

Undergraduate Male Nursing students' Perception about the Image of the Nursing Profession

Abdel El-Halem GE¹, El Hawashy ZI¹, Gamal El-Dein AA², Taha EE^{*1}

¹Nursing Education Department, Faculty of Nursing, Alexandria University, Egypt

²Maternity & Gynecologic Nursing Department Faculty of Nursing, Alexandria University, Egypt
eman_said303@yahoo.com

Abstract: Gender and sex role stereotyping are recognized as having the potential to limit the professional development of males within the nursing profession. Male nurses have been a minority group within the nursing profession; nevertheless, the nursing community nowadays aims to increase the number of male nursing students and practicing male nurses lately. This study aimed to determine the undergraduate male nursing students' perception about the image of the nursing profession. The study subjects included 370 male nursing students who were enrolled in the four academic years and internship year within the academic 2008-2009. *Nursing Image –as a profession questionnaire (NIPQ)* was used for data collection. It was developed by the researcher after thorough review of literature. The current study revealed that (62.16%) of the subjects had positive image toward nursing as a profession. The subjects' perceived nursing as women's` profession were 37.8%, while the majority (91.4%) of them agreed that both males and females can be a good nurse. There was significance difference between information received about nursing before joining the faculty of nursing and nursing image .It is concluded that the highest percentage of the male students had a positive image towards nursing as a profession. It was recommended to conduct a longitudinal study to examine male nursing students regarding nursing image.

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1. Introduction:

Despite the great advances in the nursing profession, nurses still face considerable challenges related to its image that impact on status, power and the ability to affect changes in health care. Where, a negative image of nursing has a number of negative consequences, it has impacts on the quality and quantity of persons who choose nursing as a profession. The public who are constantly presented with an inaccurate and negative nursing image will view a career in nursing as undesirable. This is especially relevant to the recruitment of men in the field where media portrayals have focused primarily on women while the image of a male nurse is often negative (Kalisch, 2006)

Gender and sex role stereotyping are recognized as having the potential to limit the professional development of males within the nursing profession. Male nurses have been a minority group within the nursing profession; nevertheless, the nursing community nowadays aims to increase the number of male nursing students and practicing male nurses lately. History appears to indicate that men had a place in nursing for as long as records are available, but their contribution has been perceived as negligible, largely because of the dominant influence that the 19th century female nursing movement has had on the occupation's historical ideology (Keogh and O'Lynn, 2007).

Men in nursing face many barriers and obstacles not only from the general public but also from their patients and colleagues (Stott, 2004; Furlong, 2005).

(May, 1991) stated that every feeling a person has about him/herself as a professional will affect his/her way of thought and action in professional relations. Therefore nurses, who have positive professional images, will have more and stronger remedial relations with their patients. (Emiroglu, 2000) found that both doctors and the public have a negative image about nursing as a profession. Doctors see nurses as their handmaidens and therefore negative image of nursing continues to be a problem. Nurses are professionals who are science driven, technically skilled, and caring. The image of nursing has changed and developed throughout the history and the outward image of nursing has changed remarkably within the past 50 years.

Furthermore, (Spouse, 2000) reported that the understanding of what the nurses' image is of their profession and at the same time the fact that they are interacting to get relevant knowledge about their profession, will enable the executors and nursing politicians to enhance nursing preparing activities and on the other hand, nursing students' psychological needs will be recognized and worked on. Also, nursing image continues to progress, however the role of nurse is often defined in relation to physician and is still seen as a handmaidens with nurses often

seen as dependent decision makers, whose only job is to carry out the orders of physicians (Weintraub, 2003).

The image of nursing as a profession is affected by numerous factors and accordingly affecting the choice of nursing as a career. These factors include: media, public image, social prestige, nurses themselves, having a family member, relative or a friend who is a nurse, role models, physician-nurse interaction, nursing educators, nurse preceptors, risk of violence, exposure to health hazards and nursing education programs (Johnson *et al.*, 1999)

It may appear that the image of nursing as a profession in the Egyptian community was not improved properly even after the nurse has been qualified a university level. Therefore, for recruiting and retention of nurses, there is a need to promote nursing professional image to enhance its standing in the community especially for males. This study aimed to determine the undergraduate male nursing students' perception about the image of the nursing profession.

2. Material and Methods:

Research design

This is an exploratory descriptive study.

Setting

The study was conducted at the following settings:

The four classes of the four academic years at the Faculty of Nursing, Alexandria University, Egypt.

Five Alexandria University Hospitals, where male nursing students spend their internship year namely Main University Hospital, affiliated to Alexandria University, El-Shatby Maternity Hospital, affiliated to Alexandria University, El-Shatby Pediatric Hospital affiliated to Alexandria University, El-Hadra Orthopedic and Traumatology Hospital, affiliated to Alexandria University, Gamal Abd-El-Naser Hospital, affiliated to Ministry of Health and Population.

Subjects

The study subjects included 370 male nursing students who were enrolled in the four academic years and internship year within the academic year 2008-2009.

Tool for data collection

Nursing Image –as a profession questionnaire (NIPQ) was used for data collection. It was developed by the researcher after thorough review of literature. It comprised two parts:

Part I:

This part included questions related to Socio-demographic characteristics of the study subjects

such as age, residence, academic year and previous educational experience of the students.

Twelve statements to explore the subject's information about nursing: source of information, factors influencing their image of nursing as a profession (Spouse, 2000; Mooney and Glacken, 2008; Hallett, 2007).

Part II:

It was developed by the researcher and used to explore nursing image among undergraduate male nursing students (Gamel, 2006; Cowen, 2006). It is a Likert scale format that contains 36 statements answered on a 4 point scale of response: strongly agree= 4, agree=3, disagree=2, strongly disagree=1. The total score ranged from 36 to 144.

36-72 indicated negative image.

73-144 indicated positive image.

Methods

The study was executed according to the following steps:

Official Permission to conduct this study was obtained from the dean of the faculty of Nursing, Alexandria University, and heads of each nursing department. The tool used in this study was developed by the researcher after extensive reviewing the relevant and current literature.

Content validity of the tool was tested by a jury of seven experts in the related field and necessary modifications were done. Reliability of the tool was tested using Cronbach Alpha Coefficient test, its value was.87. It was carried out on thirty male nursing students selected randomly from the different academic years and internship year, six students from each academic year.

The purpose of the study was explained to each student and oral consent to participate in the study was obtained from him. A pilot study was carried out on 30 male nursing students selected randomly from the previously mentioned setting in order to test the relevance and applicability of the study tool.

Data was collected through questionnaires that were distributed among the subjects. The data was collected for a period of 2 months started in the beginning of June 2009 and extended to the last of July 2009.

Statistical analysis

Data was fed, coded, edited and analyzing using PC with statistical packages for social science (SPSS) version 10.0 for windows. The selected level of significance was $P = 0.05$. Descriptive statistics were done using numbers, percentage, arithmetic mean and standard deviation. Analytical statistics were done using significance test (Mont Carlo Exact

Test), association between categorical variables was tested using Chi-square test.

3. Results:

Table (1) shows nearly two-thirds (67%) of them were in their early twenties. About one-third (29.7%) of them were at third academic year, while 23% were at second academic year. Less than one-fifth (13.5%) of the subjects were at the internship year. The majority of the subjects (81.4%) had a secondary school certificate.

According to data in table (2) less than one-third of the study subjects did join the Faculty of Nursing according to their families' advice (31.3%). Yet, more than one-half (57%) of them did so for a chance to work in other countries. Both the desire to help others and availability of work before graduation were the reasons for 24.4 % and 25.9% of them, respectively. More than one-half (55.9%) of the subjects' family reaction was positive.

Table (3) reveals that, one-half (50.5%) of the study subjects had information about nursing. The main source of such information was family or friends (80.8%). Moreover, 26.7% of them got such information from media. Only 9.1% of them got information from schools. A vast majority (80.7%) of the subjects were influenced by such information. Such influence was positive among 72.8% of them.

Table (4) reveals that the majority (81.9%) of the study subjects perceived nursing as a respectful profession. While, more than one-half (57%) of them perceived nursing as a prestigious profession. Only 28.1% of them perceived nursing as similar to servants' job. Almost equal proportions (47.3 % and 52.7%) of them perceived nursing as independent or dependent profession, respectively. 37.8%, the subjects' perceived nursing as women's` profession. The majority (91.1% and 88.3%) of them stated that nursing is an indispensable profession in any society or nurses are important members in the health team, respectively.

With respect relationship with patients and physician, 41.4% of them stated that physicians preferred to work with male nurses. Only 32.5% of the subjects stated that patients preferred male nurses. The majority (88.4%) of them perceived nursing profession as a hard profession that does not enough appreciation

According to data in table (5) the study subjects ranked the social status of the nursing profession in the society as sixth compared to the profession of medicine which ranked the first. Regarding feeling about nursing 40% of them were defensive about nursing. Almost equal proportions (23.5% and 23.8%) of them were either proud or shy, respectively. Only 2.4% of them attacked the profession.

Table (1): Percent distribution of the study subjects according to their general characteristics

General characteristics	No N=370	%
Age:		
-15years-	117	31.6
-20years-	248	67.0
-25 years or more	5	1.4
Residence:		
-Rural	203	54.9
-Urban	167	45.1
Academic year:		
-First year	64	17.3
-Second year	85	23.0
-Third year	110	29.7
-Fourth year	61	16.5
-Internship year	50	13.5
Academic achievement in previous semester:		
-*Excellent	67	18
-**Very good	144	39
-***Good	91	24.6
-****Satisfactory	59	16
-*****Weak	9	2.4
Pre-university qualifications:		
-Secondary school certificate	301	81.4
-Technical health institution or technical institution	56	15.1
-Faculty of science	13	3.5

-* (A, A-, B+) -** (B, B- -*** (C+)
-****(C, C-) -***** (D)

Table (6) reveals that more than one-half (62.16%) of the subjects had positive image toward nursing as a profession, while (37.84 %) of their image was negative.

Table (7) shows that 54.9% of the subjects` image was improved after enrollment. The image of 35.4% of them got worse. Only 9.7% had no change. According to subjects` image improvement, an equal percent (36.95 %) of the subjects` reasons either relationship with faculty members either relationship with medical staff. In relation to those their image got worse, (69.46%) of subjects got such change related to public view about nursing. Approximately equal proportions (49.61% and 48.85%) of their reasons for such change were working condition or clinical training, respectively.

According to table (8) there was significant difference between age and nursing image as a profession where $P = (.018)$ and pair- wise comparison shows positive correlation between age and image.

Table (9) reveals that there were significance difference between information received about nursing before joining the faculty of nursing and nursing image where $P= 0.000$ there was a strong

correlation. Also there was significance difference between family's` reaction and nursing image.

Table (2):Distribution of the study subjects according to reasons for enrollment to the Faculty of Nursing and family reaction

Reasons*:	No=	%
	370	
-Secondary school grade	171	46.2
-Desire to help other	94	25.4
-Advice from family members	115	31.1
-Financial reasons	124	33.5
-Availability of national work	171	46.2
-Availability of work in other countries	211	57.0
-Availability of work during undergraduate	96	25.9
Family's reaction to students' enrollment:		
-Positive	207	55.9
-Negative	37	10.0
-Neutral	126	34.1

* More than one answer.

Table (3): Distribution of the study subjects according to their information about nursing and source of such information

Presence of information about nursing before joining the faculty of nursing:	No	%
	370	
-Yes	187	50.5
-No	183	49.5
-Source of information*:	N=187	%
-Family and friends	151	80.8
-School	17	9.1
-Health setting	30	16.0
-Media	50	26.7
Effect of such information on nursing` image:	N=187	%
-Yes	151	80.7
-No	36	19.3
Type of effect:	N=151	%
-Negative	41	27.2
-Positive	110	72.8

* More than one answer

Table (4): Distribution of the study subjects according to their perceptions of nursing as a profession

Nursing profession is:	Agree		disagree	
	No	%	No	%
-A respectful profession	303	81.9	67	25.7
-An occupation and not a profession	168	45.5	202	54.6
-A Women's profession	140	37.8	230	62.1
-Similar to that of the servants' job.	104	28.1	266	71.9
-A well appreciated profession in the society	109	27	261	73
-A prestigious profession	211	57	159	43
-A dangerous profession	321	86.7	49	13.3
-A hard profession that does not receive enough appreciation	327	88.4	43	11.6
-An indispensable profession in any society	337	91.1	33	8.9
-Nursing is a human profession	333	90	37	10
-An independent profession	175	47.3	195	52.7
-A significant in patient's recovery	315	14.9	55	85.1
-Helping in promotion of health and prevention of diseases	339	91.6	31	8.4
-Provide self actualization	207	56	163	44
Male nurses are:				
-Important members in the health team	327	88.3	43	11.7
-More accepted by patient than female nurses	125	32.5	245	67.5
-More preferred by physicians	153	41.4	217	58.7
-Need much academic preparation	285	77	85	23
-Respected by others as a nurse	173	53.3	197	46.7
-Has autonomy in their jobs	148	40	222	60
-Can be a good nurse as females	338	91.4	32	8.6

Table (5): Distribution of mean and standard deviation of the study subjects according to social rank of job and feeling about nursing as a profession

Students ranking of Professions	Mean \pm Std. Deviation	Median (Min.-Max.)
-Physician	2.34 \pm 1.828	1.00 (1.00-10.00)
-Pharmacist	4.14 \pm 2.183	2.00 (1.00-10.00)
-Officer	4.51 \pm 2.899	3.00 (1.00-10.00)
-Engineer	4.23 \pm 1.773	4.00 (1.00-10.00)
-Teacher	4.92 \pm 2.728	5.00 (1.00-10.00)
-Nurse	5.78 \pm 2.906	6.00 (1.00-10.00)
- Journalist	6.84 \pm 2.361	7.00 (1.00-10.00)
- Lawyer	7.26 \pm 1.878	8.00 (1.00-10.00)
- Accountant	6.66 \pm 1.808	9.00 (1.00-10.00)
- Artist	8.29 \pm 2.369	10.00 (1.00-10.00)
Feeling about nursing profession when talking with others*:	N=370	%
-Proud	87	23.5
-Shy	88	23.8
-Change topic	107	28.9
-Defensive	148	40.0
-Attack nursing profession	20	5.4

* More than one answer

Table (6): Number and percent distribution of the study subjects according to their nursing image as a profession

Score by mean split	N=370	%
-Positive image	230	62.16
-Negative image	140	37.84

Table (7) Distribution of the study subjects according to the change in nursing image after joining Faculty of Nursing

Change in nursing image:	N=370	%
- No	36	9.73
- Yes	334	90.27
-Yes to better*	203	54.9
Factors contributing to the change to better *	N=203	%
-Working conditions	87	42.86
-Clinical training	77	37.93
-Relationship with faculty members	75	36.94
-Relationship with medical staff	75	36.94
-Relationship with friends	56	27.59
-Family member opinion	32	15.76
-Public view about nursing	27	13.00
-Yes to worst	N=131	35.4
Factors contributing to the change to worst *		
-Public view about nursing	91	69.46
-Relationship with faculty members	72	54.96
-Working conditions	65	49.61
-Clinical training	64	48.85
-Relationship with medical staff	55	41.98
-Relationship with friends	25	19.08
-Family member opinion	12	9.16

* More than one- answer

Table (8): Relationship between general characteristics of study subjects and nursing image

General characteristics	Nursing image	Test statistic (p-value)
	Mean \pm SD	
Age	Median (Min.-Max.)	MCP 0.018*
-15-	99.00(55.00-129.00)	
-20-	102.00(59.00-131.00)	
-25or more	117.00(109.00-117.00)	
Area of residence		MCP 0.400
-Rural	100.41 \pm 14.70	
-Urban	101.68 \pm 14.05	
Academic year		MCP 0.210
-First year	99.69 \pm 17.63	
-Second year	99.84 \pm 14.50	
-Third year	103.52 \pm 13.61	
-Fourth year	98.87 \pm 13.25	
-Internship year	101.58 \pm 12.27	
Academic achievement in previous semester:		0.143
-Excellent and very good	101.08 \pm 14.21	
-Good	102.79 \pm 12.81	
-Satisfactory to weak	98.25 \pm 16.66	
Previous qualifications:	Median (Min.-Max.)	MCP 0.335
-Secondary school certificate	101.00(55.00-129.00)	
-Technical health institution or technical institution	102.00(59.00-131.00)	
-Faculty of science	108.00(76.00-126.00)	

MCP= Mote Carlo Significant Test * Significant (P value 0.05)

Table (9): Relationship between presence of nurse, knowledge, family reaction and nursing image

Presence of nurse:	Nursing image	Test statistic (P-value)
	Mean ± SD	
-Yes	99.62±15.31	MCP 0.082
-No	102.23±13.44	
Presence of information about nursing before joining the faculty of nursing:		
-No or yes but did not change my image	100.16±14.39	MCP 0.000*
-Yes and it was negative	93.73±16.80	
-Yes and it was positive	105.31±12.03	
Family's reaction to students' enrollment:		
-Positive	103.93±12.49	MCP 0.000*
-Negative	91.86±16.54	
-Neutral	98.81±15.26	

MCP= Mote Carlo Significant Test * Significant (P value 0.05)

4. Discussion:

Nursing has been considerably progressing towards professionalism in recent decades and has produced a scientific base by academically preparing programs for it. Now, the time has come when nurses should be aware of the images they draw as professionals for themselves and others.

As the society changes, health care emphasis and lifestyle also change requiring nurses themselves to change (Valizadeh and Ali, 2008). Despite this progress, both the profession and mainstream press have given increased attention to the growing nursing shortage. (Gerencher, 2002) reported that if men entered the profession at the same rate as women today, there would be no nursing shortage. (O'lynn and Tranbarger, 2003) added that in order to attract more individuals to the profession, a positive image of nursing needs to be engendered by nurse education and general community. Hence, the purpose of the current study was to determine the *nursing image as a profession among undergraduate male nursing students* at Faculty of Nursing, Alexandria University.

The study revealed that the highest percentage of study subjects joined the faculty of nursing because of the availability of work in and outside country. Streubert, (1994), conducted a study in Pennsylvania about *male nursing students' perception of clinical experience*, his findings revealed that nursing was attractive because of job opportunities, security and availability. This is also in accordance with that of (AbdiKarim *et al.*, 2004) had conducted a study in Egypt about *male student nurses: concerns, expectations and fear toward the profession*. They found that around two-thirds of their subjects haven chosen nursing as it represented a good opportunity for them to work. (Buerhaus *et al.*, 2005) had conducted a study in the United States of America (U.S.A) about *nursing students' perception of a career in nursing and impact of a national*

campaign designed to attract people into the nursing profession. He reported that slightly more than three-quarters of his subjects joined nursing because of availability of work. It is likely that more men will choose nursing as a career because nursing offers stable employment with reasonable wages in an otherwise unstable economy. This may be due to the low economic status in developing countries, which drives students to work outside the country. In addition, it may be due to cultural values in Arab countries where males assume great responsibilities and it was expected to be the main reason for entering the nursing profession since the graduates are automatically hired and have the opportunities to work abroad whether in Arab or western countries.

Yet, this same result is dissimilar to the results of (Gamel, 2006). Her study was conducted in Egypt to determine *the image of nursing as a profession among undergraduate nursing students and interns*. The results revealed that the availability of work and financial reward were the least mentioned reasons among her subjects, as the subjects of such study were female nursing students.

Moreover, findings indicated that the second highest reason mentioned by the study subjects was the secondary school grade. In this respect, (Abu-Gharibeh and Siluman, 1992), stated that the poor image of nursing, combined with university admission policies, in which, students are assigned to various faculties based on their secondary school grade, influence recruitment of high quality students.

More than one-fourth of the study subjects stated that an advice from a family member was the main reason for joining the profession. This may be attributed to the fact that a considerable number of family members, friends or acquaintances who were nurses as the present study revealed. These results are supported by (El Sharkawy and El Hadad, 1996) who studied *"factors affecting students' choice of nursing*

as a career in Egypt and Syria". They found that the family members had the significant impact on the choice of nursing as a career.

(Kelly *et al* .,1996) conducted a study about "*the experience of being a male student nurse*" in Chicago, the study revealed that family members were the most encouraging forces to their entering nursing and was the main source of moral support during the years of schooling. The present study revealed significant relations between the nursing image as a profession and the presence of family members, friends or acquaintances who were nurses. These findings were confirmed, as there is significant relation between nursing image and parents' reaction to joining the faculty of nursing. In this respect, (Heath, 2001) stated that young students may be applying to nursing programs as a response to parents' dream instead of their own.

The results of the present study showed positive changes in the image of nursing as a profession among more than half of the study subjects. The following will explore the factors affecting that positive change; working conditions, clinical training, relationship with faculty members and relationship with friends.

(Moyer, 1996) had conducted a study at Widener University U.S.A about "*the relationships among sense of coherence, self-esteem and self-perception of clinical competence in junior and senior baccalaureate nursing students*". This study revealed that most of junior and senior baccalaureate nursing students in the USA had a self-esteem that could be linked positively to improve self-perception of clinical competence and nursing image as a profession. Results of the present study illustrated that more than one-third of the study subjects were positively influenced by clinical training this may be due to the clinical environment increasing interaction between clinical instructors and students, nevertheless, increasing the interaction among students themselves. Moreover, students at hospitals and other clinical training settings have the opportunity to apply what was taught at the labs in real situations and with real patients.

The present study revealed that the highest percent of the study subjects were negatively influenced by public view about nursing. (Gray ,2004) surveyed "*registered nurses in California for their perception of how the public view nursing*". The study revealed that 23% of nurses perceived that the public portrayed them as handmaidens to physicians.. Furthermore (Shukri ,2005) also reported that nursing is still suffering from negative public image in the Arab world'.

The media is one of the most important factors that has influenced, is still influencing, and will most

probably continue to influence the public's image of nursing. It always pictures nursing as a low social status, subordinate, unrespected, and female-dominant profession, not to mention nurses, being presented as low social status, careless females who perform housekeeping activities and accept tips from others. According to (Summers ,2004),and (Gamel ,2006) , such image not only influences how consumers view nurses, but also has an impact on the nurse's self image. When nurses are constantly portrayed in negative ways, these images delimit the scope of their work; affect their lives and their aspirations, the quality and quantity of persons choosing nursing as a profession, how nurses see themselves, and unfortunately, the future of nursing as a profession.

The second mentioned reason by the study subjects for the negative change of the nursing image was the relationship with faculty members. This may be due to the interaction with novice faculty members who do not have any experience in dealing with male adult student nurses and possibly cultural factors as male figures totally refusing to take orders from women. In this respect, (Mikelson, 1990) ^{reported} that the students' perception of being treated differently than females was frustrating and contributed to their feeling of isolation and exclusion. The participants expressed a need for male role models which they believed would diminish the difficulty of nursing being a female dominant profession.

This result was congruent with (Gamel, 2006) who reported that the highest percentage of her subjects was negatively influenced by faculty members due to the negative teacher-student relationship. This was followed by some teachers inhibiting students' self-confidence and discouraging them to ask questions freely. Moreover, students were required to carry out teachers' orders along with their feeling that there is lack of warmth between some teaching staff members and the students, and disrespect to their cultures since large numbers of them were from rural areas.

Working conditions also had a negative influence among less than one-fifth of the study subjects. This could be attributed to uncomfortable working environment, exposure to hazards whether physical or emotional. Moreover, lack of facilities and resources, and the gap between theories taught and the actual practices in governmental hospitals also helped in formulating negative image of nursing.

In relation to the study subjects' perceptions of the nursing image as a profession, more than half of them had positive image of nursing. Results showed that "*nursing as an appreciated profession in the society*" was perceived by about one-fourth of the study subjects. This finding is dissimilar to (Brodi et

al., 2004), who concluded that nursing as an appreciated profession was perceived by a few nursing students. On the other hand, nursing as "men's work" was perceived by a high percentage of the study subjects. This finding was not congruent with the researcher's expectation because of the stereotype image of nursing in the society as a female-dominant work. This result is congruent with those of (Rob, 1991), who concluded that the number of male nurses tends to increase obviously and both males and females can be good nurses. Yet, this result opposes that of, (Frizzell, 2004) and (Gamel, 2006) who found that the nursing profession was perceived as "women's profession" by more than one-half of the study subjects. This supports the idea that both men and women can be good nurses.

Nevertheless, findings of the current study indicated that the majority of the male nurses expected to work at other countries, while few of them expected to work as nurses in hospitals. This contradicts with the mission of nursing, as the main aim of nursing programs is to graduate a qualified professional nurse to overcome the nursing shortage in Egypt. It seems that the male nursing students considered the nursing to be a transitional period until they build themselves and make families, since Egypt has a male-dominant culture and nursing is primarily a female-dominant profession which is practiced mainly by women and males who are practicing it are very few or nearly not present.

According to the students' academic year, it was found that there was no significant correlation between nursing image and the students' academic year. This finding was not congruent with the researcher's expectations, because the students were expected to have more positive image as they progress from year to year during the undergraduate education and it contradicted with the significant correlation found between age and nursing image. This negative change as the students' progress could be due to their exposure to reality shock, and due to gaps between theory and practice. This finding contradicts that of (Heyman, 1983); (Harrison and Katz, 1998), and (Gamel, 2006), who found that nursing students became more attracted to their profession and more closely identified with it as they progressed in their nursing education.

Moreover, as regards receiving information about nursing, a significant correlation was detected between presence of information and its effect on one hand and image of nursing as a profession on the other. It seems that receiving information about nursing before joining the faculty- whether from family, friends or from schools of nursing- plays an important role in influencing the students' image of nursing and their career choice. The previous finding

matches with that of (Steven and Walker, 1991), and (Gamel, 2006) who indicated that high school educators must develop strategies that target recruitment of high school students to professional careers in nursing.

5. Conclusion and Recommendations

The highest percentage of the male students had a positive image towards nursing as a profession. Working conditions, clinical training, relationship with faculty members, and relationship with medical staff, and public image about nursing had either positive or negative influence on the male students' nursing image. Also, the majority of the study subjects expected to work at other countries.

I-Recommendations for nurse educators and nursing programs:

- 1- Conducting conference for newly admitted students to orient them about the nursing profession, history of nursing, nursing education programs and different clinical experiences
- 2- Workshops for newly appointed instructors to teach them how to deal with male students.
- 3- Regular visits to secondary school and provision talks of a role model nurse about nursing and role of nurse

II- Recommendations for further research:

- 1- Longitudinal study to examine male nursing students regarding nursing image
- 2- A study to examine role strains in nursing education and nurse educator's perspective.

Corresponding author

Taha E. E
Nursing Education Department, Faculty of Nursing,
Alexandria University, Egypt
eman_said303@yahoo.com

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