female and 41 males. 195 of students were from urban area and 181 from rural area. 130 students were at the 1st year of studies, 98 at the 2nd year, 100 of 3rd year, and 48 students attend professional master's degree. About 66% of students have chosen nursing program because it is easy to find a job and 81.6% of students think that by choosing the nursing study program, they can make a career. About 82.2% of students have chosen the nursing study program because they can ensure a satisfactory economic level. More than 77% of students think that finding a job as a nurse is easy and for 75% of students nursing program has been the first choice. About 88.3% of students say they have chosen to continue their studies in nursing because they believe they can be employed after completing their studies in European Union countries. About 97.1% of students chose this program because they feel valuable in helping people with health needs. In our study, we have evidenced that 58.8% of all students would like to work in Germany.

CONCLUSIONS: Students choose the bachelor study program in nursing mainly to be able to easily secure a job, for a career, to help people with health problems and to secure an employment in the countries of the European Union. The same reasons evidenced in two student's group from two universities.

Introduction

In recent years, this study program is among the three most favorite programs offered by the University of Shkodra. According to a survey conducted in Shkodra City during 2015 for the evaluation of the performance of nurses in health centers and in Regional Hospital of Shkodra the most part of nursing express that they are dissatisfied with working conditions and their salaries at work [1], [2]. The reason why we study this is that the uncontrolled emigration of nursing staff is scary thinking about the future. The increasing emigration of the active population is associated with the aging of the population with consequent increase of the morbidity of the population. This creates an immediate need for a larger number of health workers. According to data of the WHO, Health 2020 Indicators show that in Albania, the nurse: patient ratio in 2013 was 430/100,000 population, Austria 787/100,000, Germany 1296/100,000, Italy 614/100,000, Montenegro

512/100,000, Bosnia and Herzegovina 515/100,000, North Macedonia 366/100,000, Romania 565/100,000, and Serbia 596/100,000 population. By the other hand, we do not have data for Kosovo and the last data reported for all countries are in 2013 [3].

The study program General Nursing at the University of Shkodra "Luigj Gurakuqi" has 20 years activity. From the academic year 2004–2005, with the implementation of the Bologna Cart system, the study program was adapted to three academic years with 180 ECTS [4]. During the years 2013–2016, the Bachelor study program in General Nursing was included in the project Tempus Competency based Curriculum Reform in Nursing and Caring in Western Balkan Universities: 544169-TEMPUS-1-2013-1-BE-TEMPUS-JPCR - CCNURCA. The main objective of this project is the reform of higher education in nursing, positioning itself entirely at the university level and for meet the skills-based vocational and education standards that all EU Member States must meet. Article 31/33, Directive 2005/36/EC (CCNURCA) [5].

The number of students attending this study program has been growing over the years, reaching a maximum in recent years, when the study program offered students employment opportunities in European Union countries, especially in Germany. Today this study program accepts 100 students a year, this referring to the reception capacities and not the requests of students to continue their studies. One of the objectives of the bachelor study program in nursing is its design according to the objectives of the European Union [6].

The study program General Nursing at the University of Pristina "Hasan Prishtina", Faculty of Medicine - Department Nursing and Midwifery began in the academic year 2003–2004, with the Order of the Ministry of Education, Science and Technology approved the establishment of the Department of Nursery and Midwifery within the Faculty of Medicine by its decision No. 34/01 of 7/05/2003. Studies at this Department for three academic years are with 180 ECTS. This department has 300 students in total (100 students for every year of study programs). The lack of nursing has led to a growing interest in the motives for entering and leaving the nursing profession, so many studies have shown that the motivations for additional nursing studies were two different things: The desire to help and working with people, altruism, and work-related motives. Work-related motives were financial reasons, job security, diversity at work and being part of a team, and while passive motives that nursing was not the first choice, were: Offering from two others not to become a nurse or to have friends in this study program [7]. Students of the bachelor program in nursing enter nursing education with the natural nursing beliefs that evolve over the years of education, enabling them to socialize professionally in the nursing career, also, studies investigating students' perceptions of nursing at the beginning of a nursing program showed that nursing students had idealistic views of the profession, including the concepts of care, education, and compassion [8], [9], [10]. A study in Poland also shows negative motivations, namely that young people sometimes choose the nursing profession without awareness of what it involves, also, students have a different view of nurses' work before starting the university program [11]. College students generally choose a career before considering their professional interests and, therefore, they enter a field of study without knowing their future [12]. According to the World Health Organization is needed at least 6 million new nursing jobs will need to be created by 2030, predominantly in areas where the shortage is projected to be worse, such as in low-and middle-income countries [13]. Despite the critical role nurses play in health care, there is a shortage of nurses worldwide that is expected to rise as the population grows and the provision of quality health care services into the future is problematic internationally, also exists a shortage of nurses when compared to the required services for them [14]. In African countries, the migration of nurses,

particularly from low- and middle-income countries to high income countries, has become an issue of global concern and the recruitment of nurse is reducing their number as they are unable to retain the number of nurses produced by their colleges and universities [15]. In recent years, it has been claimed that the German health and health-care sector suffers from a severe shortage of qualified health-care personnel, which is expected to become even more severe in the future, forecasts predict a lack of up to 520,000 full-time nurses in 2030 [16]. Largest feeds for recognition of foreign nursing qualifications in 2016 came from European countries, with the Philippines being the most important exception, while considering the time between 2012 and 2017, the top 5 countries applications came from were Bosnia-Herzegovina, Serbia, the Philippines, Albania, and Romania [17].

Methods

Aim

The purpose of this study was to identify the reasons why students of Albania and Kosovo that attending the nursing study program decide to choose this study program for their future, according to their perception.

Design

We conducted a cross-sectional study on students of University of Shkodra "Luigj Gurakuqi" in Albania and University of Pristina "Hasan Prishtina", in Kosovo during October - November 2021. The following components were evaluated during the study: students' perceptions about the nursing profession and the reasoning of these students had chosen this study program for their future.

Sample

The persons who participated in this study were students of the bachelor study program in nursing and students in the professional master who had completed their studies in the bachelor study program in nursing. In this study were included students at University of Shkodra "Luigj Gurakuqi," Department of Nursing, Shkoder Albania and students of study program in General Nursing at the University of Pristina "Hasan Prishtina", Faculty of Medicine - Department Nursing and Midwife. The study included 376 students which 259 from Albania and 117 from Kosovo. 335 were female and 41 were male. 195 of students were from urban area and 181 from rural area.

130 students were at the 1st year of studies, 98 at the 2nd year, 100 of 3rd year, and 48 students attend

professional master degree. All data were obtained during the period December 2021–January 2022.

Data collection

Data collection was done using a questionnaire, which focuses on two main aspects: students' perception about the nursing profession and the reasons why students chose this study program to decide their future. The first part of the questionnaire consists of ten questions about the perceptions that students have about the nursing profession with five different answer alternatives, which correspond to the Likert scale with five possible options, starting from not at all. The second part of the questionnaire consists of seven alternatives, where students can check one or more alternatives and the ninth alternative is "other" reasons, where they can write the reasons not provided by the alternatives. In this part of the questionnaire, we can identify the reasons why this student has chosen the nursing study program for their future. Furthermore, for 376 students interviewed, other demographic data were requested such as: age, gender, year of study, economic status, place of residence and country. Data collection was done using a questionnaire with closed and opened questions. The survey performed in classroom was anonymous. Student's opinions were collected through a self-administered online questionnaire. The survey was administered using the Google Forms® platform, performed in classroom and was anonymous. To analyze the sample, it was used the exact Fisher's Test, Pearson's correlation R and χ^2 test.

Ethical considerations

This record respects the rules of data protection. The study dealt reasons why students require a study program and not as research on human subjects. Students were informed in advance via email about the questionnaire. They could then decide whether, or not to participate. Questionnaire responses were strictly anonymous to ensure students' privacy. The study has been reviewed and approved by the Ethical Committee, Faculty of Natural Sciences, Department of Nursing, University of Shkodra No.prot. 31/2. Dt. 10/10/2021 Shkodër Albania.

Results

Respondent characteristics

In this study were included 376 students, 68.9% ($n = 259$) from Albania and 31.1% ($n = 117$) from Kosovo. The sample was from 17 to 35 years old, and an average age 20.42, while the standard deviation

is ± 2.591 , mode 20 and median 20. According to the age groups, 87.8% ($n = 330$) were 17–21 years old, 8% ($n = 30$) were 22–25 years old, and over 25 years old were 4.2% ($n = 16$). About 89.1% ($n = 335$) were female and 10.1% ($n = 41$) were male. 51.9% ($n = 195$) of students were resident in urban area and 48.1% ($n = 181$) in rural area. About 34.6% ($n = 130$) students were at the 1st year of studies, 26.1% ($n = 98$) at the 2nd year, 26.6% ($n = 100$) of 3rd year, and only 12.8% ($n = 48$) students attend professional master's degree. Related economic status 6.1% of students ($n = 23$) admitted that have low level economic, 90.4% ($n = 340$) have moderate level, and only 3.5% ($n = 13$) of them admitted to have high level economic.

Students' perceptions about the nursing profession

Students think that finding a job as a nurse is possible as 51.9% of them say that the job is found on average, 26.6% say that the job is often found, and 6.6% say that the job is always found, while 5.6% say that the job as a nurse is found little or not at all. In terms of career in nursing, most students express themselves positively with, 32.2% on average, 32.4% often, and 20.5% always express, while 13.6% express little and only 1.3% express not at all. Regarding economic benefit, 52.7% of students say on average that it is worth working as a nurse, 23.4% often say that this profession provides a good income, and 10.9% say that it always provides a good income, while 11.74% say little and only 1.3% nothing about income. The social status of a nurse is satisfactory as 38.3% of students express themselves moderately, 34.3% often and 18.4% of students express that they enjoy a good social status, 6.4% of students a little, and 2.7% are skeptical (Table 1). Nurses choose this profession because they really love it as 41.2% of students think that nursing has been the first choice, 28.2% often, and 16.2% express themselves moderately, while only 14.4% say it has not been the first or desirable alternative (Table 1). If years of study justify their choice, 31.1% express themselves moderately, 24.2% often, and 19.9% always express themselves, while 24.7% think that extended years of study do not justify this profession (Table 1). The majority of students say that the nursing profession is generally chosen as a result of recommendations from family or relatives, 26.1% express themselves moderately, 30.1% often, and 5.3% always express themselves, 22.6% admit that sometimes chose by recommendations, while 16% think that this profession is selected not by the recommendations of others (Table 1).

The nursing profession is proposed as a good profession to others by 22.6% on average, 29.3% often, and 38.6% always express themselves, 6.9% a little, while 9.2% say they do not recommend it for others. By the other hands, 54.5% of students say that

Table 1: Students' opinions about the nursing profession

Students' opinions about the nursing profession	None	A little	Average	Often	Always
Q1. Is it easy to find a job as a nurse?	(n = 21) 5.6%	(n = 35) 9.3%	(n = 195) 51.9%	(n = 100) 26.6%	(n = 25) 6.6%
Q2. Is making a career as a nurse?	(n = 5) 1.3%	(n = 51) 13.6%	(n = 121) 32.2%	(n = 122) 32.4%	(n = 77) 20.5%
Q3. Is an economic welfare ensured?	(n = 5) 1.3%	(n = 44) 11.7%	(n = 198) 52.7%	(n = 88) 23.4%	(n = 41) 10.9%
Q4. Is a good social status ensured?	(n = 10) 2.7%	(n = 24) 6.4%	(n = 144) 38.3%	(n = 129) 34.3%	(n = 69) 18.4%
Q5. Inability to enroll in other study programs?	(n = 155) 41.2%	(n = 106) 28.2%	(n = 61) 16.2%	(n = 44) 11.7%	(n = 10) 2.7%
Q6. Does the duration of the studies justify the purpose?	(n = 37) 9.8%	(n = 56) 14.9%	(n = 117) 31.1%	(n = 91) 24.2%	(n = 75) 19.9%
Q7. Have you been recommended by family members, other relatives?	(n = 60) 16%	(n = 85) 22.6%	(n = 98) 26.1%	(n = 113) 30.1%	(n = 20) 5.3%
Q8. Would you recommend this profession to others?	(n = 10) 2.7%	(n = 26) 6.9%	(n = 85) 22.6%	(n = 110) 29.3%	(n = 145) 38.6%
Q9. Would you have swapped it with any other study program?	(n = 205) 54.5%	(n = 62) 16.5%	(n = 42) 11.2%	(n = 42) 11.2%	(n = 25) 6.6%
Q10. Is it worth it to be a nurse in your country?	(n = 73) 19.4%	(n = 65) 17.3%	(n = 152) 40.4%	(n = 47) 12.5%	(n = 39) 10.4%

they would never have changed this profession with another profession, and only 6.6% say that if given the opportunity they would have changed it with another profession. The if is worth working as a nurse in their country, and 40.4% of them think on average, 12.5% often, and only 10.4% always say, 17.3% think that sometimes is worth to be nurse here, while 19.4% say that it is not worth working as a nurse in their country. Table 1 this can explain and the high level of percentage.

Reasoning of these students had chosen this study program for their future

The reasons why students have chosen to pursue the nursing study program are presented in Table 2. So, students think with 66% that they have chosen this direction as it is easy to find a job. Students think that by choosing the nursing study program, they can make a career, expressed this with 81.6%. By the other hands, 82.2% of students say they have chosen the nursing study program because they can ensure a satisfactory economic level (Table 2).

Table 2: Reasons why you choose the nursing profession

Reasons why you choose the nursing profession	No	Yes
Q11. Get a job quickly	(n = 128) 34 %	(n = 248) 66%
Q12. Ensure a good career in the future	(n = 68) 18.4%	(n = 307) 81.6%
Q13. Ensure economic well-being	(n = 67) 17.8%	(n = 309) 82.2%
Q14. Provide social welfare	(n = 26) 6.9%	(n = 350) 93.1%
Q15. Provide jobs in EU countries	(n = 44) 11.7%	(n = 332) 88.3%
Q16. Provides you with documents to stay abroad, but not to work as a nurse	(n = 271) 72.1%	(n = 105) 27.9%
Q17. Feel valuable in helping people with health needs	(n = 11) 2.9%	(n = 365) 97.1%
Q18. One of your family members or relatives works as a nurse	(n = 211) 56.1%	(n = 165) 43.9%

While 93.1% have chosen the nursing study program because they strive to enjoy a good social status. In terms of employment, 88.3% of students say they have chosen to continue their studies in nursing because they believe they can be employed after completing their studies in European Union countries. However, 27.9% of students say that with this study program they can obtain residence documents in the EU without working as nurses. The most part of students (97.1%) chose this program because they feel valuable in helping people with health needs. How did the imposition of family members or relatives who are nurses affect the selection of this study program? Students say that 43.9% of them had a direct impact on their choice for this study program (Table 2).

As shown in Table 3, there exists a statistically significant difference between students from Albanian

and Kosovo. Furthermore, there exists a statistically significant negative correlation between citizenship of students and ensuring a good social status. So students from Kosovo are more inclined to answer moderately to not at all regarding the provision of a good social status. On the other hand, students from Albanian say that they have chosen their profession because it provides their good social status. $\chi^2 = 9.08$ and ($p = 0.059$), Pearson's $R = -0.0124$ ($p = 0.016$).

In Table 3, we can see there exists a statistically significant negative correlation between citizenship of students and regarding the justification of the duration of studies for the final purpose. So the students from Kosovo are more inclined to answer moderately to not at all regarding the justification of the duration of studies for the final purpose but the students from Albania think the opposite. Pearson's $R = -0.115$ ($p = 0.025$).

A statistical significant difference between students from Albanian and Kosovo has been show related the recommendation by family members to choose the profession. Furthermore, there exists a statistically significant negative correlation between citizenship of students and the recommendation by family members of students to choose the profession. Albanian students are more influenced by family members to choose their profession than Kosovo students. $\chi^2 = 21.69$, ($p < 0.001$) and Pearson's $R = -0.226$, ($p < 0.001$).

A statistical significant difference between students from Albania and Kosovo it has been showed related to switched nursing studies with any other study program. We can see that exists a statistical significant positive correlation between citizenship of students and regarding the switch nursing studies with any other study program, especially students from Kosovo tend to change the nursing study with another study program. $\chi^2 = 13.11$ ($p = 0.011$) and Pearson's $R = 0.11$ and ($p = 0.031$).

Regarding the opinion that with the profession of nurse students ensure employment quickly, there is a statistically significant difference between their citizenship but there is no statistically significant correlation. Fisher's Test = 3.012, ($p = 0.053$) and Pearson's $R = -0.09$, ($p = 0.083$).

Regarding the opinion that with the profession of nurses students ensure a good career in the future there is a statistically very significant difference between their citizenship and at this point there is a

Table 3: Correlation between citizenship of students and their opinions about the nursing profession

Country	None		A little		Average		Often		Always		χ^2 (p)	Pearson's R (p)
	n	%	n	%	n	%	n	%	n	%		
Q1												
ALB	13	61.9	21	60	131	67.2	76	76	18	72	4.51/0.34	-0.09/0.07
KO	8	38.1	14	40	64	32.8	24	24	7	28		
Q2												
ALB	2	40	37	72.5	83	68.6	86	70.5	51	66.2	2.67/0.61	0.006/0.9
KO	3	60	14	27.5	8	31.4	36	29.5	26	33.8		
Q3												
ALB	3	60	29	65.9	135	68.2	65	73.9	27	65.9	1.61/0.81	-0.027/0.59
KO	2	40	15	34.1	63	31.8	23	26.1	14	34.1		
Q4												
ALB	4	40	12	50	100	69.4	92	71.3	51	73.9	9.08/0.059	-0.0124/0.016
KO	6	60	12	50	44	30.6	37	28.7	18	26.1		
Q5												
ALB	110	71	74	69.8	40	65.6	28	63.6	7	70	1.24/0.087	0.048/0.35
KO	45	29	32	30.2	21	34.4	16	36.4	3	30		
Q6												
ALB	20	54.1	37	66.1	81	69.2	64	70.3	57	76	5.87/0.21	-0.115/0.025
KO	17	45.9	19	33.9	36	30.8	27	29.7	18	24		
Q7												
ALB	29	48.3	54	63.5	69	70.4	92	81.4	15	75	21.69/<0.001	-0.226/<0.001
KO	31	51.7	31	36.5	29	29.6	21	18.6	5	25		
Q8												
ALB	5	50	19	73.1	59	69.4	77	70	99	68.3	1.98/0.74	-0.012/0.82
KO	5	50	7	26.9	26	30.6	33	30	46	31.7		
Q9												
ALB	150	73.2	37	59.7	34	81	26	61.9	12	48	13.11/0.011	0.11/0.031
KO	55	26.8	25	40.3	8	19	16	38.1	13	52		
Q10												
ALB	50	68.5	44	67.7	106	69.7	30	63.8	29	74.4	1.21/0.88	-0.016/0.76
KO	23	31.5	21	32.3	46	30.3	17	36.2	10	25.6		

statistically very significant negative correlation. So the students from Kosovo do not think that with this profession they can ensure a good career but, the students from Albania believe that can have a career with this profession. Fisher's Test = 6.76, ($p = 0.008$) and Pearson's R = 0.134, ($p = 0.009$).

Regarding the idea of obtaining documents to stay abroad, but not to work as a nurse, students from Kosovo don't think so but students from Albania accept it as an opportunity. We can see in the Table 4 that exists a statistically very significant difference between their citizenship. Furthermore, there is a statistically very significant negative correlation between their citizenship and this opinion. Fisher's Test = 4.64 ($p = 0.020$) and Pearson's R = -0.11 ($p = 0.031$) (Table 4).

Table 4: Correlation between citizenship of students and the reasons choosing the profession

Country	No		Yes		Fisher's test (p)	Pearson's R (p)
	n	%	n	%		
Q11						
ALB	80	63	178	71.8	3.012/0.053	-0.09/0.083
KO	47	37	70	28.2		
Q12						
ALB	38	55.9	221	72	6.76/0.008	0.134/0.009
KO	30	44.1	86	28		
Q13						
ALB	42	62.7	217	70.2	1.46/0.144	-0.062/0.23
KO	25	37.3	92	29.8		
Q14						
ALB	14	53.8	245	70	2.95/0.07	-0.089/0.086
KO	12	46.2	105	30		
Q15						
ALB	31	70.5	228	68.7	0.057/0.48	0.012/0.81
KO	13	29.5	104	31.3		
Q16						
ALB	178	65.7	81	77.1	4.64/0.020	-0.11/0.031
KO	93	34.3	24	22.9		
Q17						
ALB	5	45.5	254	69.6	2.902/0.08	-0.08/0.089
KO	6	54.5	111	30.4		
Q18						
ALB	139	65.9	120	72.7	2.03/0.095	-0.07/0.16
KO	72	34.1	45	27.3		

Analyzing the answers for the question no 2, we can see that exists a statistically significant negative

correlation between genders and opinions about making career with this profession. Male students do not think that with nursing profession can make career, but female students do not think so. $\chi^2 = 6.28$ ($p = 0.18$) and Pearson's R = -0.11, ($p = 0.04$).

About the ensured a good social status we can see that exists a statistically very significant difference between genders but do not exist a significant correlation between genders and opinions about insurance of a good social status with this profession. $\chi^2 = 10.92$, ($p = 0.027$) and Pearson's R = -0.075, ($p = 0.15$).

For the question no 7, we can admit that exists a statistically significant positive correlation between genders and opinions about recommendation by family members. Male students choose this profession because almost always they are recommended by family members or other relatives. $\chi^2 = 6.73$, ($p = 0.15$) and Pearson's R = 0.11, ($p = 0.037$) (Table 5).

Regarding the opinion that with the profession of nurses, students ensure a good career in the future there is a statistically very significant difference between genders. Also exists a statistically significant negative correlation between gender and opinion about the insurance of a good career in the future. Male students do not think that they can ensure a good career with this profession. On the other hand, female admit that can ensure a good career with nursing profession in the future. Fisher's Test = 10.56, ($p = 0.002$) and Pearson's R = -0.17, ($p = 0.001$).

Regarding the opinion of students that with the profession of nurses can they ensure economic well-being in the future, there is a statistically very significant difference between genders and at this point there is a statistically very significant negative correlation

Table 5: Correlation between gender of students and their opinions about the profession

Gender	None		A little		Average		Often		Always		χ^2 (p)	Pearson's R/(p)
	n	%	n	%	n	%	n	%	n	%		
Q1												
Female	17	81	28	80	178	91.3	90	90	22	88	5.49/0.24	-0.07/0.20
Male	4	19	7	20	17	8.7	10	10	3	12		
Q2												
Female	4	80	41	80.4	107	88.4	113	92.6	70	90.9	6.28/0.18	-0.11/0.04
Male	1	20	10	19.6	14	11.6	9	7.4	7	9.1		
Q3												
Female	5	100	34	77.3	179	90.4	80	90.9	37	90.2	7.65/0.105	-0.07/0.20
Male	0	0	10	22.7	19	9.6	8	9.1	4	9.8		
Q4												
Female	8	80	23	95.8	120	83.3	122	94.6	62	89.9	10.92/0.027	-0.075/0.15
Male	2	20	1	4.2	24	16.7	7	5.4	7	10.1		
Q5												
Female	143	92.3	93	87.7	52	85.2	38	86.4	9	90	3.07/0.55	0.071/0.17
Male	12	7.7	13	12.3	9	14.8	6	13.6	1	10		
Q6												
Female	34	91.9	51	91.1	101	86.3	80	87.9	69	92	2.23/0.69	-0.001/0.99
Male	3	8.1	5	8.9	16	13.7	11	12.1	6	8		
Q7												
Female	57	95	77	90.6	89	90.8	94	83.2	18	90	6.73/0.15	0.11/0.037
Male	3	5	8	9.4	9	9.2	19	16.8	2	10		
Q8												
Female	7	70	24	92.3	75	88.2	96	87.3	133	91.7	5.5/0.24	-0.069/0.18
Male	3	30	2	7.7	10	11.8	14	12.7	12	8.3		
Q9												
Female	187	91.2	54	87.1	35	83.3	39	92.9	20	80	5.38/0.25	0.07/0.19
Male	18	8.8	8	12.9	7	16.7	3	7.1	5	20		
Q10												
Female	68	93.2	58	89.2	132	86.8	44	93.6	33	84.6	3.83/0.43	0.053/0.31
Male	5	6.8	7	10.8	20	13.2	3	6.4	6	15.4		

between gender and this opinion. Male students do not think that they can ensure economic well-being with this profession. On the other hand, female admit that can ensure economic well-being with nursing profession in the future. Fisher's Test = 8.38, ($p = 0.006$) and Pearson's R = -0.15 , ($p = 0.004$).

Regarding the opinion of students that with the profession of nurses can they provide social welfare, there is a statistically very significant difference between genders and at this point there is a statistically very significant negative correlation between gender and this opinion. Male students do not think that they can provide social welfare with this profession. On the other hand, female admit that can provide social welfare with nursing profession in the future. Fisher's Test = 16.16, ($p = 0.001$) and Pearson's R = -0.21 , ($p < 0.001$) (Table 6).

Table 6: Correlation between gender of students and the reasons choosing the profession

Gender	No		Yes		Fisher's test (p)	Pearson's R (p)
	n	%	n	%		
Q11						
Female	111	87.4	223	89.9	0.55/0.28	-0.038/0.46
Male	16	12.6	25	10.1		
Q12						
Female	53	77.9	281	91.5	10.56/0.002	-0.17/0.001
Male	15	22.1	26	8.5		
Q13						
Female	53	79.1	282	91.3	8.38/0.006	-0.15/0.004
Male	14	20.9	27	8.7		
Q14						
Female	17	65.4	318	90.9	16.16/0.001	-0.21/< 0.001
Male	9	34.6	32	9.1		
Q15						
Female	42	95.5	293	88.3	2.07/0.113	0.074/0.151
Male	2	4.5	39	11.7		
Q16						
Female	244	90	91	86.7	0.88/0.22	0.049/0.35
Male	27	10	14	13.3		
Q17						
Female	8	72.7	327	89.6	3.13/0.11	-0.09/0.08
Male	3	27.3	38	10.4		
Q18						
Female	191	90.5	144	87.3	1.01/0.20	0.052/0.32
Male	20	9.5	21	12.7		

In Table 7, we can see that exists a statistically significant positive correlation between residence of students and opinions related the possibility to choose the nursing studies recommended by family members. Hence, the students with residence in rural areas have chosen the nursing studies almost always recommended by family members or other relatives. $\chi^2 = 5.68$, ($p = 0.23$) and Pearson's R = 0.096 , ($p = 0.06$).

There is a statistically significant difference between residence of students and the opportunity to recommend this profession to other students but not exists a statistically significant correlation. $\chi^2 = 11.34$, ($p = 0.02$) and Pearson's R = 0.08 , ($p = 0.13$) (Table 7).

In Table 8, we can see that exists a statistically very significant difference between residence of students and the possibility to feel valuable in helping people with health needs. Also exists statistically significant positive correlation between residence of students and opinions related the possibility to feel valuable in helping people with health needs. So the students with residence in rural areas are more altruists about this profession. They think that choosing nursing profession; they will feel valuable in helping people with health needs. On the other hand, the students with residence in urban areas don't think so. Fisher's Test = 10.52, ($p = 0.001$) and Pearson's R = 0.17 , ($p = 0.001$) (Table 8).

In Table 9, we can see that exists a very significant statistically difference between economic level of students, but not exists a statistically significant correlation between economic level of students and opinions related the possibility to choose the nursing studies recommended by family members. $\chi^2 = 26.72$, ($p = 0.001$) and Pearson's R = 0.003 , ($p = 0.96$).

Table 7: Correlation between residence of students and their opinions about the profession

Residence	None		A little		Average		Often		Always		χ^2 (p)	Pearson's R (p)
	n	%	n	%	n	%	n	%	n	%		
Q1												
U	10	47.6	20	57.1	97	49.7	50	50	18	72	5.09/0.28	-0.05/0.35
R	11	52.4	15	42.9	98	50.3	50	50	7	28		
Q2												
U	3	60	23	45.1	64	52.9	63	51.6	42	54.5	1.35/0.85	-0.034/0.51
R	2	40	28	54.9	57	47.1	59	48.4	35	45.5		
Q3												
U	1	20	23	52.3	107	54	45	51.1	19	46.3	2.93/0.57	0.013/0.79
R	4	80	21	47.7	91	46	43	48.9	22	53.7		
Q4												
U	2	20	14	58.3	79	54.9	63	48.8	37	53.6	5.55/0.24	-0.019/0.72
R	8	80	10	41.7	65	45.1	66	51.2	32	46.4		
Q5												
U	77	49.7	56	52.8	40	65.6	18	40.9	4	40	7.61/0.11	0.007/0.89
R	78	50.3	50	47.2	21	34.4	26	59.1	6	60		
Q6												
U	16	43.2	30	53.6	66	56.4	47	51.6	36	48	2.59/0.63	0.002/0.96
R	21	56.8	26	46.4	51	43.6	44	48.4	39	52		
Q7												
U	32	53.3	51	60	53	54.1	51	45.1	8	40	5.68/0.23	0.096/0.06
R	28	46.7	34	40	45	45.9	62	54.9	12	60		
Q8												
U	6	60	21	80.8	38	44.7	59	53.6	71	49	11.34/0.02	0.08/0.13
R	4	40	5	19.2	47	55.3	51	46.4	74	51		
Q9												
U	97	47.3	39	62.9	22	52.4	22	52.4	15	60	5.39/0.25	-0.07/0.2
R	108	52.7	23	37.1	20	47.6	20	47.6	10	40		
Q10												
U	38	52.1	34	52.3	77	50.7	24	51.1	22	56.4	0.43/0.98	-0.012/0.82
R	35	47.9	31	47.7	75	49.3	23	48.9	17	43.6		

There is a statistically significant difference between economic levels of students. Also exists a statistically significant negative correlation between economic level of students and the opportunity to recommend this profession to other students. So the students with low level economic status are more inclined to recommend this profession to other students. $\chi^2 = 48.15$, ($p < 0.001$) and Pearson's $R = -0.102$, ($p = 0.047$) (Table 9).

A statistically significant difference between level economic status of students related to switched nursing studies with any other study program it has been showed. We can see that exists a statistically significant positive correlation between level economic status of students with the possibility to change the nursing study with another study program. So students with higher

level economic status are more likely to change their study program if they can. $\chi^2 = 15.5$ and ($p = 0.05$) and Pearson's $R = 0.098$ and ($p = 0.05$) (Table 9).

In Table 10, we can see that exists a statistically very significant difference between levels of economic status of students related to the possibility to ensure economic well-being. On the other hand, does not exist a statistically significant correlation between level economic status of students and opinions related to the possibility to ensure economic well-being. Fisher's Test=8.83, ($p = 0.012$) and Pearson's $R=-0.04$, ($p = 0.44$).

In Table 10, we can see that exists a statistically very significant difference between levels of economic status of students related to the possibility to feel valuable in helping people with health needs. In this case does not exist a statistically significant correlation between level economic status of students and opinions related to the possibility to feel valuable in helping people with health needs. Fisher's Test = 7.66, ($p = 0.02$) and Pearson's $R = -0.06$, ($p = 0.2$) (Table 10).

Table 8: Correlation between residence of students and reasons choosing the nursing profession

Residence	No		Yes		Fisher's test (p)	Pearson's R (p)
	n	%	n	%		
Q11						
U	63	49.6	131	52.8	0.35/0.32	-0.03/0.56
R	64	50.4	117	47.2		
Q12						
U	36	52.9	159	51.8	0.029/0.49	0.01/0.86
R	32	47.1	148	48.2		
Q13						
U	35	52.2	160	51.8	0.005/0.53	0.004/0.95
R	32	47.8	149	48.2		
Q14						
U	10	38.5	185	52.9	2.01/0.112	-0.073/0.16
R	16	61.5	165	47.1		
Q15						
U	27	61.4	168	50.6	1.8/0.12	0.069/0.18
R	17	38.6	164	49.4		
Q16						
U	135	49.8	60	57.1	1.63/0.12	-0.07/0.2
R	136	50.2	45	42.9		
Q17						
U	11	100	184	50.4	10.52/0.001	0.17/0.001
R	0	0	181	49.6		
Q18						
U	109	51.7	86	52.1	0.008/0.51	-0.005/0.93
R	102	48.3	79	47.9		

Discussion

Respondent characteristics

In our study, we can see that the most part of students that are attending the nursing program were female 89.1%, and only 10.1% were male. The same situation is evidenced from the other studies for different countries, where the percentage of male nurses varies from 7% to 11% [18].

Table 9: Correlation between economic status of students and opinions about nursing profession

Economic status	None		A little		Average		Often		Always		χ^2 (p)	Pearson's R (p)
	n	%	n	%	n	%	n	%	n	%		
Q1												
Low	2	9.5	1	2.9	12	6.2	7	7	1	4	9.01/0.34	0.076/1.14
Moderate	19	90.5	34	97.1	177	90.8	89	89	21	84		
High	0	0	0	0	6	3.1	4	4	3	12		
Q2												
Low	1	20	4	7.8	6	5	9	7.4	3	3.9	11.34/0.18	0.023/0.65
Moderate	3	60	44	86.3	114	94.2	108	88.5	71	92.2		
High	1	20	3	5.9	1	0.8	5	4.1	3	3.9		
Q3												
Low	1	20	5	11.4	11	5.6	5	5.7	1	2.4	7.39/0.49	0.061/0.24
Moderate	4	80	36	81.8	181	91.4	81	92	38	92.7		
High	0	0	3	6.8	6	3	2	2.3	2	4.9		
Q4												
Low	1	10	2	8.3	8	5.6	6	4.7	6	8.7	4.01/0.86	-0.037/0.47
Moderate	8	80	21	87.5	130	90.3	120	93	61	88.4		
High	1	10	1	4.2	6	4.2	3	2.3	2	2.9		
Q5												
Low	12	7.7	3	2.8	3	4.9	3	6.8	2	20	8.22/0.41	-0.01/0.84
Moderate	137	88.4	100	94.3	56	91.8	40	90.9	7	70		
High	6	3.9	3	2.8	2	3.3	1	2.3	1	10		
Q6												
Low	3	8.1	2	3.6	6	5.1	6	6.6	6	8	4.2/0.84	-0.014/0.78
Moderate	33	89.2	52	92.9	106	90.6	84	92.3	65	86.7		
High	1	2.7	2	3.6	5	4.3	1	1.1	4	5.3		
Q7												
Low	3	5	7	8.2	2	2	6	5.3	5	25	26.72/0.001	0.003/0.96
Moderate	55	91.7	77	90.6	92	93.9	104	92	12	60		
High	2	3.3	1	1.2	4	4.1	3	2.7	3	15		
Q8												
Low	1	10	0	0	7	8.2	3	2.7	12	8.3	48.15/< 0.001	-0.102/0.047
Moderate	5	50	26	100	76	89.4	104	94.5	129	89		
High	4	40	0	0	2	2.4	3	2.7	4	2.8		
Q9												
Low	14	6.8	4	6.5	2	4.8	1	2.4	2	8	15.5/0.05	0.098/0.05
Moderate	187	91.2	55	88.7	39	92.9	40	95.2	19	76		
High	4	2	3	4.8	1	2.4	1	2.4	4	16		
Q10												
Low	5	6.8	4	6.2	6	3.9	3	6.4	5	12.8	7.15/0.52	-0.052/0.31
Moderate	65	89	57	87.7	143	94.1	42	89.4	33	84.6		
High	3	4.1	4	6.2	3	2	2	4.3	1	2.6		

Students pursuing a bachelor's degree program in nursing are more likely to come from urban areas 51.9% (with a small margin) as we can see from our results. The same situation is reported in the USA confirming that nurses living in urban areas are more likely to hold a bachelor's degree in nursing [19].

Table 10: Correlation between economic status of students and reasons choosing the profession

Economic status	No		Yes		Total		χ^2 (p)	Pearson's R(p)
	n	%	n	%	n	%		
Q11								
Low	9	7.1	14	5.6	23	6.1	0.35/0.84	0.029/0.57
Moderate	114	89.8	225	90.7	339	90.4		
High	4	3.1	9	3.6	13	3.5		
Q12								
Low	6	8.8	17	5.5	23	6.1	1.32/0.52	0.03/0.61
Moderate	59	86.8	280	91.2	339	90.4		
High	3	4.4	10	3.3	13	3.5		
Q13								
Low	6	9	17	5.5	23	6.1	8.83/0.012	-0.04/0.44
Moderate	55	82.1	285	92.2	340	90.4		
High	6	9	7	2.3	13	3.5		
Q14								
Low	3	11.5	20	5.7	23	6.1	3.08/0.22	0.01/0.84
Moderate	21	80.8	319	91.1	340	90.4		
High	2	7.7	11	3.1	13	3.5		
Q15								
Low	2	4.5	21	6.3	23	6.1	2.06/0.36	0.02/0.67
Moderate	42	95.5	298	89.8	340	90.4		
High	0	0	13	3.9	13	3.5		
Q16								
Low	14	5.2	9	8.6	23	6.1	1.61/0.45	-0.042/0.41
Moderate	248	91.5	92	87.6	340	90.4		
High	9	3.3	4	3.8	13	3.5		
Q17								
Low	1	9.1	22	6	23	6.1	7.66/0.02	-0.06/0.2
Moderate	8	72.7	332	91	340	90.4		
High	2	18.2	11	3	13	3.5		
Q18								
Low	12	5.7	11	6.7	23	6.1	0.19/0.91	-0.011/0.84
Moderate	192	91	148	89.7	340	90.4		
High	7	3.3	6	3.6	13	3.5		

Related economic status most students of our study 90.4% that are attending the nursing study program, have moderate level economic status, which allows them to have the opportunity to attend school. About 6.1% have low economic status and see nursing as the only option that can solve their problems and only 3.5% of students say that they have a high level economic and have not had other options for study program choices. This is also observed in studies of other countries where most students come from middle class economics [20]. Furthermore, Dal, *et al.* 2009, evidenced that Socio-economic status is an influential factor in the reasons why nursing is chosen as the preferred program [21].

Students' perceptions about the nursing profession and reasoning of these students had chosen this study program for their future

In our study, 66% of students think that they have chosen this direction because it is easy to find a job. Students think that by choosing the nursing study program, they can make a career, expressed this with 81.6%. We have evidenced that the students from Kosovo do not think that with this profession they can ensure a good career but, the students from Albania believe that can have a career with this profession. Male students don't think that with nursing profession can make career but female students do not think so. By the other hands 82.2% of students say they have chosen

the nursing study program because they can ensure a satisfactory economic level. Male students do not think that they can ensure a good economic status with this profession. On the other hand, female admit that can ensure a good economic status nursing profession in the future. Hence, the nursing profession is seen as the golden opportunity to secure a job and make a career in life. Even students in Australia view the nursing profession as a secure career and choose this study program as internal or altruistic reasons [22]. Nurses themselves state that their salaries are insufficient and that they are rarely seen as motivating [23].

Students from Albanian say that they have chosen their profession because it provides their good social status but the students from Kosovo do not think so. Male students do not think that they can ensure a good social status with this profession. Male students do not think that they can provide social welfare with this profession. On the other hand, female admit that can provide social welfare with nursing profession in the future. A study in Poland shows that young people have a lowered image for the prestige of the figure of a nurse but think that it is possible for this image to grow [11].

More than 77% of students think that finding a job as a nurse is easy. Nurses choose this profession because they really love it as 75% of students think that nursing has been the first choice. But is fact that the students from Kosovo tend to change the nursing study with another study program. Furthermore, students with higher level economic status are more likely to change their study program if they can. As the students in Istanbul say, they are attracted to this profession because it is easy to find a job even though they have dreamed of another job [24]. The majority of students say that the nursing profession is generally chosen as a result of recommendations from family or relatives. Albanian students are more influenced by family members to choose their profession than Kosovo students. Male students and students with rural residence areas are more influenced by family members to choose these studies. It is precisely these reasons that dominate the choice of nursing program as students had a family or relative nurse [25].

It is enough to do three years of nursing study and licensing to be ready for work, unlike other professions that last longer in years or need a second cycle of study to be employed. Therefore, 75% of respondents say that years of study justify the purpose. In this point of view, the students from Kosovo do not think so. Only 11.7% think that it is worth working in their countries, 88.3% of students say they have chosen to continue their studies in nursing because they believe they can be employed after completing their studies in European Union countries. Regarding the idea of obtaining documents to stay abroad, but not to work as a nurse, students from Kosovo don't think so but students from Albania accept it as an opportunity. However, 27.9% of students say that with this study

program they can obtain residence documents in the EU without working as nurses. This phenomenon is expressed in poor and developing countries and it is the wrong national policies that bring about this emigration of nurses from these countries [26]. The most part of students (97.1%) chose this program because they feel valuable in helping people with health needs. Hence, the students with residence in rural areas are more altruists about this profession. They think that choosing nursing profession; they will feel valuable in helping people with health needs. Hence, the students with residence in rural areas are more altruists about this profession. They think that choosing nursing profession; they will feel valuable in helping people with health needs. On the other hand, the students with residence in urban areas do not think so.

In our study, we have evidenced that (58.8%) of all students would like to work in Germany. Only 2.1% want to go in America, 0.8% in Canada but 85.1% would like to work in Europe. So only 12% of them do not like to work abroad their country. During the last three years, the curriculum office at the University of Shkodra has issued a considerable number of certificates of distribution of professional practice, required for employment application in the state of Germany, but not only, for students who have completed their studies in the bachelor study program in nursing. This is a bad perspective for Albania and Kosovo. Germany is the first country with 59.1% those students think is the best opportunity to work, as Germany has facilitated employment procedures and has high demands for the nursing profession [16].

Conclusions

The reasons that Albanian and Kosovo students choose nursing program are economics as an opportunity for these young people to secure a better life. The same reasons and the same conditions are reported from them.

The mass emigration of graduate nurses has a big financial cost now and for the future of our countries.

Recommendations

The work of the nurse in Albania and Kosovo should be properly evaluated, both from the economic point of view and the working conditions, so that students who continue their studies for a study program in nursing, at first think of working in their own country, while the opportunity to work in other places to be optional.

Developing countries like ours need to develop better economic, more social policies to prevent the mass exodus of nurses.

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Authorship statement

All authors meet the authorship criteria.

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