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THE ROLES AND PERCEPTIONS OF CAREER GUIDANCE TEACHERS IN INFLUENCING LEARNERS' CHOICE OF NURSING AS A CAREER

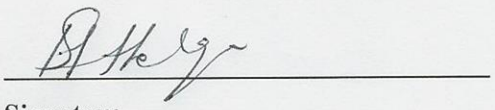
Hazel Sadie Sathekge

A research report submitted to the Faculty of Health Sciences, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Science in Nursing

Johannesburg, 2014

DECLARATION

I, Hazel Sadie Sathekge declare that this research report is my own work. It is being submitted for the degree of Master of Science in Nursing at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at this or any other university.



Signature

Date: Monday, 19 May 2014

DEDICATION

I dedicate this research to all Life Orientation teachers who accepted to participate in this study, without whom this study would not have been possible.

A special dedication to my daughter Oratiloe for her inspiration, love and support.

ABSTRACT

Career guidance teachers have an important role to play in the career choices of high school learners by presenting them with information on different careers so that informed decisions can be made. It follows that the amount and quality of information that such teachers have and their views or perceptions of a career may have either a positive or negative influence on learners' choices, in this instance, nursing as a career choice.

High school learners' declining interest in nursing as a career of choice has led to questions about career guidance teachers' knowledge regarding nursing as a career, the attributes and contemporary roles of nurses and to what extent they suggest nursing to enquiring learners. If career guidance teachers' perceptions about nursing influence recruitment into the profession, then it is important to determine what these perceptions are and what role they play in suggesting or not suggesting nursing as a career to high school learners.

The purpose of the study was to determine the perceptions of career guidance or Life Orientation (LO) teachers in influencing high school learners' choosing or not choosing nursing as a career. The study was delimited to Life Orientation teachers of three Johannesburg districts in Gauteng. The study objectives were to determine the frequency and source of requests for nursing information directed to career guidance teachers; to explore what career guidance teachers believe are important attributes of nurses; to determine the type of student in respect of personality and academic attributes that career guidance teachers would typically refer to a nursing programme, and to determine career guidance teachers' perceptions of the roles and responsibilities of nurses currently and in the future. Data were collected in 2011 from September to December.

The results showed that Life Orientation (LO) teachers in Gauteng do not receive a high number of requests about nursing from neither learners nor parents; just over 40% receive between one to five learner requests per year. A few teachers have suggested nursing to approximately 20 learners in the past five years; experienced teachers are more likely than inexperienced ones ($p=0.0139$) to suggest nursing as a career; LO teachers' age and gender have no influence on them suggesting nursing as a career. Having studied the subject Life

Sciences is the most important academic variable for referral to study nursing; learners who are caring and who enjoy working with people are considered suitable for nursing; these are also ranted as the most important personality attributes, followed by being hardworking/diligent and loving. Most LO teachers (63.0%) in this study were aware that nurses' roles have changed over time but were not knowledgeable about the extent of role change and what the roles and responsibilities of contemporary nurses are.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

In almost every country in the world nurses provide the majority of health services and as such, nursing is considered to be the backbone of the health care services. However, the shortage of nurses seriously negates this statement. There are numerous newspaper articles that report the shortage of nurses worldwide and in South Africa. This shortage varies by type of nurse, geographic location and level of care (Hlongwa, 2006). In 2013 the South African Nursing Council had 260 698 nurses registered on its database; 129 015 of these are professional or registered nurses (SANC, 2013). These statistics further indicate that up to 31% of registered nurses are older than 50 years of age and 4% are below 30 years of age. In the year 2000 registered nurses comprised 54.4% of the number of active nurses in the country, but this number has declined steadily to 50.2% in 2009 (Watson, 2011).

The government of South Africa has adopted the primary health care approach to meet the health needs of its population; the need for adequately trained nurses who are able to rise up to the challenge of specialised nursing care has thus increased (The Nursing Strategy for South Africa, 2008 DoH). Primary health care facilities will become increasingly vital, which may increase the burden on the already overworked nurses. The declining number of registered nurses will impact negatively on the healthcare system of South Africa unless active definitive measures are implemented to attract and recruit suitable candidates to pursue nursing as a career. Anecdotal reports and results from different studies suggest that the number of high school recruits into the nursing profession is inadequate to meet the health service demands in general and primary health care in particular.

1.2 BACKGROUND

To keep abreast with the population growth the production of nurses has to increase by 13.1%, but research studies indicate that the overall production of professional nurses decreased by 3% between 1999 and 2008. It has been predicted that by 2011 there will be a deficit of approximately 18 758 nurses in South Africa (George, Quinlan & Reardon, 2012). This prediction is supported by the South African Nursing Council's statistics on the 4-year Nursing programme from 2004 to 2013 for the Gauteng Province, which indicate a decline in the number of qualifying nurses whereby the total number for the 10 year period is 5933.

The number of qualified nurses nationally, is far less than the number of nurses needed to alleviate the problem of nursing shortage in South Africa as indicated by the South African Nursing Council (SANC). Mostly, recruits from high schools contribute to the production of new nurses. Recruitment efforts thus need to be targeted at career guidance teachers, high school learners, parents and peers. This will enable potential nursing recruits to make informed decisions when choosing nursing as a career. Nurse education marketing should not focus on secondary school learners only as other potential applicant pools are neglected. This includes first year university students who have not yet made a career choice e.g. first year science students (Hayes, 2007) or allied health professional courses such as occupational therapy and physiotherapy. This might increase the number of applicants into a nursing programme.

A study in Kwa-Zulu Natal (Mkhize & Nzimande, 2007) found that teachers view a closer working relationship between health facilities and schools important in order to market nursing. This study also indicates that teachers prefer health professionals themselves to present nursing as career in order to clear any misperceptions about nursing. Some misperceptions may be due to the negative image portrayed by the media or conveyed by others such as career guidance teachers. The media has a major influence on the image of the nurse and hence, the extent to which an individual will be attracted to nursing as a career. What individuals see, hear and read influences the image they develop about nursing. A study on the image of nursing in the UK

indicated a downward trend in positive nurse characteristics (Kalisch, Begeny & Neumann, 2007). This may have a negative impact on the recruitment of nursing students or their choice of nursing as a career.

Career choices at school are usually enabled by career guidance teachers through a school subject known as Life Orientation (LO) in South African schools. Life Orientation is a compulsory subject in the high school curriculum. Life Orientation involves guiding and preparing learners for life and its possibilities. Life Orientation is the study of self in relation to others and society. It applies a holistic approach to personal, social, intellectual, emotional, spiritual, motor and physical growth and development of the learner. It encourages the development of a balanced and confident learner who can contribute productively to the country's economy. This subject addresses the following: skills; knowledge; values and attitudes about self, the environment and responsible citizenship; a healthy and productive life; recreation and physical activity and lastly, career choices (Learning Programme Guidelines: Life Orientation. DoE, 2008).

The focus on career and career choices enables the high school learner to know her/himself and to develop the ability to make informed decisions regarding further study, career fields and career paths. Thus learners must be well informed and have a sense of confidence and competence to live productive lives (Learning Programme Guidelines: Life Orientation. DoE, 2008). The resources needed by Life Orientation or career guidance teachers to assist learners with career choices and further study are literature, articles and texts on careers and related workplace activities, career requirements and admissions to higher education and job requirements for various positions (National Curriculum Statement Grade 10 – 1. DoE, 2007). In view of the above information Life Orientation teachers have some influence on the career choice of learners as they have to present them with information on different careers so that informed decisions can be made. It follows that the amount and quality of information that Life Orientation teachers have and their views or perceptions of nursing may have either a positive or negative influence on learners choosing nursing as a career.

This study sought local evidence of learners' career choices by determining the perceptions of career guidance teachers in high schools with regard to nursing as a career choice. The study was however, delimited to one province only with its biggest city, Johannesburg as the study location. The Gauteng Department of Basic Education is the custodian of all public schools in the Province. Structurally, the Gauteng Department Education is divided into five districts each containing a number of primary and high schools overseen by a director. There are 180 high schools distributed across the five districts.

1.3 RATIONALE FOR THE STUDY

There is a growing disparity between the supply of and the demand for nurses due to the declining interest of high school learners in nursing as a career. With the exception of one province studies have been conducted in respect of the role high school career guidance teachers' play in learner's choice of nursing as a career. This raises questions as to whether career guidance teachers have adequate knowledge regarding nursing as a career, the contemporary roles of nurses and to what extent they suggest nursing to enquiring learners. Information generated from this study will assist the nursing profession, institutions of higher learning and the Departments of Health and Basic Education to understand how career guidance teachers influence learners in choosing or not choosing nursing as a career. It will also assist the nursing profession to design appropriate marketing strategies and materials to promote nursing as a career of choice.

1.4 PROBLEM STATEMENT

Anecdotal reports and results from different studies suggest that the number of high school recruits into the nursing profession is inadequate to meet the health service demands. This directly contributes to the nursing shortages within the health care system. High school learners' declining interest in nursing as a career of choice is a possible reason. In South Africa there are several factors that have been speculated to play a role in learners' lack of interest in nursing. The perceptions of career guidance teachers regarding nursing as a career play an important role in recruiting high school

learners into nursing, as evidenced by studies done internationally by Bolan and Grainger (2005), King, Hardie and Conway (2007) and to a limited extent in one province in South Africa by Mkhize and Nzimande (2007). If career guidance teachers' perceptions about nursing influence recruitment into the profession, then it is important to determine what these perceptions are and what role they play in suggesting or not suggesting nursing as a career to high school learners. The following research questions were posed:

- How often are career guidance teachers presented with requests for information about nursing?

- What do career guidance teachers believe are important attributes of a nurse?

- Is there a particular type of learner that career guidance teachers would recommend for nursing?

- How do career guidance teachers view the roles and responsibilities of nurses?

1.5 PURPOSE OF THE STUDY

The purpose of the study was to determine the perceptions of career guidance or Life Orientation (LO) teachers in influencing high school learners' choosing or not choosing nursing as a career. The intention was to obtain from the data, a sense of what career guidance teachers think of nursing as a career.

1.6 OBJECTIVES

The study objectives were to:

- Determine the source and frequency of requests for nursing information from learners to career guidance teachers.

- Explore what career guidance teachers believe are important attributes of nurses.

- Determine the type of student in respect of personality and academic attributes that career guidance teachers would typically refer to a nursing programme.

- Determine career guidance teachers' perceptions of the roles and responsibilities of nurses currently and in the future.

1.7 DEFINITION OF TERMS

- **Learner:** The Oxford Dictionary (2002) defines a learner as a person who is learning to do something. For the purpose of this study a learner is a person who is learning a set of subjects in high school and as such will be referred to as a high school learner.

- **High school:** A high school also known as a secondary school (The Oxford dictionary, 2002) is a place of learning for children in grades 8 – 12. The focus of this study is on career guidance for high school learners in grades 11 and 12.

- **Teacher**: According to the Oxford Dictionary (2002) a teacher is a person who teaches in a school. For the purpose of this study a teacher is a person who teaches the subject: Life Orientation at a high school.

- **Life Orientation:** Is a compulsory subject in the curriculum of high school learners in South Africa. It is the study of self in relation to others and society, among other skills it also addresses career choices (Prinsloo, 2007).

- **Career guidance**: Is described as advice and information about careers that helps individuals especially young people, decide on a career and also teaches them how to pursue their chosen career (http//www.collinsdictionary .com/dictionary/English/careers). In this study it refers to the functions and actions of a teacher who teaches the subject Life Orientation in a high school context. Such a teacher will be referred to as a career guidance teacher or career advisor in reference to global studies. However, in the South African context

and in this study such a teacher will be referred to as a Life Orientation teacher.

- **Perception**: In the Oxford Dictionary (2002) perception is described as a way of understanding or regarding the true nature of something. In this study it refers to the understanding or regard of an individual i.e. the career guidance teacher, of the true nature of something, in this instance nursing.

1.8 CONCLUSION

In this chapter an overview of the study was provided which included the background, the study rationale, the problem statement and the purpose of the study. The research questions that guided the study were articulated followed by the study objectives to be met. Study variables were conceptually and operationally defined in this chapter. The next chapter describes the literature review that framed this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the researcher describes the literature reviewed in relation to the perceptions of career guidance teachers regarding nursing as a career and their role in the career choices of learners. The review begins with a definition of nursing followed by a discussion of the perceptions of nursing as a career based on the similarities and differences of research findings. The literature reviewed spanned over a period of ten years and where indicated, historical and seminal texts were used.

2.2 DEFINITION OF NURSING

The Nursing Act, 2005 (Act 33 of 2005: Nursing Act, 2005) describes nursing as a caring profession practiced by a person, registered with the South African Nursing Council, who supports, cares for and treats a health care user to achieve or maintain health and where this is not possible, cares for a health care user so that he or she lives in comfort and with dignity until death. Nursing is regarded as "the caring profession" and caring is regarded as the central concept that defines nursing (Sargent, 2012). The desire to care for others was the main reason for students in an Irish study to choose nursing as a career (Mooney, Glacken & O'Brien, 2008). Nursing is also regarded as a helpful, relation - based profession aimed at serving humanity. The main duty of a nurse is to help both the healthy and sick individual to maintain health and attain recovery respectively. This help could be providing either for the continuity of health or enabling the sick individual to recover from illness. Therefore, being helpful also forms the basis of nursing (Dal, Arifoglu & Razi, 2009).

However, in earlier days nursing as a profession has been tied to the role that women played in society. As the years progressed the concept of a nurse evolved from the one of being a mother, nourishing and nurturing children to one without specific reference

to gender, having responsibilities encompassing expanding and challenging services to people who need health care (Ellies & Hartley, 2012). It was proposed that the challenges for nursing in the 21st century would be more complex and that health care delivery will change. Nurses will require a high level of skill and increased depth of knowledge therefore nursing needs to recruit high quality and motivated individuals.

The complex skills needed in nursing has led to a change in nurse education. However, it appears that the perceptions of nursing by society has not changed. Nursing is still viewed as a women's occupation (Grainger & Bolan 2006; Campbell-Heider, Carn, Sackett, & Whistler, 2008; Seago, Spetz, Alvarado, Keane & Grumbach, 2006) with caring and nurturing as integral features. This is confirmed by the majority of females intending to study nursing in a Cyprian study (Law & Arthur, 2003). Male nurses are still in the minority and men choose nursing for different reasons to those of women. Men tend to put more emphasis on salary, job security and the social image of the profession. Currently there is more job security and employability in nursing than other fields, thereby making nursing an attractive option for men. Males also seek opportunities for leadership and advancement in nursing (Zyberg & Berry, 2005). It may thus be concluded that societal and gender perceptions of nursing are still important despite changing expectations of nurses' future roles.

2.3 PERCEPTIONS OF NURSING

The perceptions of nursing as a career from the perspective of learners have been well investigated internationally, particularly in Australia (King, Hardie & Conway, 2007). However, few studies have been conducted in respect of high school career guidance teachers' perceptions of nursing as a career, especially locally. Some career advisors or guidance teachers do not view nursing as an intellectual enterprise and hence, discourage intelligent young, mostly females, from entering nursing. Learners who have become nursing students, report receiving stereotypical information and misperceptions about nursing from their career guidance teachers. They also reported having been unaware of the magnitude of opportunities available in the nursing profession until they entered the Bachelor of Nursing programme (Grainger & Bolan,

2006). With this in view, it is then important to determine the perceptions of career guidance teachers regarding nursing as a career as they have a role to play in the career choice of high school learners by giving them accurate information regarding the different careers.

On the other hand, Australian students already in a Bachelor's degree nursing programme view guidance and career counsellors as having little influence on their decision to become a nurse (Larsen, McGill & Palmer, 2003). However, nurse participants in the American study by Buerhaus, Donelan, Norman and Dittus (2005) regard information from career guidance counsellors as having a positive influence in their choice of nursing as a career. These two contradictions appear to be informed by what career guidance teachers tell prospective recruits about nursing and how much depth and accuracy accompanies the nursing information provided. Career advisors are regarded as a key source of information for students deciding on a future career path. Their appointment in high schools specifically for career guidance and counselling validates this important role. They are thus in a position of career authority that may influence high school learners' perceptions and knowledge of careers, which will then determine their career choice. In respect of nursing this may influence learners' decision about nursing as a career of choice (King et al., 2007).

2.4 CAREER GUIDANCE IN HIGH SCHOOL

In South African high schools career guidance resides in the subject Life Orientation and it is offered by teachers specifically prepared for this role. Life Orientation is defined as the study of the self in relation to others and to society. It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners and the way in which these dimensions are interrelated and expressed in life. The focus is the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all.

Life Orientation guides and prepares learners for life and its responsibilities and possibilities. This learning area addresses knowledge, values, attitudes and skills

about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choices. It equips learners to solve problems, to make informed decisions and choices and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society (Prinsloo, 2007).

One of the roles of Life Orientation teachers is to provide information to learners on careers, related workplace activities and admission requirements to institutions of higher learning. Their job description entails providing advice and guidance to learners with reference to potential career options. They also assist learners to make suitable choices for university or college majors. Among other roles they help learners apply for university or college admission and financial aid. In order to be able to fulfil their role in career guidance Life Orientation teachers need articles , literature or other material regarding careers and related workplace activities; career requirements and admission requirements for higher education; study loans information from various banking institutions and student funds; job requirements for various positions (Learning Programme Guidelines: Life Orientation. DoE, 2008). Continuous professional development and updating of Life Orientation teachers is thus vital for them to provide an efficient career service.

The role of these teachers does not end with career service. They are also required to help learners identify, understand and deal with social, personal and behavioural issues. Their role includes that of a counsellor as they provide preventative and developmental counselling including coping and life skills. With reference to career guidance the teachers need to have resources about career requirements and admission requirements for higher education (Learning Programme Guidelines: Life Orientation. DoE, 2008). In the absence of Life Orientation, learners who are unsure about which career to choose or to pursue, are likely to consult other sources such as brochures from universities and colleges (Baldwin & Agho, 2003). Provision of accurate information to high school learners is important as this may prevent incorrect career choices and attrition from nursing programmes (King et al., 2007).

2.4.1 Career Guidance Teachers' Views and Knowledge of Nursing

A Canadian study by Bolan and Grainger (2005), conducted to determine high school career advisors' perceptions regarding nursing as a career, found that career guidance advisors do not influence significant numbers of high school learners to consider nursing as a career. This may be due to career guidance counsellors having limited knowledge about the practice settings and opportunities available in nursing; 88% of career guidance counsellors in the Canadian study were aware that the roles and responsibilities of nurses had changed but they did not know what the roles are specifically (Bolan & Grainger, 2005).This deficiency in the knowledge of career guidance counsellors regarding the changing roles and responsibilities of nurses and perceptions of nursing are likely to be framed by traditional, outdated notions of nursing practice. This makes nursing unattractive to prospective recruits into the profession.

Educators in Mkhize and Nzimande's (2007) local study considered nursing to be one of the undignified professions due to poor physical working conditions in the public sector. The other negative aspects of the profession that were echoed by the educators include hard work involved in nursing, low remuneration levels and long work hours. Similarly nursing graduates in China thought that the salaries they receive are mismatched with their education (Zhang & Petrini, 2008).

2.4.2 Academic and Personality Attributes Suitable for Nursing

Certain personality and academic attributes are as important for nursing as for other professions. Begley (2010) categorised attributes required by the modern nurse into three: Intellectual and Practical Attributes, Dispositional Attributes and moral attributes. Participants in the study by Buerhaus et al. (2005) confirmed that nursing is a good career for people with good academic ability and specifically those who rank in the upper 20% in their high school class. The participants in their study also viewed nursing as a good career for people who are good at science. Buerhaus et al. (2005) further found that career advisors would generally suggest nursing as a career to high school students with the following attributes: strong work ethic, good interpersonal skills, professional / mature, pleasant, desire to work with others, personable and trustworthy. These attributes are in line with the reasons cited by students in their

choice of nursing as a career, particularly a desire to help or work with people (Dal, Arifoglu & Razi, 2009; Law & Arthur, 2003). Career guidance counsellors indicated that they would also suggest nursing to students who are academically strong in science or biology and to those with good language and mathematics skills (Bolan & Grainger, 2005; King et al., 2007). Mathematics plays an important role in the prevention of medication errors in nursing (Robbins & Hoke, 2010), an area where nursing negligence is more prominent than medical negligence.

In an attempt to rank order nursing attributes or traits Winter (2009) developed a list of the top 10 traits that nurses should have. These are: a caring nature, empathy, detail oriented, emotional stability, adaptable, physical endurance, quick thinker, hardworking, having a great judgement and great communication skills. A caring personality has been cited as one of the most important attribute for nursing (Bolan & Grainger, 2005, King et al., 2007, Robbins & Hoke, 2010) it is also the main reason for choosing nursing in the 21st century. Nursing as a career provides the opportunity to care for individuals, families and communities (Dal et al., 2009). More studies have been done internationally than locally, and this makes it difficult to infer from the findings of these studies to the South African context. This study then seeks to determine the personality traits and attributes of students to whom Life Orientation teachers would typically suggest Nursing as a career.

2.4.3 **Knowledge of Changing Roles in Nursing**

Knowing the current and future roles of nurses is important to frame correct perceptions of nursing and to provide accurate information about nurses' work. High school learners in Porter, Edwards and Granger's (2009) study indicated that the misperception about nursing were partly due to media depiction of nurses and career guidance teachers unfamiliarity with nursing roles. Their perceptions of nursing changed after the learners participated in nurse shadowing programme. Misperceptions about nursing are also evident in Bolan and Grainger's (2005) Canadian study where career guidance counsellors acknowledged that nursing has changed in the past ten years but were unaware of these changes and the different career paths in nursing. Although most career advisors are of the opinion that nurses have more responsibilities, they do not know what these responsibilities are and that

the roles in nursing have changed. They are also aware of the increased workload and more usage of technology by nurses but few of them are aware of more career paths and opportunities for specialization in nursing (King et al., 2007). Most of career guidance counsellors are unfamiliar with advanced nursing practice roles and career growth beyond general clinical practice (Porter et al., 2009). This lack of knowledge or incomplete knowledge may lead to incorrect information being given to learners. In the National Curriculum Statement (2007) one of the roles of South African Life Orientation teachers is to provide students with information about careers and related workplace activities. If knowledge about this is lacking then information offered to learners would be lacking.

Apart from further study and specialization opportunities registered nurses have an abundance of job opportunities in the cities, rural areas and globally. Shift work provides flexibility in hours of work. Night shift is available for those who generally dislike early morning shifts. This offers extended periods of being off whereby one has more time to spend with family or those who prefer to work at night as a personal choice. Trauma and emergency nursing as an example, is for nurses who like excitement and who would like to see immediate patient outcomes. Nurses in this field of specialisation can be flight nurses on a helicopter that goes to remote areas to pick up accident victims (Popstefanov, 2003). There is also an opportunity for advanced practice in nursing with a broader scope of practice. Primary health care nurses are nurse practitioners who diagnose and write up prescriptions for their patients. Such specific and highly selective information cannot expected to be known and to be imparted by teachers in high schools. This immediately limits the ability of career guidance teachers to inform and motivate learners for a career in nursing.

2.5 MEDIA PORTRAYAL OF NURSING

Perceptions of nursing are partly shaped by exposure in the media. Messages in the media that promote specific desirable behaviours have the potential to persuade people to change their behaviour. People who are influenced by health messages in the media may also be affected by how the media portrays the roles of health professionals (www.truthaboutnursing.org/faq/media_affects_nursing.html). The

media generally do not portray nurses as instrumental health care providers and have failed to mirror the changing role of nurses, leading to the public lacking awareness of many vital services that nurses currently provide (Kalisch, Begeny & Neumann, 2006). Nurses have been portrayed as "sex kittens" or doctors' handmaidens. This has a negative impact on the nursing profession and on nursing recruitment as occupational selection is influenced by both the image that an individual holds of a particular occupation and the individual's self-concept (editorial, 2009). Neilson and Lauder (2008) found that the main source of images of nursing for high academic achieving leaners was a small number of television programmes. However, these programmes had a great impact on their opinion about nursing in a negative way. These students viewed nursing as not having any high level of cognitive aspects related to it, therefore not requiring a high degree of intelligence. Guidance teachers share the same view with these learners as they tend to encourage girls of average or below average intelligence to do nursing. Neilson and Jones (2012) found students who perceived nursing in a positive light were lower academic achievers, encouraged by career guidance teachers and parents to take up nursing as a career. It is unknown if these teachers' opinions are shaped by the media too.

On the other hand, Donelan et al. (2008) found that the public had high regard for nurses due to positive media portrayal of nursing but this did not translate into more applicants into nursing programmes. The public who watched nurses working in disaster situations have even considered nursing as a career option but did not choose nursing as a career. South African literature presents a different view. In a qualitative content analysis of media articles in South Africa between 2005 and 2009, Oosthuizen (2012) describes four emerging themes: Nursing shortage and emigration characterised by lack of interest in nursing, closure of nursing colleges and young nurses leaving; Declining health care system and poor working conditions; Death, suffering, humiliation, misconduct and incompetence and Celebration of a noble profession. It is unknown if the declining number of nursing students and lack of interest in nursing is due to the negative portrayal of nursing, which overshadows positive images of nursing in print media. Although the role of the media has been shown to shape perceptions of nursing (Grainger & Bolan, 2006; Donelan, Buerhaus,

DesRoches, Dittus & Dutwin, 2008; O' Brien, Mooney & Glacken, 2008) this aspect was not included in this study.

2.6 CONCLUSION

Literature reviewed for this study indicates that career guidance teachers have an important role to play in the career choice of learners. Career advising or counselling requires such teachers to have adequate knowledge of the careers they advise on and to be well versed with their current practices, roles and opportunities. From the nursing literature it is evident that these expectations are lacking in career guidance teachers. These teachers appear to have limited knowledge regarding nursing as a career and they do not encourage high school learners to take up nursing as a career. This might be due to stagnant perceptions of nursing, which in some cases is equated to less complex trades such as hairdressing and the misperception that nursing is for females of average intelligence. Career guidance teachers tend to discourage high academic achieving females from taking up nursing. In this chapter a review of pertinent literature was provided. The following chapter will discuss the research methods used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

Determining peoples' views, beliefs or perceptions about a phenomenon lends itself to survey research, in order to collect data through self-report. In this chapter the research design and methods used to meet the study objectives are described. The research setting, the instrument, and validity of the instrument, population, sample and sampling methods are discussed. Ethical issues that relate to participants' rights and to research and science are outlined in this chapter.

3.2 RESEARCH DESIGN

A descriptive survey design was used in this study. A survey is designed to obtain information about the prevalence, distribution and interrelations of variables within a population (Polit & Beck, 2004). It provides the picture of the situation as it naturally occurs or happens (Burns & Grove, 2007). Data were collected at the schools where the respondents teach. A self-administered questionnaire developed by Christine Bolan and Patricia Grainger from the Centre of Nursing Studies in Newfoundland, Canada (Bolan & Grainger, 2005) was used for data collection in this study. Permission to use the questionnaire was granted by the developers. The questions have been slightly modified to accommodate differences between South African and Canadian terminology. "**Student**" has been replaced with "**learner**". "**Bachelor of Nursing Program**" was replaced by "**Nursing**". The survey data were collected through self-reporting by the teachers according to a self-administered questionnaire described further in this chapter.

3.3 RESEARCH METHODS

Research methods are described with reference to the target population, sample, sampling method, data collection and the instrument used (Burns & Grove, 2007). This study examined the perceptions of career guidance teachers at public high schools in Johannesburg in order to determine how they influence learners' choice of nursing as a career. These high schools are distributed in three geographical regions called districts, in Johannesburg.

3.3.1 Study Population

The target population comprised 180 public high schools (N = 180) distributed in five districts of the Department of Basic Education in Johannesburg. Permission to conduct the study was granted for fifty one (N = 51) schools in three districts only. These schools constituted the accessible population. The lists of schools where the study was conducted were provided by the district directors. All Life Orientation teachers in these schools were invited to participate. Life Orientation teachers who agreed to participate and gave their consent were enrolled in the study.

3.3.2 Sample Selection and Sample Size

The final sample size was determined by number of Life Orientation teachers who returned completed questionnaires upon extending an invitation to them. No specific sampling method was therefore employed as the lists of schools were provided by the district directors. A total of 112 questionnaires were distributed to the high schools and 82 (73.21%) were returned. This constituted the final sample (n = 82).

3.3.3 Data Collection Instrument

A 14- item self-administered questionnaire designed by Bolan and Grainger (2005) from the Centre of Nursing Studies in Newfoundland, Canada was used to collect data (Appendix A). It contains questions about career guidance teachers' role in general, their perceptions pertaining to nursing as a career and pertaining to the contemporary roles and responsibilities of nurses. The first three items in the questionnaire captured Life Orientation teachers' teaching experience in years and the grade 11 and 12 population in their schools. The age and gender of the teachers are captured in the last

two questions. Items four and five capture the requests for information about nursing as a career from learners and parents. Item six in the data collection instrument captures the number of times that Life Orientation teachers suggest nursing as a career to learners. The perceptions of Life Orientation teachers regarding nursing are captured in item seven, nine, ten, eleven and the second part of item twelve which are all open- ended questions. The first part of item twelve, is a closed-ended question determining the perceptions of Life Orientation teachers regarding the changing role of nurses. Permission to use the instrument for data collection was obtained from the developers, via email communication.

Instruments were distributed in two ways: some were delivered to the principals of schools in three districts of Johannesburg and some were given directly to the Head of the Department for Life Orientation. From these two sources the questionnaires were then distributed to Life Orientation teachers for completion. The participants' information sheets were simultaneously handed over to the principals and Heads of Department. Completed questionnaires were placed in sealed envelopes which were kept by the schools' receptionists for collection by the researcher. The researcher called the schools' receptionists on a weekly basis to determine if there were envelopes with questionnaires before going to the respective schools for collection.

3.3.3.1 **Validity and reliability of the instrument**

There was no other suitable instrument available locally, hence this one was chosen. It was designed by Bolan and Grainger based on literature that they had reviewed. It was then piloted on a small group of career guidance counsellors to determine content validity (Bolan & Grainger, 2005). Changes to the questionnaire included replacing "Bachelor of Nursing Program" Nursing and "student" with the word "learner".

The developers were responsible for generating the items from extensive literature review. The instrument was then reviewed for content validity by two expert nurse educators involved in recruitment and correspondence with career guidance counsellors it was designed. It was then piloted on a small group of career guidance counsellors and minor changes were made (Bolan & Grainger, 2005). Content validity in this study was not statistically determined. However, as in the case of Bolan and

Grainger (2005) two nursing education experts were approached to review the items and comment on their validity for the study context. The instrument was not piloted in this study.

A reliable instrument enhances the power of a study to detect significant differences or relationships occurring in the population under study (Burns & Grove, 2007). However, no reliability coefficients were calculated.

3.4 DATA ANALYSIS

Quantitative data from close ended questions were captured on Microsoft Excel using codes and then analysed using the statistical package STATA 10 with the aid of a statistician. Descriptive statistics, frequencies and percentages were used to describe the results. Tables and graphs were used to present the results. One- way ANOVA was used to determine whether responses differed according to age, gender and years of experience teaching the subject Life Orientation/ career guidance. Analysis of variance (ANOVA) is used when data are divided into groups according to one factor. It tests if there is a significant difference between the groups (www.stargraphics.com/analysis_of_variance#oneway).

Manifest content analysis was used to analyse open- ended questions. This process involves isolating specific words used by the respondent, tallying these and then calculating a statistic e.g. a percentage (Mayan, 2001; Graneheim & Lundman, 2004).

3.5 ETHICAL CONSIDERATIONS

In order to protect participants' rights certain procedures were followed before conducting the study and during the study. Ethical clearance was obtained from the University of the Witwatersrand's Human Research Ethics Committee (Appendix B).

The study title was approved by the Faculty of Health Sciences Postgraduate Studies Committee (Appendix C). The researcher could thus proceed with the study.

A letter requesting permission to conduct the study was written to the MEC of education in Gauteng, but the letter of approval was granted by the office of the Director of Knowledge Management and research in Gauteng Department of Education (Appendix D).

Letters requesting permission to conduct a research study were emailed to the directors of five districts of Department of Education in Johannesburg. Letters of approval were received from the directors of three districts (Appendix E).

The school principals granted verbal permission to access the school premises after being presented with a letter requesting permission to conduct the study from the researcher. An information sheet (Appendix F) accompanied the questionnaires. It detailed what prospective participants needed to know in order to give informed consent. Some of the participants gave written consent to participate in the study and others did not return consent forms.

To ensure anonymity and privacy, the participants' names and those of their schools were not indicated on the data collection tool. Data were locked away safely and only the researcher had access to the data.

3.6 CONCLUSION

This chapter described the research methods and data analysis approach employed during this study. It included the research design, the population, sample, data collection and ethical considerations. Ethical considerations for the protection of research subjects were described with reference to participants' rights, consent and institutional approval. In the next chapter, the results of the study will be presented.

CHAPTER FOUR

RESULTS

4.1 INTRODUCTION

This chapter presents the results of the study. The biographical information of Life Orientation teachers as well as their perceptions of nursing are included in the data that were collected. This chapter begins with an overview of data capturing and analysis followed by the presentation of the study results. The results are presented in textual and graphical format. The statistical tests that were used are described.

4.2 APPROACH TO DATA ANALYSIS

Data that were collected were first coded then entered onto an Excel spread sheet using codes before being analysed. STATA 10 computer statistical package was used for data analysis. A statistician from the University of the Witwatersrand was consulted to provide support during data analysis. Analysis of variance (ANOVA) and Bartlett's test were used to test differences in responses according to age, sex and experience. ANOVA is used when data are divided into groups according to one factor to test if there is a significant difference between the groups (www.stagraphics.com/analysis_of_variance#oneway).

Manifest content analysis was used to analyse open-ended questions. This process involves isolating specific words used by the respondents, tallying these and then calculating a statistic e.g. a percentage (Mayan, 2000; Graneheim & Lundman, 2004). Bar diagrams, pie charts and tables were used to illustrate the study results.

4.3 STUDY RESULTS

The accessible population comprised 112 Life Orientation teachers (N = 112); 82 Life Orientation teachers (n = 82) consented to participate in the study by completing the

questionnaires and returning them to the researcher. This represented a 73.21% response rate. The study results are presented below starting with the sample characteristics, followed by the teachers' responses according to each item or question.

4.3.1 Sample Characteristics

4.3.1.1 Sex

Both males and females participated in the survey. The study sample was predominantly female (n = 63; 76.8%) and the remainder (n = 19; 23.1%) of the participants were male. Figure 4.1 depicts the sex of the sample.

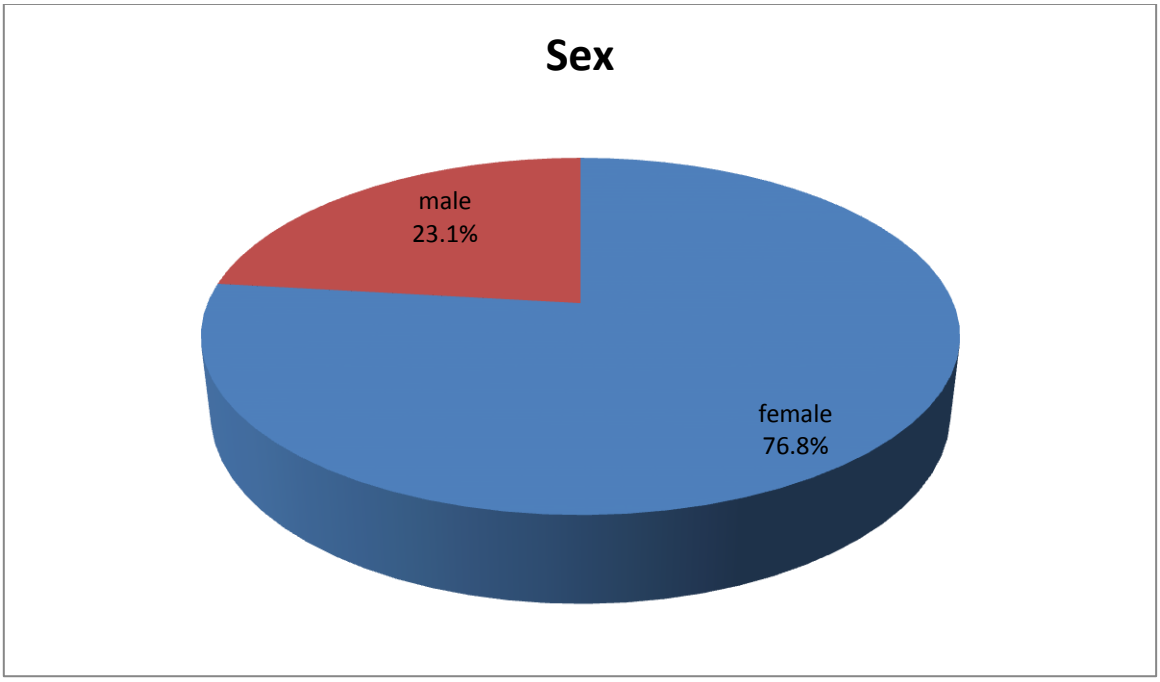


Figure 4.1: Sex Distribution of the Sample (n = 82)

4.3.1.2 Age

With reference to age distribution most of respondents were in the 41 – 50 year age group (n = 32; 39.0%) which was followed by the 51 – 60 year age group (n = 21; 25 .6%). The least represented age group were those above 60 years (n = 3; 3.6%). Figure 4.2 illustrates the age distribution of the sample.

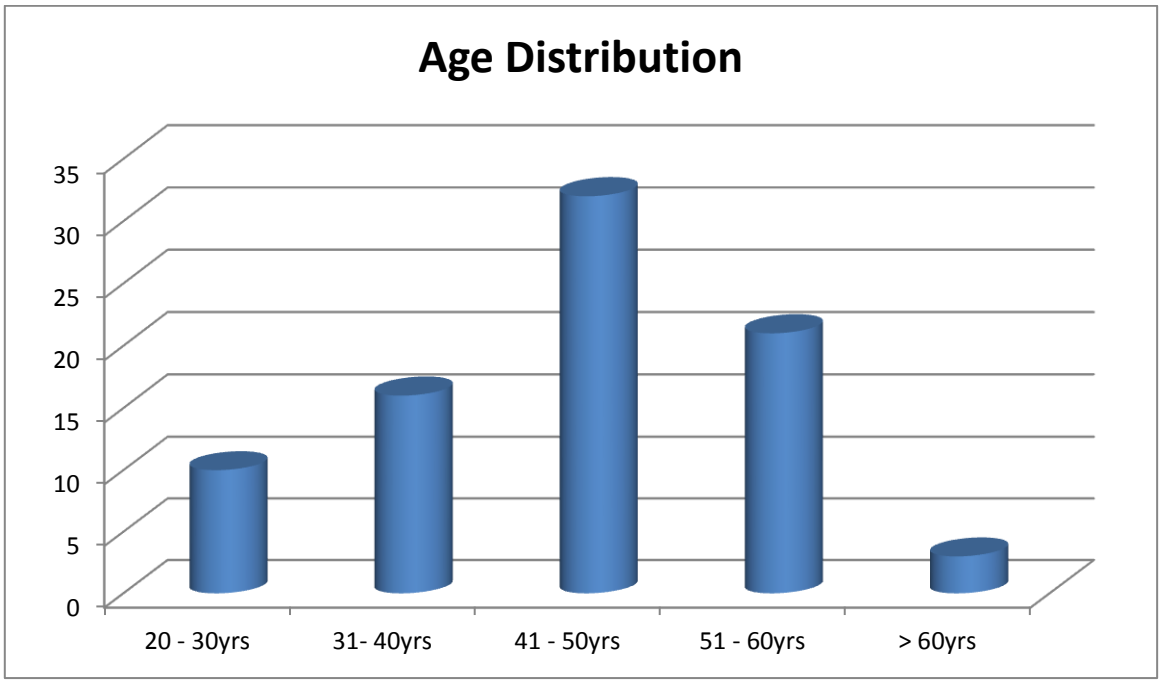


Figure 4.2: Age Distribution of the Sample (n = 82)

4.3.1.3 **Teaching experience**

Teachers were asked to indicate the number of years they had been teaching. Only 8.5% (n = 7) of Life Orientation teachers had less than one year teaching experience and those with 2 – 5years experience amounted to 15.8% (n = 13). Almost a third of the teachers (29.2%) were highly experienced, reporting teaching experience of 20 years or more but not in teaching the subject Life Orientation. Figure 4.3 illustrates the overall teaching experience of the sample.

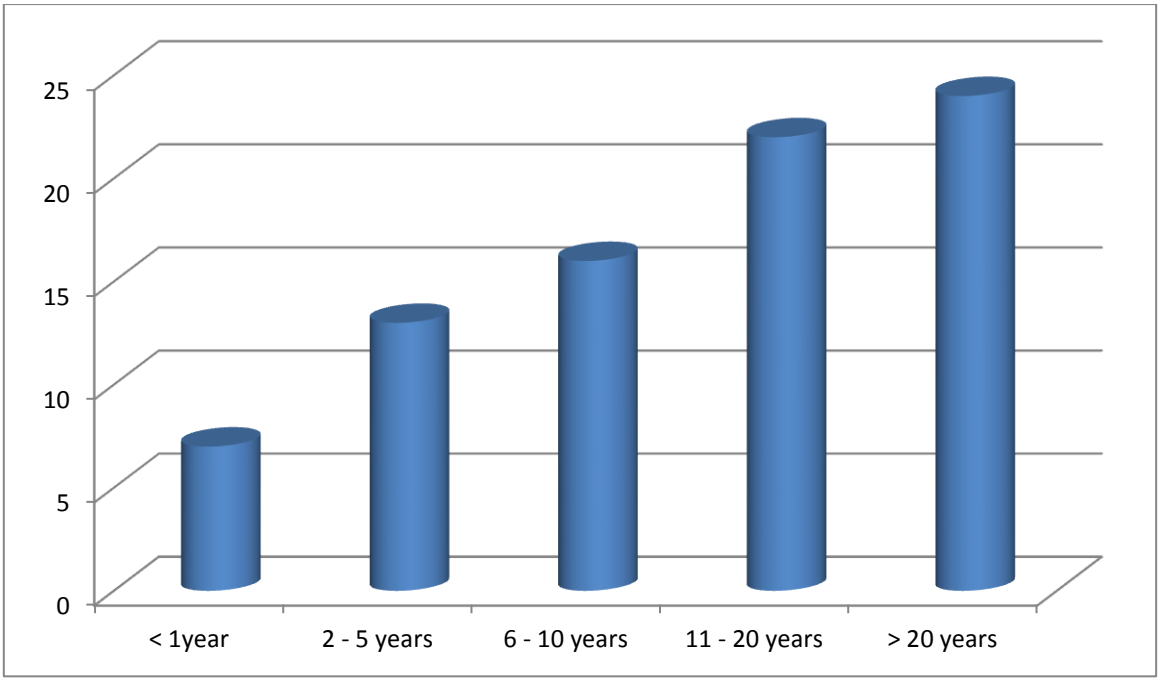


Figure 4.3: Overall Teaching Experience of Life Orientation Teachers (n = 82)

With reference to the teachers' experience in teaching the subject Life Orientation (15.8%; n = 13) had taught this subject for less than one year. Most teachers (42.6%; n = 35) had between 2 – 5 years experience in teaching the subject Life Orientation. The overall majority (58.5%) were inexperienced, reporting five years or less teaching the subject Life Orientation; only 10.9% (n = 9) were highly experienced and had more than 10 years of experience. Figure 4.4 illustrates Life Orientation teaching experience of the sample.

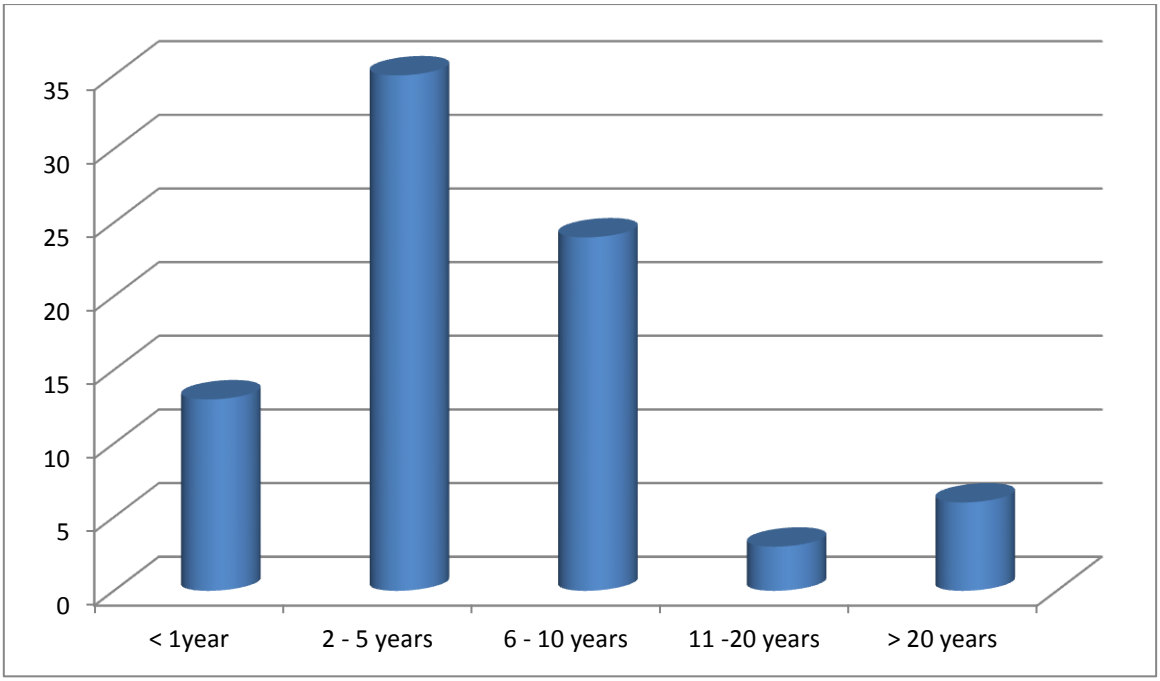


Figure 4.4: Life Orientation teaching experience (n = 82)

4.3.1.4 **School population**

The teachers were asked to provide the number of grade 11 and 12 learners in their schools. Eighty teachers (97.5%) responded to the question. The majority of those who responded (72.5%; n = 58) reported having had grade 11 and 12 learner populations greater than 150 at their schools. About 25% of schools had grade 11 and 12 populations between 50 and 150 pupils. The grade 11 and 12 population of the participating schools (n = 51) is illustrated in the pie chart below (figure 4.5).

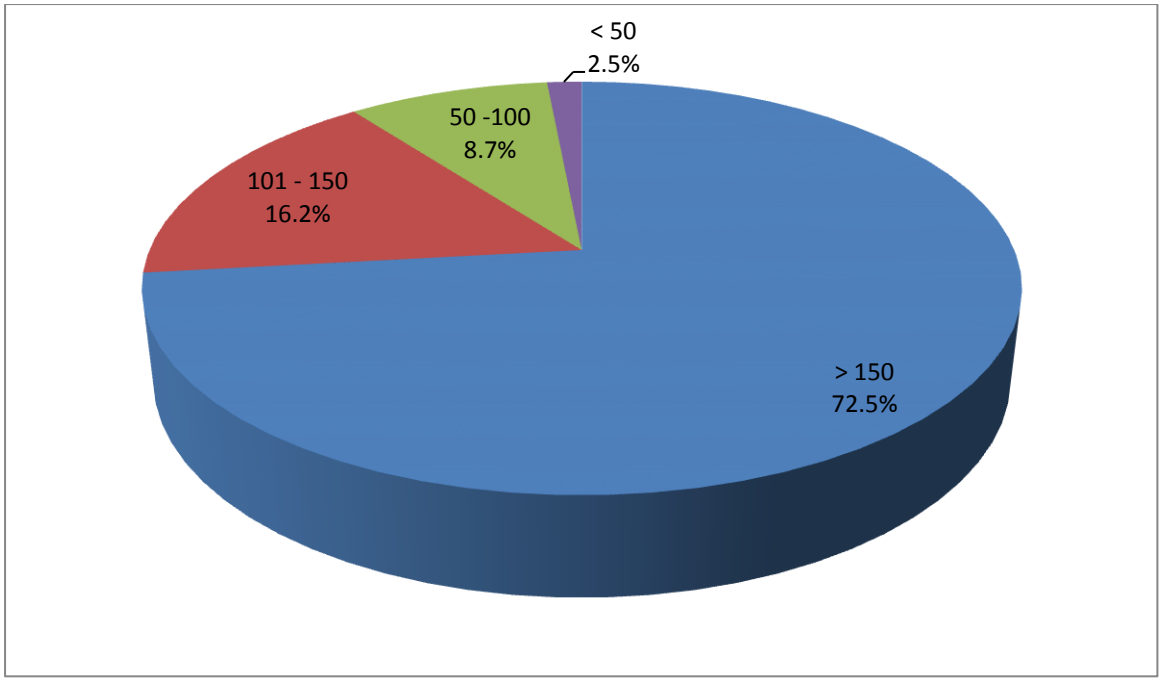


Figure 4.5: Grade 11 and 12 Learner Populations in Participating Schools (n = 51)

4.3.2 Requests for Information Regarding Nursing as a Career

Requests for information about nursing are usually referred to career guidance teachers or in the case of this study, to Life Orientation teachers. At least two sources of requests were explored in this study, namely from the learners and from the learners' parents or guardians.

4.3.2.1 Request for information from learners

The teachers were asked how many requests for information regarding nursing they receive each year from learners. Close to 20.0% (n = 16) reportedly did not receive any requests and 43.9% (n = 36) received between one and five requests. Only 9.7% (n = 8) received between 11 – 20 requests for nursing information from learners. Figure 4.6 represents the percentage of requests from learners about nursing as a career.

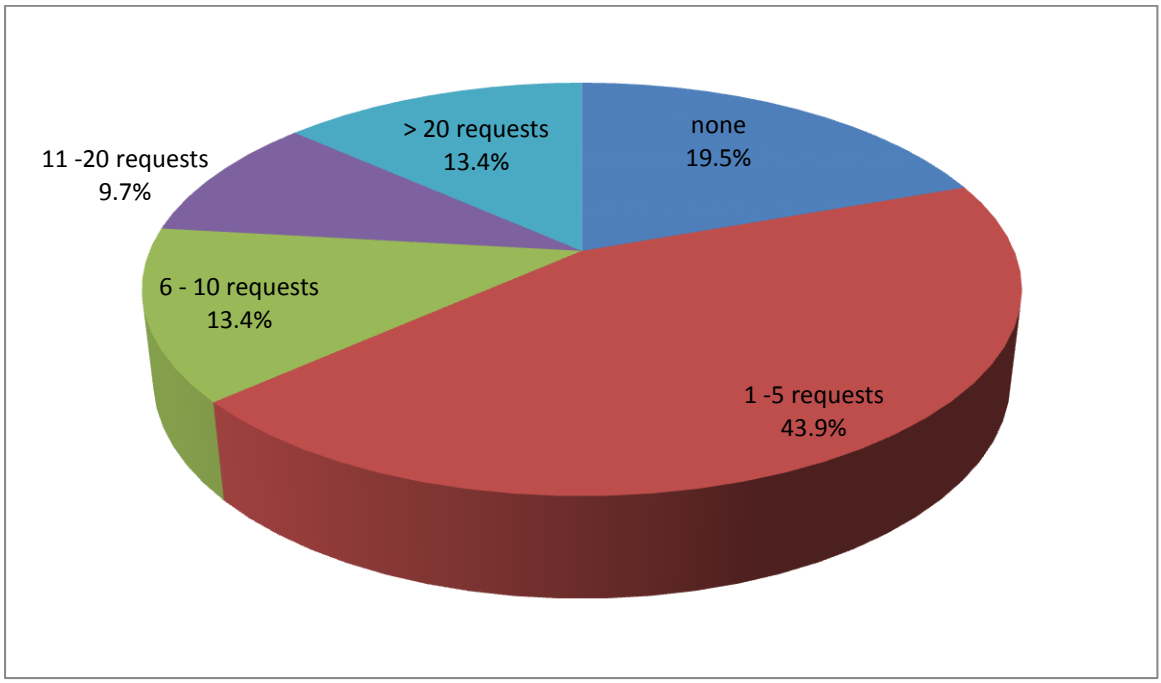


Figure 4.6: Learners' Requests for Information Regarding Nursing as a Career (n = 82)

4.3.2.2 **Requests for information from parents**

Parents were less inclined to consult Life Orientation teachers for information about nursing. Life Orientation teachers who responded amounted (n = 81). The majority of teachers (70.3%; n = 57) did not receive requests for information regarding nursing from parents; only18.5% (n = 15) reported that they had received between one and five requests over a one year period (see figure 4.7).

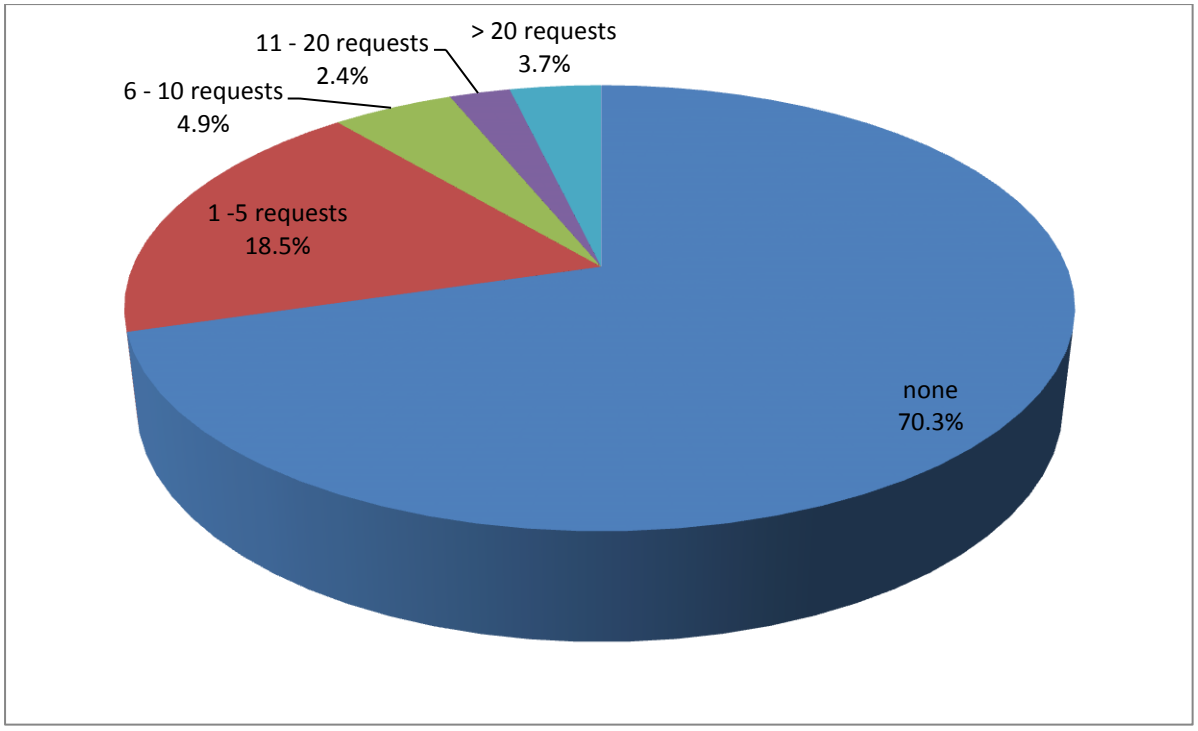


Figure 4.7: Parents' requests for information regarding nursing (n=81)

4.3.3 Suggesting Nursing as a Career to Learners

Teachers were asked how often they have suggested nursing as a career to learners in the past year. Given the number of grade 11 and 12 learners in the majority of schools only18.2% (n = 15) of the teachers suggested nursing to more than 20 learners; 28.0% (n = 23) suggested nursing as a career to 10 learners or less. About 10.9% (n = 9) did not suggest nursing as a career to learners at all. Figure 4.8 below illustrates the number of times the career guidance teachers have suggested nursing as a career to grade 11 and 12 learners.

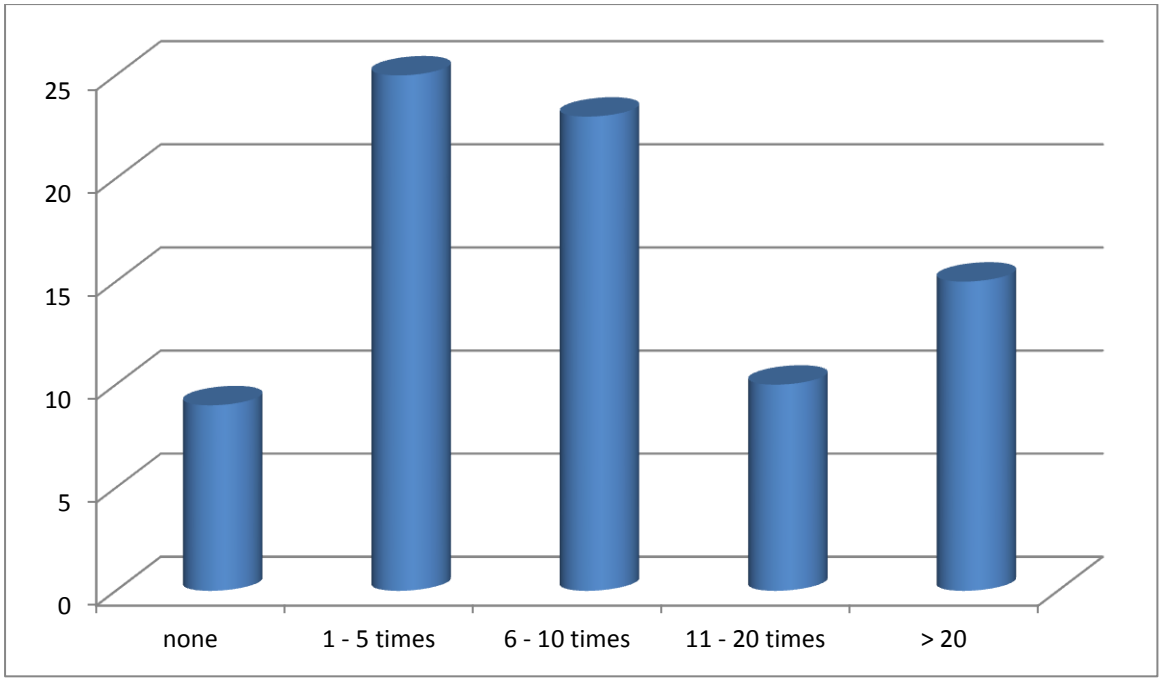


Figure 4.8: Suggesting Nursing as a Career to Learners (n = 82)

Table 4.1 shows the mean scores (number of times nursing is suggested), standard deviation and frequencies when comparing different age groups of Life Orientation teachers and how often they suggest nursing as a career to learners. The highest mean score of 3.42 was in the 51 – 60 years age group which had 21 Life Orientation teachers, but was not significantly different from other scores. This shows that differences in suggesting nursing as a career are not significant in relation to the age of the teacher.

Table 4.1: Mean Scores of Different Age Groups and Suggesting Nursing as a Career

Age	Mean	Standard Deviation	Frequency
20 – 30 years	2.2	1.03	10
31 – 40 years	2.93	1.23	16
41 – 50 years	2.93	1.26	32
51 – 60 years	3.42	1.36	21
>60years	2.66	.57	3
Total	2.96	1.27	82

The total mean score of different age groups was 2.96. The results for different age groups when subjected to analysis of variance and Bartlett's test were as follows: ANOVA, F = 1.71 and p = 0.15; Bartlett's test result p = 0.683. The null hypothesis is accepted since the F value is large and the p value is greater than 0.05. This indicates that there is no significant in the different age of Life Orientation teachers who would suggest nursing as a career to learners.

Table 4.2 below shows the mean scores, standard deviation and frequencies of the comparison of life orientation teaching experience and suggesting nursing as a career to learners. There is no significant difference between mean scores of the teachers' years of experience teaching the subject Life Orientation and their suggesting of nursing as a career.

Table 4.2: Mean Scores of Life Orientation Teaching Experience and Suggesting Nursing as a Career

Suggesting Nursing as a Career	Mean	Standard Deviation	Frequency
none	1.88	.781	9
1 – 5	2.04	.78	25
6 – 10	2.47	1.34	23
11 – 20	2.5	.527	10
>20	3.13	1.12	15
Total	2.40	1.07	82

The total mean for association of suggesting nursing as a career and Life Orientation teaching experience is 2.40. The results were subjected to analysis of variance and Bartlett's test and the results are as follows: ANOVA F = 3.35, p = 0.0139 which is statistically significant. The Bartlett's test result were x^2 [4] = 12.8565, p = 0.0139. Teachers with more Life Orientation teaching experience are more likely to suggest nursing as a career to learners.

Table 4.3 below indicates the mean scores of Life Orientation teachers' sex and suggesting nursing as a career to learners. The mean scores between male and female Life Orientation teachers are almost equal.

Table 4.3: Mean Scores of Life Orientation Teachers' Sex and Suggesting Nursing as a Career

Sex	Mean	Standard Deviation	Frequency
Male	3.01	1.44	19
Female	2.92	1.22	63
Total	2.96	1.27	82

The Life Orientation teachers' sex and whether it influences suggesting nursing as a career to learners was also subjected to ANOVA and no statistically significant difference was found ($F = 0.31$, $p = 0.5821$).

4.3.4 Type of Learners Whom Life Orientation Teachers would Suggested Nursing as a Career

An open- ended question was posed to determine Life Orientation teachers' perceptions of the type of a learner that is suitable for a career in nursing. The teachers were thus asked to which kind of learner would they suggest or not suggest nursing as a career. About 41.4% (n = 34) of teachers said they would suggest nursing to Math and Science learners; 31.7% (n = 26) of teachers would suggest nursing to learners who enjoy working with people or who are caring; 12.1% (n = 10) would of teachers would suggest nursing to learners who show interest in nursing, while 10.9% (n = 9) would suggest nursing to Life Science learners. Only 1.2% (n = 1) of teachers would suggest nursing to gifted learners and 1.2% (n = 1) of teachers would suggest nursing as a career to learners who are from a poor background. Table 4.4 illustrates the type of learners who career guidance teachers would suggest to study nursing.

Table 4.4: Type of Learners Whom Life Orientation Teachers would Suggest Nursing to

Response	f	Percentage
Maths /science	34	41.4
Enjoy working with people/ caring	26	31.7
Show interest in nursing	10	12.1
Life science	9	10.9
Gifted learners	1	1.2
Learners from poor background	1	1.2

To determine the type of learner not suitable for nursing, teachers were asked for the type of learner they would not suggest nursing as a career. Few Life Orientation teachers 26.8% (n = 22) responded to this question. The results are as follows: 15.8% (n = 13) of teachers would not suggest nursing to learners who are in the commerce stream and general stream, while 8.5% (n = 7) will not suggest nursing to bossy or unhelpful learners. Only 1.2% (n = 1) will not suggest nursing to learners who performed well or high performers. Table 4.5 illustrates the type students which career guidance teachers would not suggest nursing as a career of choice.

Table 4.5: Type of Learners to Whom Career Life Orientation Teachers would not Suggest Nursing

Response	f	Percentage
General stream learners	13	15.8
Commerce stream	13	15.8
Bossy attitude	**7**	8.5
Impatient learners	3	3.6
High performing learners	1	1.2

4.3.5 The Approximate Numbers Learners Who Have Taken Up Nursing in the Past Five Years

The teachers were asked how many learners they know of in the past five years who have taken up nursing as a career. Life Orientation teachers gave approximate numbers of learners who have taken up nursing as a career in the past five years. Due

to the uncertainty of Life Orientation teachers in this study, the learners who have taken up nursing could not be quantified exactly. Less than a third (29.2%; n = 24) of career guidance teachers did not know any of their past learners who have taken up nursing as a career in the past five years. Some of the teachers further stated that learners do not return and inform them of their chosen careers. Figure 4.9 illustrates the teachers' approximation of the number of learners who have taken up nursing as a career in the past five years.

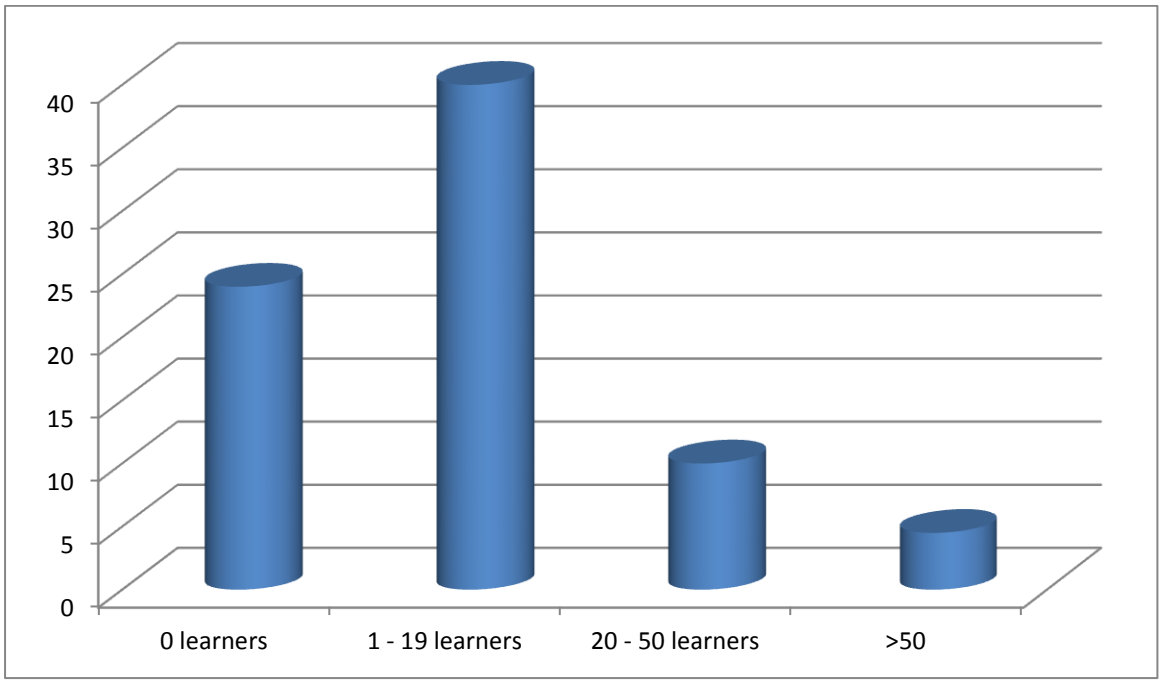


Figure 4.9: Teachers' Approximate Numbers of Learners who have Taken Up Nursing (n = 82)

4.3.6 Academic and Personality Attributes Important for Nursing

Life Orientation teachers were asked to list personality and academic attributes of a learner to whom they would typically suggest nursing as a career option. Life science competence was the academic attribute highly ranked by career guidance teachers (63.4%; n = 52), this was followed by excellent marks in Math (40.2%; n = 33) and (30.4%; n = 25) teachers described Physical Science competence as an important academic attribute for nursing.

With regards to personality attributes of learners whom Life Orientation teachers would suggest nursing to. Most life orientation teachers (43.9%; n = 36) cited a caring attitude as a personality attribute needed for prospective nursing students; a loving personality was cited by 24.3% (n = 20) of the teachers. Being hard working was considered important by 24.3% (n = 20). Only 18.2% (n = 15) regarded patience as an important personality attribute needed for prospective nursing students. Table 4.6 and 4.7 illustrates in rank order teachers' perceptions of prospective nursing students' academic and personality attributes.

Table 4.6: Academic Attributes of Learners as Prospective Nursing Students

Attribute	Frequency (n)	Percentage
Life science	52	63.4
Maths (excellent marks)	33	40.2
Physical science	25	30.4
Intelligent	22	26.8
Good English	12	14.6
Good in languages	11	13.4
Pass matric	9	10.9
Matric exemption	3	3.6

Table 4.7: Personality Attributes of Learners as Prospective Nursing Students

Attribute	f	Percentage
A caring attitude	36	43.9
Hardworking/diligent	20	24.3
Loving	20	24.3
Kind	17	20.7
People orientated	17	20.7
Willing to help people	10	12.1
Good listener	8	9.7
Passionate	7	8.5
empathetic	7	8.5
Sympathetic	4	4.8
Accommodative	4	4.8
Humble	3	3.6

The purpose of the following set of questions was to get a sense of career guidance teachers' perceptions of nursing with respect to how nurses practice and what characteristics and attributes would help nurses to practice successfully. Nurses' attributes, roles and responsibilities and whether these have changed over time, were investigated.

4.3.7 General Attributes and Characteristics Necessary for Nursing

Life Orientation teachers were asked to list the attributes and characteristics that they thought are necessary for a nurse. The major theme presented by the teachers was caring, with 41.4% (n = 34) considering it a necessary attribute for nursing. This was followed by diligence/ hardworking which 24.3% (n = 20) of the teachers perceived as being an important characteristic or attribute necessary for a nurse. Being patient and loving was equally valued by 19. 5 % (n = 16) of Life Orientation teachers. Only 7.3% (n = 6) of Life Orientation teachers considered being committed as an attribute necessary for nursing. Attributes and characteristics perceived by Life Orientation teachers to be necessary for a nurse are illustrated in the table 4.8 below.

Table 4.8: General Attributes and Characteristics Necessary for Nursing

Attribute/Characteristic	Frequency (n)	Percentage
Caring	34	41.4
Hard working /diligent	20	24.3
Loving	16	19.5
Patient	16	19.5
Kind	14	17.0
Friendly	12	14.6
Good communication skills	10	12.1
Committed	6	7.3

4.3.8 Perceived Responsibilities of Nurses

Caring for the sick was perceived as the main responsibility of nurses by the majority of teachers (93.9%; n = 77); 26.8% (n = 22) described health promotion or health awareness campaigns as one of the responsibilities of nurses. Administration of medication was cited by 23.1% (n = 19) of career guidance teachers in the study as one of the responsibilities for nurses. Some of the less significant responsibilities which were valued equally by 1.2% (n = 1) of Life Orientation teachers included assisting in the absence of doctors and ensuring cleanliness of the hospital. The responsibilities of nurses as perceived by Life Orientation teachers are illustrated in table 4.9 below.

Table 4.9: Responsibilities of Nurses as Perceived by Life Orientation Teachers

Responsibility	Frequency (n)	Percentage
Caring for the sick	77	93.9
Health promotion	22	26.8
Administer medication	19	23.1
Diagnose the sick	2	2.4
Research / work in areas of specialisation	3	5.7
Save lives	2	2.4
Administration	2	2.4
Minor medical responsibilities	1	1.2
Prescribe medication	1	1.2
Report patients' progress to doctor	1	1.2
Ensure hospital cleanliness	1	1.2
Follow doctors' orders	1	1.2

4.3.9 Changing Role of Nurses

The teachers were asked if they thought that the role of nurses had changed in the past ten years and then to describe the roles if they replied "yes". The majority of Life Orientation teachers (63.4%; n = 52) responded "yes" and (31.7%; n = 26) responded "no". The remaining 4.8% (n = 4) Life Orientation teachers did not respond. Similar words from the responses of Life Orientation teachers in this study were clustered together in order to get a specific theme, these were tallied and a percentage was then calculated. Of those who responded positively 9.6% (n = 5) did not describe the role change; half 50.0% (n = 26) of Life Orientation teachers described negative role change due to poor behaviour portrayed by nurses indicating moral decay. Only 5.7% (n = 3) reported that nurses are now involved in research, decision makers and work in different areas of specialisation; 42.3% (n = 22) of Life Orientation teachers perceived that nurses were more involved in health awareness campaigns and in ensuring that patients complete their treatment. Figure 4.10 illustrates the perceptions of career guidance teachers regarding the changed roles of nurses in the past ten years.

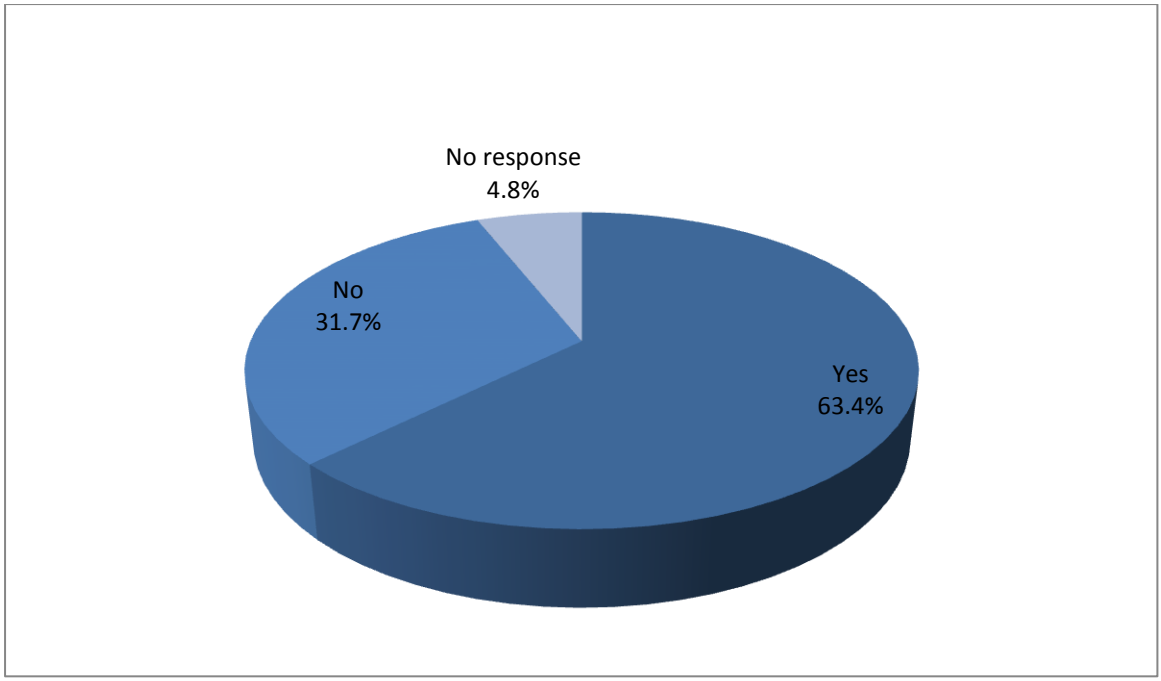


Figure 4.10: The Perceived Changing Roles of Nurses

4.4 CONCLUSION

This chapter presented results in textual and graphical format. The most striking theme to emerge from data in this study is "caring" which was described as the main responsibility of nurses. The next chapter presents a discussion of the results, the main findings of the study, the limitations of the study and recommendations derived from the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESULTS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSION

5.1 INTRODUCTION

The perceptions of career guidance or Life Orientation teachers regarding nursing as a career are important due to the role they play in the career choices of high school learners. Life Orientation teachers' job description usually includes guiding and advising learners in their potential career choices. These teachers are therefore seen as a vehicle for providing advice pertinent to the learners' career choice decisions. Provision of accurate information to high school learners is important as this may prevent incorrect career choices.

This study sought to determine what perceptions career guidance teachers in Johannesburg hold about nursing with regard to the attributes and characteristics of nurses, their roles and responsibilities and how these have changed over time. How these perceptions influence learners choosing or not choosing nursing as a career was determined by questioning these teachers about the type of learners to whom they would recommend nursing and the frequency with which this was done. The personality and demographic attributes of such learners were also elicited in follow on questions to career guidance teachers.

In this chapter the results of the study are discussed and conclusions are drawn from the main findings. Recommendations are made for the profession and for future research; the limitations of the study are described.

5.2 DISCUSSION OF RESULTS

The results of the study are discussed by clustering similar questions and their responses under appropriate sub-headings. The demographic characteristics of Life Orientation teachers surveyed are discussed first.

5.2.1 The Characteristics of Life Orientation Teachers

This survey obtained information about the teachers' age, sex, teaching experience and specifically, experience teaching the subject Life Orientation. Included in this data set was the size of grade 11 and 12 learner populations at the schools where the teachers had been teaching. The sample of career guidance teachers was predominantly female (76.8%). The percentage of females being greater than that of males is similar to the gender demographics of studies conducted by King et al. (2007) in Australia and that of Robbins and Hoke (2010) conducted in the South Western United States. Similar to the nursing profession, males tend to be in the minority in the teaching profession. According to the PERSAL system in 2008, 67% of teachers in South Africa were female (Department of Basic Education, 2011).

Most of the teachers (39.0%) in this study were in the 41 – 50 age group and 25.6 % were in the 51 – 60 age group, amounting to the majority (64.6%) being over 40 years of age. This finding is in contrast to the Australian study by King et al. (2007) where the majority of respondents were older than 50 years of age. This data were not reported in the published Canadian study Bolan and Grainger, who were also the designers of the data collection tool.

The overall majority (58.5%; n = 48) of teachers were inexperienced reporting five years or less teaching the subject Life Orientation. Educator statistics in South Africa indicate that a third have less than five years of experience and the majority have 10 years teaching experience In King et al.'s (2007) study of Australian career guidance teachers in the role of career advisor was an average of 12.5 years. This data were not reported in Bolan and Grainger's (2005) Canadian study. The only biographical variable in this study which had a statistically significant effect on suggesting nursing as a career to learners was Life Orientation/ career guidance teaching experience (p =

0.013) indicating that teachers with more Life Orientation teaching experience are more likely to suggest nursing as a career to learners. Teachers' age and being either male or female had no significant influence on them suggesting nursing to learners (p = 0.683 and p = 0.582 respectively).

The majority of teachers (70.7%; n = 58) represented schools with large numbers of grade 11 and 12 learners i.e. greater than 150 learners. There was only 2.4% (n = 2) career guidance teachers who represented schools with grade 11 and 12 populations of less than 50 learners. The literature reviewed for the purpose of this study usually indicated the total learner populations of the schools and not that of grades 11 and 12. In the Canadian study by Bolan and Grainger (2005) 51% of the schools had a student population ranging from 200 to 500 while the Australian study by King et al. (2007) had learner populations of over 500 in 87% of schools.

It may be concluded that Life Orientation teachers in three of the five Johannesburg districts' high schools are mostly female. Most are between 41 – 50 years of age with more than twenty years teaching experience. The majority have less than five years' experience teaching the subject Life Orientation at high school. Most teachers were located at schools where the populations of grade 11 and 12 learners are more than 150.

5.2.2 **Nursing as a Career Option**

Very few career guidance teachers in this study and earlier studies reported receiving more than twenty requests for information about nursing from either parents or learners per year. Forty four percent of teachers (n = 36) in this study received between one and five requests per year from learners regarding nursing as a career. The results are similar to those of the studies by King et al. (2007) and Bolan and Grainger (2005) who reported that 44% and 43% of career guidance counsellors respectively received requests ranging from one to five per annum from learners. Approximately 13.0% of Life Orientation teachers in this study received more than twenty requests for information about nursing from learners. Almost 20.0% (n = 16) of the teachers in this study reported not receiving any requests for information about nursing. Bolan and Grainger (2005) and King et al. (2007) reported 24% and 2%

respectively in their studies. One of the reasons posited in the literature is the learners' inability to recognise their own skills and aptitude due to vocational immaturity (Clutter, 2010). Career views of high school pupils were influenced, among others, by the opinion of parents, friends and guidance teachers (Neilson & Lauder, 2008).

Requests from parents show a similar disappointing result given the important historical role that parents play in the career development of their children (Bratcher, 1982). Very few requests for information were received from parents, with only 18.2% (n = 15) of Life Orientation teachers receiving one to five requests per year. About 447 learners are known by the teachers to have taken up nursing in the past five years. Considering the schools' large populations very few learners thus have chosen nursing as a career. Given the low numbers of enquiries about nursing from both learners and parents it is not surprising that in the past 10 years (2004 - 2013) the output for the 4- year programme of all institutions offering nursing in Gauteng was 5 933 registered nurses (SANC, 2013)**.** It is not known if all these nurses were from high schools in Gauteng or whether are still practicing as registered nurses in Gauteng. A newspaper article by Watson (2011) refers to the research findings of the Human Sciences Research Council in 2009, confirming that some registered nurses kept their registration in South Africa with the South African Nursing Council while practicing or working overseas**.** This indicates that not all registered nurses that are on the South African Nursing Council register are practicing in South Africa.

5.2.3 **Suggesting Nursing as a Career to Learners**

About 18.0% of Life orientation teachers in this study reported that they suggested nursing as a career option to more than twenty learners per year. It could be concluded that Life Orientation teachers in this study did not suggest nursing as a career to a significant number of learners. It is not known if these teachers suggested nursing to learners who were in Mathematics and Science stream as it was found in this study that 41.4% of the teachers would suggest nursing to learners in this stream; it is also not known if the learners were high academic achievers. A study by Neilson and McNally (2012) found that guidance teachers and career advisors do not value nursing as an intellectual enterprise and therefore discourage young intelligent female learners to enter nursing. The other reason that might deter career guidance counsellors from

suggesting nursing to high school students is the low pay and low status of nursing (Miers, Rickaby & Pollard, 2007). Nowadays, talented men and women seek careers that emphasise academic achievement, economic attainment and career mobility and these qualities are generally not associated with nursing as a career. Nursing is perceived as a narrow field with few opportunities for advancement (Campbell-Heider, Carn, Sackett & Whistler 2008). Most undergraduate nursing students in a Chinese study by Zhang and Petrini (2008) reportedly transferred from other majors to nursing as they did not meet the academic requirements of their chosen majors. This may lead to a misperception that academic achievement is not important for nursing.

Most Life Orientation teachers 41.4% in this study would suggest nursing as a career to learners who do maths and science and about 10.9% (n = 9) would suggest nursing to learners doing the subject Life Science. Only 1.2% of teachers would suggest nursing as a career to gifted learners. It is evident from this study that very few teachers would suggest nursing as a career to high academic achievers, as it is also in the study by Neilson and McNally (2012) who found that guidance teachers tend to strongly advise and influence high academic achievers against nursing as a career. These teachers have a belief that nursing would be a waste of the pupils' good results as it is considered to be on par with hairdressing and office work. Students who perceived nursing positively were low academic achievers, who were encouraged by their parents and guidance teachers to take up nursing as a career (Neilson & Jones, 2012). Naturally, such perceptions held by career guidance teachers would lead to a less informed population of learners about nursing and fewer nursing applicants.

5.2.4 **Personality and Academic Attributes of Prospective Nursing Students**

A caring attitude and "caring" were perceived as the most important personality attribute and character of nurses which was cited by 43.9% of Life Orientation teachers in this study. A caring manner is one of the top personality attribute for prospective nursing students (Bolan & Grainger, 2005, King et al., 2007, Robbins & Hoke, 2010). Nursing is regarded as "the caring profession" and caring is regarded as the central concept that defines nursing (Sargent, 2011).

The highest valued student academic attribute in this study is competence in the subject Life Science in grade 11 and 12, which was cited by 63.4% of Life Orientation teachers. This was followed by excellent marks in Maths and Physical Science (40.2% and 30.4%) respectively. Robbins and Hoke (2010) found being strong in Science or Biology being an important academic attribute for nursing. Being academically strong was an overall academic attribute cited by all participants in Robbins and Hoke's (2010) study while it was less valued in this study, only 26.8% perceived this as an important attribute for nurses. The reason could be that teachers perceive talented men and women to be seeking careers that emphasise academic achievement, economic attainment and career mobility and these attributes are not associated with nursing as a profession (Campbell-Heider et al., 2008). This might be the reason for career guidance teachers' perception that intelligence or being academically strong is not an important attribute for nurses since guidance teachers have a negative view regarding nursing as a career choice for high academic achieving learners. Nursing is generally considered to be a career for females with limited academic ability (Neilson & McNally, 2012). However, this study did not establish whether the learners whom nursing was suggested to be male, female, academically strong or in the science stream. From these findings it may be concluded that Life Orientation teachers would suggest nursing to learners who studied Life Sciences, Mathematics and Physical Science as part of their school curriculum; high performing learner are generally not pointed to nursing as a career.

5.2.5 **Roles and Responsibilities of Nurses**

Caring for the sick was highly ranked by 93.9% of Life Orientation as a responsibility for nurses. Caring for others is one of the main reasons for choosing nursing as a career (Mooney et al., 2008). Dal et al. (2009) found that most of the students in their study perceived a career in nursing as an opportunity to care for others. Teachers were aware that the roles of nurses had changed in the past ten years but only 5.7% acknowledged that nurses conduct research, are involved in decision making and are able to work in areas of speciality. This data were not reported in Bolan and Grainger's (2005) Canadian study. However, the majority of nursing students in Grainger and Bolan's (2006) study who perceived that research is important to nursing only when they were in the nursing programme. These students were aware

that nurses can incorporate research into their practice and that advanced degree nurses make important patient care decisions and also involved health care policy development. Disappointingly, this is not the same perception held by career guidance teachers in this study. Caring for the sick was the main responsibility of nurses by cited by 93.9% Life Orientation teachers.

The results of the Canadian study indicate that career guidance counsellors have limited knowledge of the practice settings and opportunities available in nursing (Bolan & Grainger, 2005). They are also not familiar with professional, expanded and diverse roles in nursing (Campbell-Heider et al., 2008). Although guidance counsellors may be instrumental in influencing students' perceptions of nursing (Bolan & Grainger, 2005) they are unaware of opportunities for career growth beyond clinical nursing and are unfamiliar with advanced practice nursing (Porter, Edwards & Grainger, 2009). Nursing students involved in the Canadian study by Grainger and Bolan (2006) reported being unaware of the magnitude of opportunities available in the profession until they had entered a nursing programme. They reported receiving stereotypical information and misperceptions from their guidance counsellors. The lack of knowledge for these nursing students was due to their guidance teachers and career advisors not having appropriate knowledge or having limited knowledge about nursing as a career (Bolan & Grainger, 2005). This indicates that there is a need to inform career guidance teachers that the roles of nurses have changed from menial health care responsibilities like changing bandages to operating advanced health technology (Casciato, 2011) such as ventricular assist devices and cardiac monitors, indicating that contemporary nurses are more technologically advanced (Porter et al., 2009). Since career guidance teachers are influential in the career decisions of high school learners, they ought to be well informed about the opportunities a career in nursing can provide; this will avoid the misconceptions about professional nursing (Popstefanov, 2003). It may be concluded that Life Orientation teachers in this study have limited knowledge about the current roles of nurses and how these have changed in recent years.

5.3 MAIN FINDINGS

The study participants were predominantly female comprising 76.8% of female Life Orientation teachers in Johannesburg. The majority 65.0% of teachers were above 40 years of age. The majority 59.0% of the participants were inexperienced in teaching the subject Life Orientation or Career Guidance reporting five years or fewer in teaching the subject. The overall majority 70.7% of Life Orientation teachers represented schools with a large population of grade 11 and 12 learners being greater than 150. Life Orientation teaching experience was the only biographical variable which had a statistically significant effect on teachers suggesting nursing as a career to learners.

5.3.1 Nursing as a Career

Choosing nursing as a career is dependent on many factors; in this study the interest in nursing was surveyed by determining the number of requests for nursing information and the suggestion of nursing as career by career guidance teachers. Results of request for information about nursing as a career from both parents and learners were disappointing. With only 18.2% of Life Orientation teachers receiving one to five requests per year from parents. There were very few requests for information about nursing from learners when compared with the number of grade 11 and 12 learners in this study.

Very few Life Orientation teachers in this study suggested nursing as a career to more than twenty learners per year in the past five years. The type of learners that these teachers have suggested nursing to is not known. Life Science is the academic attribute that was ranked highly by Life Orientation teachers in this study. Those learners who enjoy working with people were considered for nursing by Life Orientation teachers; nursing would not be suggested to high performing learners and those who tend to be impatient according to Life Orientation teachers' views.

5.3.2 Attributes and Characteristics Necessary for Nursing

Having a caring nature was the major attribute necessary for nursing reported by 43.9% of Life Orientation teachers in this study and 93.9% regarded caring for the sick as the main responsibility of nurses. Caring is essential to the identity of the nurse and is still regarded as the central concept for nursing and defines the nursing practice (Sargent, 2011). Although compassionate care is a desired attribute for new graduate nurses (Sivamalai, 2008) Life Orientation teachers in this study did not identify compassion as one of the characteristics necessary for nursing. Compassionate care is regarded as being aware of the patient experiences so as to share their burden and their independence and dignity (Sivamalai, 2008).

5.3.3 **Roles and Responsibilities of Nurses**

Nurses are embracing change and are making a paradigm shift towards enhancing nursing care through evidence-based practice. Contemporary patient care is thus based on current research evidence to ensure better patient outcomes. Disappointingly only 5.7% Life Orientation teachers in this study were aware that nurses are involved in research. The majority 63.0% of Life Orientation teachers in this study were aware that the roles of nurses had changed but most of them were unaware of how nurses' roles and responsibilities have changed and what the roles and responsibilities of the modern day nurses are. It may be concluded that these teachers have limited knowledge about nursing as a career and the roles and responsibilities of nurses. Teachers in this study are thus likely to provide inadequate advice on or information about nursing as a career of choice. Negative perceptions about nurses' behaviour contribute to Life Orientation teachers' views of a decline in their roles and responsibilities.

5.4 **STUDY LIMITATIONS**

- The study was done in three out of five districts in Johannesburg region thus the findings from this study can be generalised to Life Orientation teachers in schools within the Johannesburg districts schools only.

- Association between variables was not determined; therefore this study is limited to a description of the variables influencing career choice.

- Self-report as data collection was selected but this method does not necessarily reflect what is being practiced.

- Reliability coefficients were not calculated therefore the reliability of the data collection instrument could not be supported.

5.5 RECOMMENDATIONS

Life Orientation teachers have an important role in the career choices of high school leaners. As such they need to have accurate information about the different careers and admission requirements to institutions of higher learning. Life Orientation teachers who have accurate information about nursing as a career may encourage more learners who have the appropriate attributes to take up nursing as a career of choice. Recommendations are made for selected government departments, the nursing profession and future research in this field.

5.5.1 Departments of Health and Education

- The Department of Health and the Department of Basic Education need to form a partnership enabling nursing academia to make contributions to Life Orientation curricular about nursing as a career.

- Workshops or alternative ways are recommended to up-skill Life Orientation teachers with regard to the roles and responsibilities of nurses and career advancement in nursing.

- Market nursing as a desirable career through advertisement in the media in order to reach out to a potential pool of nurses in the community.

- Advertise open days of the Nursing Departments' of different institutions, health service centres, hospitals and other companies where nurses can display positive roles in the media.

5.5.2 **The Nursing Profession**

- Nurses to display a positive attitude when carrying out their duties and responsibilities. This might be good for marketing nursing as a career because people who visit health centres including teachers and prospective recruits have a direct contact with nurses.

- Higher education institutions must target high schools in order to create awareness about nursing through recruitment visits, information sessions and distributing pamphlets.

5.5.3 **Future Research**

The following recommendations are made for nursing research:

- A similar study could be extended to other provinces including rural high schools.

- A correlational study should be conducted out to determine important variables related to learners' choice of career.

- New nursing entrants' experiences of career advice and nursing information may be solicited through qualitative interviewing.

5.6 **CONCLUSION**

Life Orientation teachers are not typically suggesting nursing as a career to a significant number of learners due to inadequate information they have about nursing and its career opportunities, and limited knowledge about the desired attributes that nurses should possess. Their misperceptions about the changing roles and responsibilities of nurses are proposed as the main reasons for them not suggesting nursing as a career to a significant number of learners. Although these teachers are aware that science is important in nursing, it is not known if the teachers suggest nursing to learners who do well in maths and science.

The results of this study indicate that Life Orientation teachers have limited knowledge of the current roles and responsibilities of nurses. These teachers are not

aware that the contemporary nurse makes important patient care decisions. It is therefore important to ensure that career guidance teachers have accurate information to present nursing as a possible career to high school learners and to adequately execute their role as career advisors.

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APPENDIX A

- **GUIDANCE COUNCELLOR QUESTIONNAIRE**

GUIDANCE COUNSELLOR QUESTIONNAIRE

As a Master's student in nursing I am conducting research regarding the perceptions high school learners have regarding nursing. Because of the influential role guidance counselors have as high school learners make career choices, I am very interested in your perceptions as well.

PLEASE TICK THE APPROPRIATE BOX AND WHERE REQUIRED, WRITE DOWN YOUR RESPONSE.

1. **How long have you been in the teaching profession?**

   < 1yr ☐ 2 – 5yrs ☐ 6 – 10yrs ☐ 11 – 20yrs ☐ > 20yrs ☐

2. **How long have you been teaching Life Orientation / offering career guidance at your school?**

   < 1yr ☐ 2 – 5yrs ☐ 6 – 10yrs ☐ 11 – 20yrs ☐ > 20yrs ☐

3. **What is the grade 11 and 12 learner population of your school?**

   ☐ < 50 ☐ 50 – 100 ☐ 101 - 150 ☐ >150

4. **More or less how many requests for information regarding Nursing do you receive from learners each year?**

   ☐ None ☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ > 20

5. **How many requests for information regarding Nursing do you receive from parents / guardians each year?**

   ☐ None ☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ > 20

6. **How many times do you typically suggest Nursing as a career option to learners each year?**

   ☐ None ☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ > 20

7. **To which students would you typically suggest / not suggest nursing as a career?**

8. **How many learners, do you know of in the past 5 years have taken up nursing as a career?**

9. **Describe the typical learner whom you would suggest Nursing as a career option. Please identify <u>personality</u> and <u>academic</u> attributes.**

   Personality attributes:

   Academic attributes:

10. **Describe the <u>attributes</u> and <u>characteristics</u> you think are necessary for a nurse.**

11. **Describe the main responsibilities nurses have today?**

12. **Do you think the role of nurses has changed in the past 10 years? Yes ☐ No ☐**

    If **Yes**, please describe how their role has changed.

13. **Please indicate your:**

13.1 **Gender:**

M	
F	

13.2 **Age:** ☐ 20 – 30 ☐ 31 – 40 ☐ 41 – 50 ☐ 51 – 60 ☐ >60

If you require any information about the questionnaire, please feel free to contact me.

Thank you for taking the time to complete this questionnaire.

Hazel Sathekge
E-mail: Hazel.Sathekge@students.wits.ac.za
Telephone: 011 488 3467/1 or cell 082 950 0719

APPENDIX B

- **ETHICAL CLEARANCE**

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Division of the Deputy Registrar (Research)

HUMAN RESEARCH ETHICS COMMITTEE (MEDICAL)
R14/49 Hazel Sadie Sathekge

CLEARANCE CERTIFICATE	**M091014**
PROJECT	The Perceptions of Career Guidance Teachers in Influencing Learners' Choice of Nursing as a Career
INVESTIGATORS	Hazel Sadie Sathekge.
DEPARTMENT	Department of Nursing Education
DATE CONSIDERED	2009/10/30
DECISION OF THE COMMITTEE*	Approved unconditionally

Unless otherwise specified this ethical clearance is valid for 5 years and may be renewed upon application.

DATE 2009/11/02 **CHAIRPERSON** .....
(Professor PE Cleaton-Jones)

*Guidelines for written 'informed consent' attached where applicable

cc: Supervisor : Prof Judith Bruce

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University.
I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to a completion of a yearly progress report.**

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES...

APPENDIX C

- **THE APPROVAL OF THE STUDY BY THE POSTGRADUATE COMMITTEE OF THE UNIVERSITY OF THE WITWATERSRAND**

Faculty of Health Sciences
Medical School, 7 York Road, Parktown, 2193
Fax: (011) 717-2119
Tel: (011) 717-2745

Reference: Ms Tania Van Leeve
E-mail: tania.vanleeve@wits.ac.za
09 September 2010
Person No: 0717912W
PAG

Ms HS Sathekge
29 Hurricane Street
Ormonde View
Johannesburg
2092
South Africa

Dear Ms Sathekge

Master of Science in Nursing: Approval of Title

We have pleasure in advising that your proposal entitled "*The role and perceptions of career guidance teachers in influencing learners' choice of nursing as a career*" has been approved. Please note that any amendments to this title have to be endorsed by the Faculty's higher degrees committee and formally approved.

Yours sincerely

Mrs Sandra Benn
Faculty Registrar
Faculty of Health Sciences

APPENDIX D

- **PERMISSION TO CONDUCT THE STUDY GRANTED BY THE GAUTENG DEPARTMENT OF EDUCATION**

education
Department: Education
GAUTENG PROVINCE

For administrative use:
Reference no. D2011/54

GDE RESEARCH APPROVAL LETTER

Date:	13 May 2011
Name of Researcher:	Sathekge H.S.
Address of Researcher:	P. O. Box 299
	Diepkloof
	1864
Telephone Number:	011 488 3461/7 / 082 950 0719
Fax Number:	011 985 1068
Email address:	Hazel.Sathekge@students.wits.ac.za
Research Topic:	The perceptions of career guidance teachers in influencing learners' choice of Nursing as a career.
Number and type of schools:	ONE HUNDRED AND EIGHTY Secondary Schools
District/s/HO	Johannesburg Central; Johannesburg East; Johannesburg North; Johannesburg South and Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

13 May 2011

Shadrack Phele MIRMSA
[Member of the Institute of Risk Management South Africa]
CHIEF EDUCATION SPECIALIST: RESEARCH COORDINATION

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX E

- **APPROVAL LETTERS TO CONDUCT RESEARCH**

education
Department: Education
GAUTENG PROVINCE

Enq: Ms Kholofelo S. Makgare
Tel: 011 [illegible]
Ref No: [illegible]

JOHANNESBURG NORTH DISTRICT MEMO

TO : The Principal

FROM : Mr David Matsebatlela
Acting District Director

DATE : 28 September 2011

SUBJECT : **APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH**

Dear Colleagues,

This letter serves to indicate that the District has been approached by Ms Hazel Sathekge who has been granted permission to a research on the perception of career guidance teachers in influencing learners' choice of Nursing as a career.

Permission is hereby granted to Hazel Sathege to Approach your school to discuss possibilities of conducting said research.

Thank you for your cooperation in this regard.

Yours sincerely

Yours in Education

David Matsebatlela
Acting District Director: JHB North

Office of the District Director: Johannesburg North
10th Floor, FNB Building Building, 2 Reserve Street, Braamfontein, Johannesburg
Private Bag X1, Braamfontein, and 2017 Tel: (011) 694 9363; Fax: (011) 339 8869
Email:Kholofelo.Makgare@gauteng.gov.za
Website: www.education.gpg.gov.za

education
Department: Education
GAUTENG PROVINCE

JOHANNESBURG NORTH DISTRICT MEMO

LIST OF SCHOOL TO BE VISITED

1. Diepdale Secondary School
2. Emshukatambo Secondary school
3. Fidelitas Comprehensive
4. Greenside High School
5. Johannesburg Secondary School
6. Lofentse Girls High School
7. Madibane Comprehensive School
8. Namedi Secondary School
9. Noordgesig Secondary
10. Northcliff High School
11. Orlando Secondary School
12. Parktown Girls High School
13. Progress comprehension
14. R.W Fick Secondary
15. Riverlea Secondary School
16. Roosvelt High School
17. Selelekela Secondary School
18. Thaba Jabula Secondary
19. Westbury Secondary

David Matsebatlela
Acting District Director

29/09/2011
Date

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Thulani Secondary School** **Sebetsa Secondary School** **George Khosa Secondary School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Anchor Comprehensive Secondary School** **Kwa-Mahlobo Comprehensive Secondary School** **Meadowlands Secondary School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

Johannesburg West D12- Office of the District Director
20 Macaline Street Florida
P.O. Box 1965, Florida, 1710 Tel: 33*-5300 Fax: 0111-672-0410
e-mail: Dennis.Macuacua@gauteng.gov.za
Website: www.education.gpg.gov.za

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Orlando West Secondary School** **Lamula Secondary School** **Phefeni Secondary School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Forte Secondary School** **PJ Simelane Secondary School** **Kelokitso Secondary School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Emadwaleni Secondary School** **Siyabonga Secondary School** **Wiseman Secondary School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

Johannesburg West D12- Office of the District Director

education
Department: Education
GAUTENG PROVINCE

Enq: Rachel Molale
Tel: 011 831-5525
EMAIL: Rachel.Molale@gauteng.gov.za

To	:	**The Principal** **The Chairperson of the School Gorvening body** **Veritas Secondary School** **Secondary School** **Thutolore School**
From	:	**Mr Dennis N Macuacua** **District Director**
Date	:	**13th September 2011**
Subject	:	**Permission to Conduct Research**

Dear Sir/Madam

Ms. Hazel S Sathekge has been granted permission to conduct research in the District. This permission is subject to the following conditions.

- All materials cost will be borne by the researcher.
- The researcher does not compromise contact time in any way.

All logistical issues will be dealt with at the convenience of the school.

Yours in Tirisano

DN Macuacua
District Director: JW

Johannesburg West D12- Office of the District Director
20 Madeline Street Florida
P.O. Box 1993, Florida, 1710 Tel: 011-6200 Fax: (011) 472-1410
Email: Dennis.Macuacua@gauteng.gov.za
Website: www.education.gpg.gov.za

education
Department: Education
GAUTENG PROVINCE

Ref RG Abrahams 011 247 5716

JHB SOUTH DISTRICT OFFICE

TO: **Principals of Selected Schools**
Johannesburg South District

FROM: **Mrs Antoinette Nicolaai**
District Director: Jhb South

DATE: 1 September 2011

SUBJECT: **PERMISSION FOR RESEARCH TO BE CONDUCTED**

Dear Colleagues

Ms Hazel Sathekge is conducting research towards Masters Degree at the University of the Witwatersrand. Please see attached approval letter from the GDE, Office of Knowledge Management and Research.

Her research is based on the factors influencing recruitment into nursing in South Africa since there is a declining interest in nursing as a career.

She has been given permission to visit 15 Johannesburg South secondary schools to collect data and interview Life Orientation educators with a 14-question survey based on attitudes and assumptions among learners about this important profession.

The visit to your school is scheduled for less than an hour. Please make every effort to support her before, during, and after the visit. It is quite possible that your LO teacher may miss a class because of the interview .Please understand this short interruption to your teaching and learning programme.

The research has the potential to have a great impact into this critical area of public service; the GDE is ready to help in any way possible to understand the problems facing our colleagues in health.

Kind regards

Mrs A Nicolaai
District Director

Office of the District Director: Jhb South
100 Northern Parkway, Crownwood, Ormonde
Website: www.education.gpg.gov.za

Ms Sathekga

Herewith are the details of the contact schools. Please note that they have not yet been informed of the pending research. I will be calling them in a day or two to expect a call from you about conducting research. Please do not call them as yet until you hear from me.

LIST OF SCHOOLS FOR THE RESEARCH

School	Principal	Phones	Address
Azara High	Mr Maharaj	011-852 2802 072 645 3068	Capella Str, Extension 9 Lenasia
Elethu Themba Combined	Mrs Chuma	011- 9487965 073 335 9080	Plot 51 Kliprivier Rd Eikenhof
Ennerdale High	Dr Souls	011-855 1325 084 267 1822	3622 Agaat Str, Extension 5 Ennerdale
Finetown High	Mrs Nhlazane	082 554 0825	
Lawley High	Mr Sehanka	079 162 7713	
Lenz South High	Ms Cassim	011-855 1503 082 553 1151	Cnr Sheffield and Ivy Str Lenasia South
Leshata High	Mr Molelekoa	011-850 2185 083 525 1620	9036 Extension 6B Orange Farm
Moses Maren Technical High	Mrs Matlejoane	011-859 1460 082 950 9001	No 1 Eikenhof Rd Eikenhof
Mphethi Mahlatsi High	Mr Matla	011-850 2868 073 183 7080	13745 Vincent Rd Ext 8B Orange Farm
Oakdale High	Ms Tshabalala Deputy Principal	011-211 3998	1454 Skelton Str, Ext 5 Ennerdale
Qalabotjha High	Mr Phalandwa	082 552 6535	
Thamsanqa High	Mr Khumalo	011-850 0346 083 553 7591	12248 Ext 7A Orange Farm
Thetha High	Mr Mehlape	011- 850 4124 082 358 0946	1218 Drieziek Ext 4 Orange Farm
Willowmead High	Mr Pillay	011-855 1661 082 573 7775	4864 Witwatersrand Str Lenasia South
Zakarriyya Park Combined	Mr Masher	011-859 1903 079 892 0898	Cnr Tumeric and paprika Strs Zakarriyya Park

APPENDIX F

- **PARTICIPANTS' CONSENT FORM**

PARTICIPANTS' CONSENT FORM

Dear Sir / Madam

I am a Masters student in Nursing Education at the University of the Witwatersrand. As part of my studies I am required to conduct a research study in my field of interest which is: the perceptions of career guidance teachers regarding nursing as a career. The purpose of the study is to determine the roles and perceptions of career guidance teacher in influencing learners to choose or not choose nursing as a career.

The findings of the study will assist the nursing profession, the Department of Health and institutions of higher learning to understand how career guidance teachers influence learners choices of a career.

I would like to request for your voluntary participation in the study. You will be required to complete a 14 item self administered questionnaire which will take approximately 20 – 30 minutes to complete. Your participation is entirely voluntary and you may decide to withdraw at any time

Should you decide to decline or withdraw from the study at any time, it will not affect your relationship with the principal or the Head of Department in any way. Your name or any identifying characteristic will not be revealed during or after the study. The information that you provide will be kept confidential and will be shared with my research supervisor during data analysis.

Should you require any further information, kindly contact me on telephone number:
082 950 0719.

Yours Sincerely

_____

Hazel Sathekge

I have read and understand the contents of the letter and wish to participate voluntarily in the study.

Participant's signature: _____ Date: _____

I have explained the study to the participant and sought his / her understanding of informed consent.

Researcher's signature: _____ Date: _____