THROUGH THE REVOLVING DOOR: EXPERIENCES OF NURSING STUDENTS

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ABSTRACT

At a time when there is a greater than ever need for nurses, the healthcare system is being tested. This analysis's emphasis on better comprehending the reasons students entered and left the program early was timely for the researcher. Understanding the reasons and conditions behind the students' early exit will raise awareness of the critical role that education plays in maintaining the demographics of students, which has implications for the future of the nursing workforce. A sense of the educated overall picture of nursing as a program of choice prior to medicine and the roles portrayed by nurses was conveyed by the participants' viewpoints, which were recorded by instant messaging and inductively analyzed in a methodical manner. Their life goals as a beginning career intention, as well as their inspiration and family members who work in the same profession, were also shaped by the nursing program. As leavers probed more into their initial decisions and discovered that they were inspired by other perspectives and wished to modify them as they experienced life problems, they were cut off (disconnected) from the curriculum. In light of this, the college of nursing should offer more forums to aid school dropouts in understanding the nursing profession, as this area in the educational aspects of the profession can provide a substantive profile in areas of recruiting and retention and can take an additional step towards addressing the nursing shortage, thus creating accessible records for future studies and ensuring a workforce.

Keywords: Nursing Students, Revolving Doors, Nursing Education, School Leavers, Retention, Recruitment

INTRODUCTION

Students are beginning their careers when they ultimately opt to join in a program of their choice. They are moving cautiously in the direction of a future career, but the researcher thinks that their assessments are still influenced by the lights of the profession, which stimulate their curiosity. Their story began with high hopes for nursing school, but after a semester, everything changed, and they dropped out. The term "revolving door" in this study refers to the phenomenon of people coming and going from the program. Students come from various social, economic, and educational backgrounds, according to Merkley (2016), who also asserts that keeping these students has been challenging for the previous 50 years.

The Philippines' nursing education has seen significant and drastic development in recent years. As the threat of the COVID-19 pandemic is affecting the entire world, there has been a decline in the number of young people entering and leaving the program (Jacob, 2017), and there is a nursing workforce shortage that is escalating and evident now (Henderson, et. al., 2020; Arana, 2018; Kaur, et. al., 2016; Atashzadeh, et. al., 2012). The Philippines is known for training nurses and sending them abroad, but as the number of coronavirus infections and fatalities climbs, it is running out of nurses (Bloomberg, 2020).

METHODOLOGY

To understand how students explain, account for, and make sense of their program choices, the study used descriptive and qualitative methodologies in addition to Polkinghorne's (1983, 2007a) interpretative and narrative approach. Both the participants' willingness to participate and their anonymity as members of the purposeful sample were guaranteed. A serious type of communication known as an online instant messaging (IM) communication platform was used to gather the data (Bakker, Sloep, & Jochems, 2007). It was the first time the researcher had used it as a technique, and it worked well with the stay-at-home rule, which forbade direct physical contact. Three (3) of the six (6) participants consented to take part, and they were asked to write about their opinions, the factors influencing their choice, and the change. A section of the narrative snippets were translated from Filipino to English once the text's content was examined. The researcher's category assessments were validated with participants to address any inconsistencies, meanings were extracted, and theme units were coded. A technique that is reminiscent of content analysis was used to analyze the data.

This methodology involves the careful reduction of spoken or written material through analysis to identify and quantify specific events into fewer content-related categories with the same meaning (Krippendorff, 2004). The data got saturated when the participants' stories and meaning extractions started to converge, and no fresh information was found (Grove, Burns & Gray 2012). Two impartial reviewers assessed the data and determined the reliability of the categories and codes. The chosen themes, they all agreed, painted a clear picture of the meanings.

RESULTS

The participants used instant chat to freely write about their personal experiences. Within two (2) search categories, reasons for (1) choosing nursing as a career and (2) quitting the nursing program, linking and disconnecting patterns appeared across the open-coded data by hand. In the program, the participants discovered characteristics that shaped their starting and ending tales.

Chart 1: Connecting and Disconnecting Factors to Choosing and Leaving Nursing Program

CATEGORIES	CODES	THEMES
Program Review Roles of nurses	Image of nursing	CONNECTING FACTORS
Family influence Internal motivation Beginning career intentions	Goal direction	

Self-Realization Motivated by other roles	Change of objectives	DISCONNECTING FACTORS
Lack of Support Change of role	Facing a life crisis	

CONNECTING FACTORS IN CHOOSING NURSING AS A CAREER

The participants discussed the reasons that influenced their decision to pursue nursing as a career. (1) Nursing image (program review, nurse duties) and (2) Goal direction are two of these aspects (family influence, internal motivation, beginning career intentions, dream job).

IMAGE OF NURSING

The image of the nursing profession, as well as its flexibility, has made it a significant stepping stone for other careers. The PROGRAM REVIEW category was created based on the following comment from a participant: "I decided to nurse because I wanted to be a doctor; my decision was final that nursing would be my pre-med." The participants created a nursing picture based on the ROLES NURSES represent. "Because I witness their efforts and their willingness to help sick people without even getting anything in return," said one of the participants in this category.

GOAL DIRECTION

The relevance of their purpose to the life path they desired a job to pursue was determined by the participants. From those who work in the field, they picked nursing idealizing. "I chose nursing because I was encouraged by my uncle, who is a nurse and now lives in Florida," said one participant. As the participants acknowledged their willingness or own wishes to become nurses, INTERNAL MOTIVATION came into action. All of the participants expressed their gratitude for the opportunity to work as a nurse. "Inspiration ko yung nanay ko, my mother suffered brain tumor," one participant said. (Because my mother has a brain tumor, she is my motivation.) "Also, nurses in our nation inspire me to be a nurse someday," one of the participants said. The participants waited in line to get into the nursing program since it was one of their BEGINNING CAREER INTENTIONS and DREAM JOB, which were clearly expressed on these: "Sir, una sa lahat gustong gusto kong maging nurse, yun nga dream ko." (I wanted to express to you, sir, that nursing is truly my dream career.) "My attitude is to extend the life of my mother, who is suffering from a brain tumor, which is why I aspire to be a nurse.)

DISCONNECTING FACTORS ASSOCIATED WITH LEAVING THE NURSING PROGRAM

The subject is based on the two fundamental codes of aim change and dealing with a life crisis. There are two types of life crises: (1) changing objectives in relation to self-realization and being driven by other roles, and (2) facing a life crisis owing to a lack of support and changing roles.

CHANGE OF OBJECTIVES

The participants' remarks underlining self-realization that nursing is not for them revealed their desire to explore alternative options. They didn't think nursing was a good fit for them. A participant expressed that, "I shifted program because I found myself not happy in what I'm doing." The other participant said, "Umalis ako sa kursong nursing kasi while exploring the world of it, I got time to know myself well, wherein I don't see myself as a nurse pala." (I dropped out nursing course because I was able to explore the world of it and had more time to know myself better, wherein I don't see myself as a nurse.) The participant also added, "so I decided to leave Bachelor of Science in Nursing and take up Bachelor of Science in Psychology."

MOTIVATED BY OTHER ROLES

As participants commented, "I can envision myself cheerful when guiding depressed people or maybe counseling mentally sick patients." "Kinausap po ako ng tita ko na abogado kung gusto ko raw po mag lawyer talaga kase po bago ako mag SHS lawyer po talaga yung sinabi ko sa kanila," says the narrator. (My aunt, who is a lawyer, advised me to take that course before starting my senior high school program if I wanted to be a lawyer like her.)

FACING LIFE CRISIS

An unexpected life crisis might put students under a lot of stress and drive them to drop out of the program. Because of a lack of support, participants' crisis experiences affected their ability to operate in the program. "I am an adopted child, I have one step sister who is 41 years old and two step brothers who are 43 years old, may mga pamilya na sila kaya mas priority nila ang kanilang pamilya kaya di na rin nila ako ma priority mapag aral," said one participant. (Because my stepbrothers and sister have started their own families, supporting my studies has been put on hold.) One of the participants was operating in such a way that a statement read: "I do online business nagbebenta ako ng ukay ukay clothes para may maibaon po ako. That's the reason why I left." (To help fund my schooling, I do online selling of pre-loved clothes.)

DISCUSSION

Students will research and learn as much as they can about their intended career path. Understanding young people's attitudes regarding nursing as a career is essential, according to a study on the influences of conceptions and stereotypes of the nursing position on career choice in secondary students (Raymond et al., 2018). Critical readings and interpretations of the stories, which inspired the participants' choices to become nurses, supported the participants' history in the nursing field. Students' opinions about nursing have an impact on whether they decide to pursue a career in nursing and whether they continue in or leave nursing school, according to Grainger and Bolan's (2006) research. According to McLaughlin et al. (2010), nursing students are highly motivated by the opportunities it offers. The nursing program's constancy as a program for preparing students for medical courses served as a connecting

element. Nursing was highlighted by Wilkes et al. (2015) as a bridge to other professions including medicine. Nursing is a popular pre-med degree since it offers a life-sciences component (Wandrei, 2020). Contrarily, nursing science degrees do not fulfill the requirements for medical school, as noted in an article by Farahhhh (2010).

The associations that participants had with the idea of nursing indicated their motives in light of the obligations of the profession as perceived by others, as well as their intended identities and goals. The perception of a nurse can affect a student's choice of career, according to a research of students done by Jeong et al. (2015). People have been encouraged to pursue careers in nursing by the profession's reputation, a desire to help others, and family and friends who are already in the field. High school students' impressions of social acceptance and the nursing profession's reputation are, nevertheless, poor, according to Rajesh et al. (2017). As suggested by Nurumal et al. (2020), the public perception of nurses and nursing occupations has to be improved. Due to a lack of knowledge and a negative attitude toward the profession, according to Qalawa (2015), nursing is a low-profile subject. For the majority of students, providing care is their main driving force (90.3 percent). (2012) Diomidous et al. According to Jirwe and Rudman's (2011) Swedish study, 73.3 percent of nursing students said they chose the profession because they wanted to take care of and assist others, and Patidar et al(2011) .'s 2011 study in India found that 99.1 percent chose nursing because it allowed them to serve humanity. "The potential to help others," a factor that has always been important in people's decisions to pursue nursing, is still the main reason nursing students choose the profession. However, Lim et al. (2016) were concerned that the conclusion did not award good ratings to any of the categories that dealt with nurses' public perception. Additionally, according to a study conducted in Bulgaria, newly admitted student nurses are aware of and respect the virtues of the nursing profession, including its responsibility, humanity, valour, and toughness. (2017) Eguruze and associates

The study found that mothers of nursing students who were also nurses served as good role models (Kim et al., 2017). Family effect is one of the prerequisites for nursing students to choose nursing as their future profession, according to Diomidous et al. (2010). Additionally, 68 second-year undergraduate nursing students who participated in a survey discovered that family members who work in the medical field were viewed as effective sources of both emotional support and practical assistance (Mclaughlin et al., 2010). However, other investigations carried out in Pakistan and India discovered the reverse (Patidar et al., 2011; Manzoor et al., 2010).

A cousin who works in the same field was mentioned in participant remarks. Family structure and parents (Asma et al., 2017) are among the main effects on teens' thoughts and behavior when it comes to making that decision, according to Garikai (2020), who asserted that picking a future job is a personal decision. Liaw et al. (2016) discovered that parental effect on health profession choices was ambiguous, as respondents believed they would be less likely to earn their parents' approval and make them proud if they chose to become nurses. According to a paper based on interview data from high academically achieving school students who had a very negative opinion of nursing as a career choice (Neilson et al., 2013), the influence of

significant others, such as their parents, guardians, guidance teachers, and career advisors, was very evident.

Consider possible internal or external motivational factors. According to Nilsson et al., pupils that are intrinsically driven have a strong desire to learn, perform, and achieve (2008). Walker et al. (2006) found that self-efficacy and intrinsic motivation were connected to academic identity and were predictors of meaningful cognitive engagement in a study evaluating self-efficacy, intrinsic, and extrinsic motivations as determinants of students' participation or not in academic work. Meanwhile, eight out of 76 students who were enthusiastic about pursuing a career in nursing dropped out of school, according to Kloster (2005). Opportunities and difficulties may coexist on the road to a bachelor's degree in nursing (Nilsson et al., 2008).

Career development, in Garikai's opinion, is a lifelong process that starts in childhood (2020). Participants reported a great interest in pursuing occupations in the public sector as teenagers, such as that of a doctor, nurse, teacher, and veterinary (Misulonas, 2020). Some children are born knowing exactly what they want to do with their lives and what their dream career is. On the other hand, due to a number of uncontrollable factors, students frequently select a different course. Few pupils go after their aspirations (McGlynn, 2007). Such nurses believe that in the future they will work for the benefit of ill patients and their families, fulfilling their greatest wish, Katya et al. concluded in their study (2017). Kukkonen et al. (2015) discovered that students occasionally made the incorrect profession choice.

There are many tensions and challenges in nursing school. a number of reasons, they realized nursing was not the profession for them. The truth is that there comes a time when some people stop caring. They might lose the passion they once had for a nursing career (Ultius, 2014). A life crisis and other exacerbating conditions as a result of a lack of support and a change in responsibilities were among the main reasons they became disengaged from their nursing careers. One of the main causes of a low motivation score, according to Nillson and Stomberg (2008), was when the student was experiencing a difficult living situation, such as a challenging home situation or those who had gone through a life crisis (2015).

Students regularly switch their majors during their undergraduate careers. 50 to 75 percent of college students, according to statistics, switch majors at least once (Cunningham, 2009). Students switch degrees for a variety of reasons, including as peer pressure, ineffective resource management, hasty first judgments made without sufficient comprehension, and subpar academic performance (Cunningham, 2009). Glossop (2002) found that 30% of students drop out of school without discussing their issues with their teachers or making use of the programs that are available to help them deal with their problems.

CONCLUSIONS AND RECOMMENDATIONS

According to the study's underlying assumptions, each student's interest and motivation in pursuing a nursing degree varied based on when they made the decision to enroll in and leave the program. Through connecting forces, nursing students entered the program and left through disconnecting factors. Students believe that their intended careers will positively impact their future and opportunities for both themselves and those around them, according to the study's findings. Nursing students should identify connecting and disconnecting underlying variables early in their residency in order to create support systems and use available resources to assist them in managing their decisions.

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