



Expertise
and insight
for the future

Agnes Muthoni Kärkkäinen

Nursing students' vocation for nursing profession – A descriptive literature review

Helsinki Metropolia University of Applied Sciences

Bachelor of Health Care

Nursing AMK

Thesis

March 2019

Author(s) Title	Agnes Muthoni Kärkkäinen Nursing students' vocation for nursing profession – A descriptive literature review
Number of Pages Date	16 pages + 1 appendices March 2019
Degree	Bachelor of Health Care
Degree Programme	Nursing
Specialisation option	Nursing
Instructor(s)	Liisa Montin, PhD, RN, Senior Lecturer
<p>The worldwide shortage of nurses has led to evolvement of strategies aimed at solving this problem. This has led to an increase in research about nursing students, their attitudes, characteristics and reasons why they choose, leave or complete nursing programmes. On the other hand, nursing has greatly evolved, becoming more professionalized and thus causing a shift whereby nursing is no longer looked upon as a “vocation” or “calling”. This has mainly been due to efforts towards moving nursing away from religious and gender stereotyping. However, it is still important to find out how nursing professionals feel about the profession and what effect these feelings and attitudes have. The purpose of this thesis was to find out what is known about nursing students' vocation for the nursing profession.</p> <p>The articles were obtained from CINAHL and Medline, which are reliable databases. The initial search yielded 803 articles which were obtained through keyword search of the databases. These articles' headings and abstracts were scrutinized after which twenty-five (n=25) of them were selected for further consideration. Using a set down inclusion and exclusion criteria, nineteen (n=19) of them were excluded and six (n=6) included in this literature review. Three (n=3) other articles searched for manually after they were obtained from references of reliable articles were also included making a total of nine(n=9) articles.</p> <p>According to the findings of this thesis, vocation plays a role in why students choose the nursing profession, gives them a reason to stay and fosters resilience which enables them to persevere during hard times and thereby helps students complete their nursing education. Students also viewed vocation as being important in applying professional values while practising nursing. There were also some students who denied the existence of vocation.</p> <p>Only one of the articles directly investigated whether vocation was the reason nursing students joined nursing and there is therefore lack of enough direct research aimed at finding out whether nursing students have a vocation for the profession and how this influences the outcome of attrition, enrolment into nursing programmes or discontinue the programme. Further research into this area would enable stakeholders to come up with strategies to improve student enrolment into nursing institutions and probably reduce the rate of attrition.</p>	
Keywords	Nursing student, student nurse, nursing, nursing profession, nursing career, vocation

Tekija Otsiko	Agnes Muthoni Kärkkäinen Sairaanhoitajaopiskelijoiden kutsumus hoitotyön ammattiin-kuvaileva kirjallisuuskatsaus.
Sivumäärä Aika	16 sivut + 1 appendices March 2019
Tutkinto	Sairaanhoitaja AMK
Koulutusohjelma	Hoitotyö(Nursing)
Suuntautumisvaihtoehto	Sairaanhoitaja
Ohjaaja	Liisa Montin, TtT, sh, lehtori
<p>Puute sairaanhoitajista on johtanut siihen, että strategioita on kehitetty tämän ongelman ratkaisemiseksi. Tämä on lisännyt tutkimusta hoitotyön opiskelijoista, heidän asenteistaan, ominaisuuksistaan ja syistä, miksi he valitsevat, lopettavat tai täydentävät hoitotyön opintojaan. Toisaalta hoitotyö on kehittynyt paljon ja muuttunut ammattitaitoisemmaksi, joka on aiheuttanut sen, että hoitotyötä ei enää pidetä "kutsumuksena". Tämä on johtunut pyrkimyksistä siirtää hoitotyötä erilleen uskonnoista ja sukupuolien stereotyyppioista. On kuitenkin edelleen tärkeää selvittää hoitotyön ammattilaisten näkökulmia ja tuntemuksia hoitotyöstä ja millaisia vaikutuksia niillä on. Tämän opinnäytetyön tarkoituksena oli kuvailla mitä tiedetään sairaanhoitajaopiskelijoiden kutsumuksesta sairaanhoitajan ammattiin.</p> <p>Artikkelit on kerätty luotettavista tietokannoista kuten CINAHL ja Medline. Haku tuotti yhteensä 803 artikkelia, joista saatiin avainsanahauulla tietokannoista. Artikkeleiden otsikot ja tiivistelmät käytiin lävitse ja niistä 25 artikkelia otettiin syvempään tarkasteluun. Sisäänottokriteereiden perustella 19 niistä jätettiin pois ja 6 artikkelia valikoitui osaksi tätä kirjallisuuskatsausta. 3 muita artikkeleita, joita haettiin manuaalisella haulalla luotettavien artikkelien referensseistä myös, otettiin osaksi tähän opinnäytetöihin, jolloin yhteensä 9 artikkelia.</p> <p>Tämän opinnäytetyön tulosten mukaan kutsumus vaikuttaa opiskelijoiden hoitotyön ammatinvalintaan, antaa heille syyn pysyä ja kehittyä joustaviksi, jonka ansiosta he voivat jatkaa vaikeinakin aikoina ja auttaa heitä päättämään hoitotyön opintonsa. Sairaanhoitajaopiskelijat myös kokivat, että kutsumus oli tärkeä ammatillisten arvojen soveltamisessa. Oli myös joitakin sairaanhoito-opiskelijoita, jotka kielsivät kutsumuksen olemassaolon.</p> <p>Vain yhdessä artikkeleista tutkittiin suoraan, onko kutsumus syy siihen, että opiskelija haluaa hoitotyöhön, joten riittävää tutkimustietoa ei ole saatavilla siitä, onko sairaanhoitajaopiskelijoilla kutsumus sairaanhoitoammattiin ja kuinka tämä vaikuttaa uuvutukseen ja opiskelijoiden sairaanhoitokoulutukseen liittymiseen ja lopettamiseen. Lisäselvitys tällä aiheella antaisi sidosryhmille mahdollisuuden kehittää strategioita, joilla parannettaisiin opiskelijavaihtoa hoitolaitoksiin ja todennäköisesti vähennettäisiin uuvutusta.</p>	
Avainsanat	Sairaanhoitajaopiskelija, hoitotyö, sairaanhoitajanammatti, sairaanhoitajanura, kutsumus

Table of contents

1	Introduction	1
2	Background	2
3	Purpose, aim and study question	3
4	Method	3
4.1	Data search and study selection	4
4.2	Data analysis	7
5	Findings	7
5.1	Joining nursing profession	7
5.2	Completing nursing studies	8
5.3	Motivation to nursing and “do good”	8
6	Discussion	9
6.1	Discussion of the findings	9
6.2	Discussion of validity	11
6.3	Ethical consideration	12
7	Conclusion and recommendations	12
	References	13
	Appendices	

Appendix 1. Table 3. List of articles included in the review classified by findings.

1 Introduction

Over the course of history, perceptions of the nursing profession have changed due to social, economic and cultural development. Historically, nursing was seen as a vocation, which was a continuation of the duties of mothers and wives to providing emotional and physical work and sacrificing oneself to provide that care (Yam: 2004). The quest for professionalization of nursing has seen the word vocation going in out of favour over time due to its theological roots and the stereotyping of nursing as a female profession has also seen this concept fall in and out of favour overtime (Carter 2014: 696). Due to the shortage crisis for nurses and concerns over quality of nursing care, the importance of the concept of vocation and how it interplays into delivery of care becomes apparent.

According to the World Health organization (WHO) the estimated need-based shortage of nurses globally is over 9 million and should the current trends continue, the projected need-based shortage of health-care professionals will be over 14 million by the year 2030. With nursing shortages on the rise, nursing students have become even more important to nursing as they may play a key role in bridging the gap between supply and demand for nurses in the future.

Due to these shortages, there needs to be a global increase in the number of students joining nursing programmes equating to the shortage of nurses (Hofler & Thomas 2016: 135; Zurn, Dolea & Stilwell 2005: 4). Recent studies have on the other hand brought into question the competence levels of newly graduated nurses (Berman et al. 2014: 58-59; Lofmark, Smide & Wik-blad 2006: 721, 726) and have also showed that there is a high number of students leaving nursing programmes and that the number has also grown in recent years (Fraher, Belsky, Gaul & Carpenter 2010; Gaynor et al 2008: 14; WHO) with the majority of the students leaving in the first year and the most probable reasons being that nursing was not the right 'fit' e.g. wrong career choice (Mashaba & Mhlongo 1997).

A Study by Csikszentmihalyi and Nakamura (2007) highlighted that extraordinarily creative people from different professions had a strong sense of vocation and a duty to do excellent work. Other recent studies carried out on the relationship between physicians, burn-out and calling, have found out that those physicians who experience burn out were less likely to identify medicine as a calling (Jager, Tutty & Kao 2017; Yoon, Daley & Curlin 2017). The studies further conclude that having a calling was highlighted as a crucial factor that called for further investigation in assessment of long-term workforce retention

in fields of primary care (Yoon et al. 2017) and that decay of the sense that medicine is a calling may have dire effects for physicians and those under their care (Jager et al. 2017).

A sense of vocation for nursing thus becomes an essential element that should be looked upon regarding the future of nursing and nursing practice. The purpose of this thesis was to describe what is known about nursing students' vocation for nursing profession.

2 Background

The World Health Organisation (WHO) describes nursing as “Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. It includes the promotion of health, the prevention of illness, and the care of ill, disabled and dying people”. Other key nursing roles include advocacy, development of safe environments, research, involvement in health policy modelling and in patient and health systems management and education (International Council of Nurses, 2002). Nursing is universal and as such nurses play a significant role in the society.

In order to become a nurse professional, one needs to hold a degree from an institution and get registered with a formal body in order to get the right to practise which makes it a regulated profession this is according to the official website of the European union (2018). Article 31 of the EU directive 2013/55/EU regulates the length of nursing studies and clinical studies. In Finland registered nurses receive their education in universities of applied sciences for a period of 3.5 years (Finnish Association of Nurses 2018). Furthermore, after completion of nursing education it is necessary to apply for registration at the National Supervisory Authority for Welfare and Health (Valvira) which then grants the right to practice as a licenced registered nurse as required by Finnish Law (Health care professionals Act 559/1994 section 5, Valvira).

According to dictionary.com (2017) the term vocation comes from the latin word ‘vocatio’ which means a call or summons. Traditionally the name was used in reference to a religious calling, but the meaning has changed over the years. Oxford dictionary (2018) defines it as a strong feeling of suitability for a particular career or occupation while Cambridge dictionary (2018) defines it as a type of work one feels suited to and to which one should give all their time and energy. In this thesis the word nursing vocation was defined

as a personal feeling that nursing is suitable and meaningful work that deserves commitment.

The students' views and feelings towards the nursing profession greatly affects whether they leave or stay in nursing programmes. A research by Lai et al. (2008) showed that students with perceived positive values of nursing were more likely to stay in nursing, while another study showed that 'belongingness' was important in determining their stay in nursing (Levett-Jones & Lathlean 2009). The perceived stress of students decreases when they have a stronger sense of belonging (Grobecker 2016:181) and it thus becomes important that students feel like they belong in nursing.

3 Purpose, aim and study question

The purpose of this thesis was to describe what is known about nursing students' vocation for nursing profession. The goal was to develop policies in relation to nursing students' recruitment.

The study question was what is known about nursing student's vocation for nursing profession?

4 Method

A literature review is defined as a method whereby secondary analysis of explicit knowledge is done in order to evaluate abstract knowledge (Jesson, Matheson & Lacey 2011: 9). A critical evaluation of the knowledge is carried out and then arranged to illuminate what is already known. A review of the literature should be more than a descriptive list, it critically compares and contrasts, is original and perceptive (Jesson et al. 2011: 89). A literature review provides an analytical discussion of the topic in question while showing what is alike and what is different in the studies (Coughlan & Cronin 2017: 2).

The term literature review is a broader term which covers different outlooks to looking for, analysing and reporting of data (Coughlan & Cronin 2017: 2). A descriptive literature review approach was used in this literature review. A descriptive review is also known as a narrative, standard or traditional review. Descriptive literature reviews that are well carried out are an important part of the science of any speciality and their purpose are to

pinpoint, examine, appraise and explain a body of knowledge on a subject of interest. (Coughlan & Cronin 2017: 12.)

It aims at describing what is known about the topic of interest (Stolt, Axelin & Suhonen 2016: 9). Due to the increasing demands on the methodical ways of conducting literature reviews, a literature review must at least have a clearly stated method by which it was conducted (Coughlan & Cronin 2017: 12). As such a systematic approach was used in this literature review. Elements of a systematic literature review such as a clearly stated question, a defined search approach stating inclusion and exclusion criteria as stated by Jesson et al (2012) were incorporated in this review. The methods have also been well reported such that the processes can be repeated (Grant & Booth 2009: 102).

4.1 Data search and study selection

Data was collected through searching databases as CINAHL and Medline. The search terms used in the search were student nurse, nursing, nursing profession, nursing career and vocation.

CINAHL (Cumulative Index to Nursing and Allied Health Literature) is an index of quality literature available that includes journals and publications which cover a wide range of topics in nursing, biomedicine, health science and other health allied disciplines. It has over 3.8 million records and indexing from over 3,100 journals. (CINAHL Database.)

Medline is the United States (U.S.) National Library of Medicine (NLM) bibliographic database. It has over 24 million references to life sciences journals. (Medline Fact Sheet.)

The search was limited to articles written in English. Due to the limited number of articles found no years were specified during the search. In order to find out the correct search terms the expertise of Metropolia's informatics was sought out through their Libguides. The Boolean connectors "AND" and "OR" were used during article retrieval from databases. The search terms used along with the databases used are presented in Table 1.

Table 1. Data search from different databases

DATA SEARCH			
DATA BASE	CINAHL	MEDLINE	Manual search
SEARCH TERMS	(nursing students or student nurses or undergraduate student nurses) and (vocation) and (nursing)	(nursing students or student nurses or undergraduate student nurses) and (vocation) and (nursing profession or nursing career)	
LIMITATIONS	English	English	None
Expanders	related words, relevant subjects, search within document	None	
HITS	367	436	3

The process of selecting articles started by reviewing all the articles retrieved from the databases. The titles and abstracts were then assessed and chosen for further reviewing using a set down exclusion and inclusion criteria presented in table 2.

The first search yielded a total of 803 articles which were obtained from searches using keyword search on the databases. Based on titles and abstracts a total of 778 articles were then excluded leaving 25 articles. One of the articles needed to be paid for and it was therefore excluded. The remaining 24 articles were then read thoroughly and from those six (n=6) were chosen to be included in this thesis based on the inclusion and exclusion criteria as per table 2. Three (n=3) other documents which were searched for manually after obtaining them from references of reliable articles were also included in this thesis. The documents included in this study are shown in appendices 1.

Table 2. Inclusion and exclusion criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
Study includes student nurses Findings include vocation or its definition according to this study Answers the study question Written in English	Only about qualified nurses Findings about student perceptions but nothing about vocation or its definition according to this thesis Does not answer the study question Written in any other languages

If the article did not answer the study question, focus on nursing students or about nursing vocation the same was discarded. Articles written in any other language apart from English were also eliminated (Figure 1)

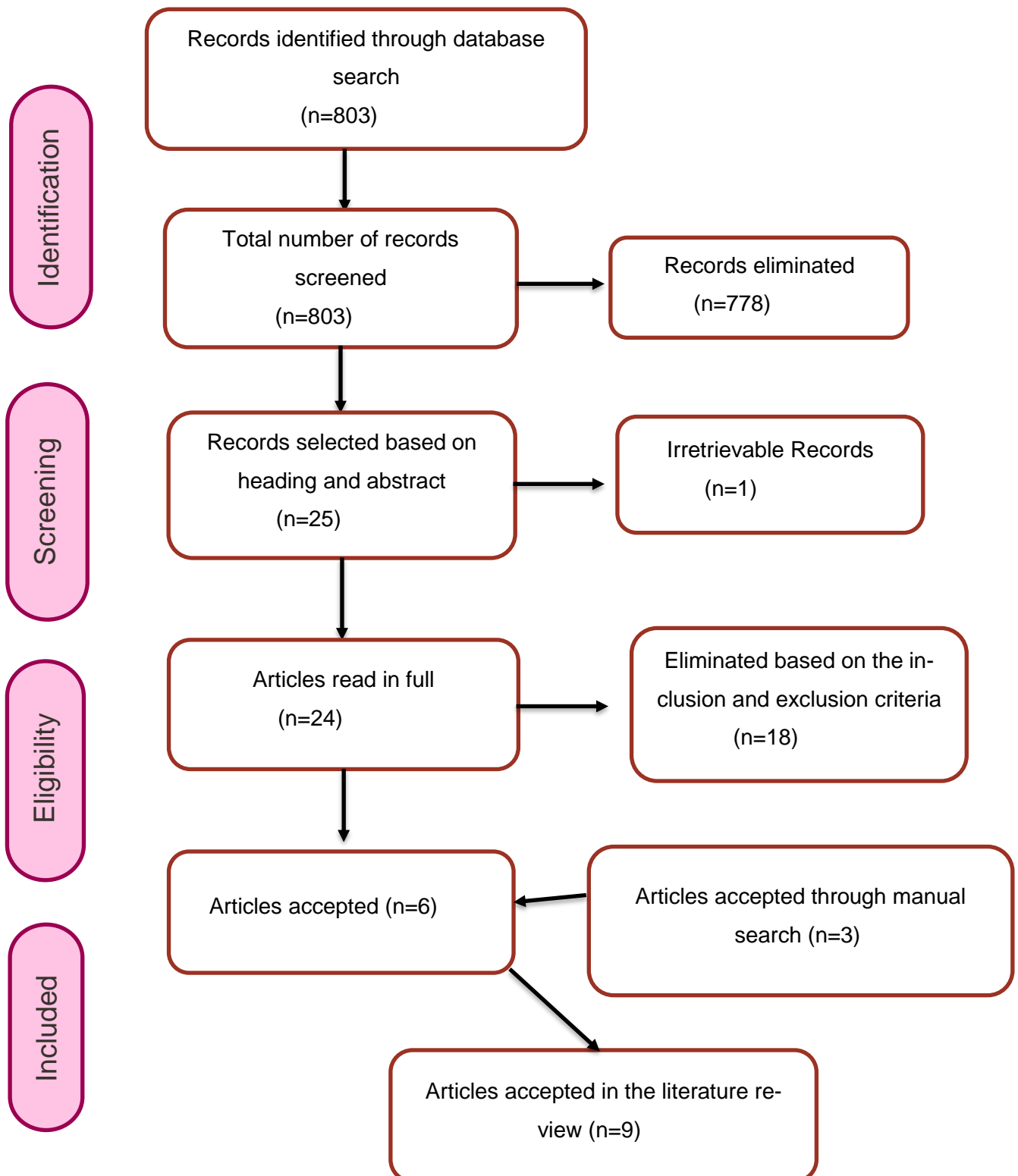


Figure 1. Data selection process

As illustrated in figure 1 above the documents included in the study underwent a careful and systematic selection.

4.2 Data analysis

The data procured was critically analysed as per the principles described by Carnwell & Daly (2001). Thematic analysis was used in the analysis of data whereby similar themes were identified from the studies included. The overall aim of thematic analysis is to identify themes from the literature itself which is done by first identifying codes and then giving labels to these themes. At the end of the process, findings that support or contrast to each other are obtained. (Coughlan & Cronin 2017: 101.) A brief summary identifying key arguments and how they relate to each other was then done (Carnwell & Daly 2001:61). Since only one study expressly dealt with whether students nurses joined nursing as a calling and what it meant to them, even though thematic analysis was done, the themes were obtained from the findings of the studies rather than the literature itself. Therefore, in this thesis, the findings were classified according to the results from each of the studies.

5 Findings

Extensive data search and selection process resulted in 9 articles (n=9) which were included in the study. Three (n=3) were from the United Kingdom, two (n=2) from Australia and one (n=1) each from Lithuania, Netherlands, United States of America and Poland. The studies are presented in appendices 1 and are classified according to results of the studies in relation to vocation.

The documents were read several times and classified according to results of the studies as per appendices and in doing so several themes were identified and classified as reported below.

5.1 Joining nursing profession

One of the highest-ranking reasons for choosing nursing was vocation in a study conducted in Australia (Eley, Eley & Rogers-Clark 2010: 8), while the reason other students joined the nursing profession was due to their passion for the profession and that it suited them (Ten Hoeve, Castelein, Jansen, & Roodbol 2017: 30). In a research by Crombie

A. et al. (2013:1257) a few of the students in the study considered they had a vocation, but the vocational factor was a key in completing nursing studies. Vocation also motivated students to join nursing due to a desire to help others (Newton, Kelly, Kremser, Jolly & Billett 2008: 396).

5.2 Completing nursing studies

While exploring factors that make students stay in nursing Crombie A. et al. (2013:1257) found that the vocational factor played a role in students completing their studies. Another study exploring nurse students and staff views on attrition and retention found that students who left nursing early had no sense of vocation in that they did not find the intrinsic rewards of caring for patient to be great enough to overcome the discomforts they had in regards to nursing education as whole (Williamson, Health & Proctor-Childs 2013:154). This corresponds to the study done by Fowler J. (2009), whereby the research results showed that vocation for nursing was one of the factors that supported completion of nursing studies and lack thereof contributed to attrition.

5.3 Motivation to nursing and “do good”

In a study exploring nursing students’ perception of being a “good nurse”, which perceptions were based on their work experiences, students were asked their perception of what a good nurse was while applying professional values. The results showed that students perceived being in vocation as a factor enabling them to apply professional values. They perceived being in vocation as enabling nurses to “do good” while applying the professional values. They also considered nursing to be a sacrifice and as needing dedication. According to the students a good nurse had to have a vocation to care for others and perceive nursing to be a vocation not just a job. (Bagdonaitė-Stelmokienė & Žydžiūnaitė 2017:736.)

Another study investigating students’ motivation to join nursing, investigated the personal philosophy of learners and the findings showed that motivation to nurse included the desire to help, a caring motive, self-validation and sense of achievement. The desire to help which was first theme identified revolved around the sense of vocation for nursing. (Newton, Kelly, Kremser, Jolly & Billett 2009: 396.)

On the other hand there was mixed opinion on whether one needs vocation in order to carry out nursing with some students talking about the need for vocation while others

denied the need for vocation and talked about the need for professionalism instead (Marcinowicz, Owiasiuk, Slusarska, Zarzycka & Pawlikowska 2006:247).

6 Discussion

6.1 Discussion of the findings

This thesis was aimed at finding out what is known about nursing students' vocation for nursing profession.

The results answered the research question of what is known about nursing students' vocation for nursing profession. It is important to note that only one article from those included in the study directly explored the concept of being called or having a vocation for nursing as being the reason why students joined the nursing profession. The rest of the studies were included due to the fact that sense of vocation, having a vocation or lack therefore was part of the results of the studies. Some of the studies were also included due to the fact that they talked about nursing in terms of the description of vocation as used in this study.

The first finding of this thesis was that nursing students joined the nursing profession due to vocation for the profession. Some expressed the desire to be nurses, their passion for the profession and nursing being the right fit for them as the reason for joining the profession. This is an important finding as the rising number of nurse shortages worldwide has led to many countries trying to put up strategies promoting retention and discouraging attrition of nursing students from nursing schools. This can only be successful if there are students actually joining the profession and promoting nursing as a vocation could help more students join the profession.

According to the studies vocation played a role in students staying in nursing and it also played a role in fostering resilience (Eley, Eley & Rogers-Clark 2010: 8, Crombie A. et al. 2013:1257). Williamson et al. described this finding as being a unique finding as nursing being described or viewed as "vocation" is a concept that has lost its standing. This is due to attempts at professionalizing nursing and moving it away from the stereotype of religion or gender as being the reasons why people desire to care for others (Yam

BMC, 2004; Prater & McEwen 2006). It is also due to the fact that whilst doing the literature review for their research they could not find vocation as being a factor affecting retention or attrition rates in the systematic reviews they had gone through.

This resilience helped student complete their studies (Crombie A. et al. 2013:1257.) Vocational factors were also found to play a role in resilience and thus motivating students to complete their studies (Crombie A. et al. 2013:1257). Resilience described as the ability to recover quickly from difficulties by Oxford dictionary 2018, has been linked to enabling health professionals to adjust and handle high workloads, stress and the rapidly changing care of patients. It is a multiples characteristic that enables people to flourish when faced with hardships, connected to personal identity and since it can be learned and nurtured by bonds to family and external support structures, it could potentially be important that it is developed in students. (McAllister & McKinnon;2009).

Another finding was that student perceived being a good nurse while applying professional values needed one to be in vocation or to perceive nursing as a vocation not just a job (Bagdonaitė-Stelmokienė, R. & Žydžiūnaitė, V., 2017:736). Nursing values are the major elements for safeguarding high quality standards in the nursing profession. They influence personal principles, standards of conduct and enable one to create an ethical framework. Professional values also crucially contribute to the nursing profession and form the main source for nursing practices. (Ayla et al. 2018:254-255.) Being aware of professional values enables a nurse to have the essential knowledge on planning, conducting and evaluating nursing interventions leading to better quality in health care (Ayla et al. 2018:254-255). Students who intend to stay in nursing have also been found to have a higher perceived professional value than those that intended to leave. If vocation is important in applying these values, it would therefore mean that it can be an essential instrument in ensuring that nurses offer good quality services and thereby generally improving quality of life and reduce costs associated with medical errors and adverse events.

Students were also found to have contradicting views on whether one needed vocation to carry out nursing with some putting emphasis on professionalism rather than vocation (Marcinowicz et al. 2006:247). This could be because the word vocation has historical and religious ties that participants did not wish to associate with. While students were reluctant to say they had a vocation they still talked about the desire to help others and give assistance to those who cannot help themselves, talked about the intrinsic value

from being a nurse and how it was an important vocation. There was a similar finding among nurses whereby they were rejected the use of vocation but went on to discuss how meaningful and rewarding the nursing profession was and in essence describing vocation for the nursing profession (Carter 2014:699).

The only study that explored whether nursing students joined nursing due to vocation was carried out in a Christian based institution and the results can hardly be applied in a broader sense, nevertheless, the same motives to join nursing including being the right fit, the desire to provide care and intrinsic rewards seem to appear in most of the studies while other studies directly found out that a sense of vocation was a motivating factor among students.

Even though nursing in particular has attempted to distance itself from vocation and the role it plays in motivating nurses, what motivates a nurse is of importance to the individual patient and to the society at large. The multidisciplinary nature of care given to people means that the experience of care is also affected by other health and social care professionals and since their motives also matter, nurses' motives should be considered also and not be singled out. (Carter 2004: 697.)

6.2 Discussion of validity

To ensure reliability of a literature review a researcher should as much as possible consult and refer to reliable and credible sources (Burns & Grove 2001:110-111; Parahoo 2014:131; Polit & Beck 2014: 119-123). To ensure the validity of this study, reliable data bases recommended by the Metropolia University of Applied Sciences' library were used. The use of two databases ensured a broader search and allowed for an effective comparison of the results thus contributing to the reliability and validity of the results (Burns & Grove 2001:119). Trustworthiness is also a key factor in validity during a literature review and the same was amplified by using legitimate sources (Polit & Beck 2004:36; Elo & Kyngäs 2008: 108,112). The principle of self-reflection was also used when conducting this literature review to ensure that interpretation was in accordance to the researcher's findings and not based on the researcher's own personal views (Polit & Beck, 2013: 185, 493).

Even though only one researcher conducted this review, attending to thesis seminars and getting help from mentors all throughout the process also contributing towards the validity. The data search process is also clearly stated, and data analysis was done

through the method of thematic analysis, a commonly used analysis method in literature reviews. No measurement tools were used in this research hence eliminating any concerns about the reliability of a measurement tool.

6.3 Ethical consideration

There are six ethical principles to consider when doing a research (Parahoo 2014: 102-103). These are beneficence, non-maleficence, fidelity, justice, veracity and confidentiality. This literature review sought to cause no harm to anyone and was aimed at doing good for the society thus enhancing the principles of beneficence and non-maleficence. The principle of justice forms the basis for the right to fair selection and treatment and dictates that individuals must be treated fairly and get what is due to them or is similar to others in the same situation (Burns, Gray & Grove 2015:107). In this literature review, all the data obtained was reviewed and selected fairly thus upholding this principle.

Guidelines given by the Finnish advisory board on research integrity (TENK) were also be adhered to during the research process. The literature review was conducted in a manner that respected and acknowledged the authors and all the relevant references are shown. All sorts of research misconduct were avoided, and integrity was maintained all throughout the thesis (Polit & Beck 2014: 140-141.) The finished work was also checked using Turnitin to avoid plagiarism.

7 Conclusion and recommendations

Nursing students play an important role in the future of the nursing profession. Due to high attrition rates and lesser number of students joining the working force it is important that research is done as to why this is happening. From the results of this review it becomes apparent that vocation could be a factor that influences nurses into joining the nursing education, motivates them to stay and the lack thereof causes students to leave. It is therefore important that this is investigated, and research should be done to explore nursing student's vocation for the nursing profession and what role it plays in retention and attrition. There was also an interesting find whereby students thought being a good nurse needed one to be in vocation and that vocation was a motivating factor to nurse. This warrants further research too as it could be a way to reduce nurses leaving from the profession and improve the quality of care given to individuals.

References

- Ayla, I.A., Ozyazicioglu, N., Atak., M and Surenler, S. (2018) Determination of Professional Values in Nursing Students. *International Journal of Caring Sciences*, pp. 254–261.
- Bagdonaitė-Stelmokienė, R. and Žydžiūnaitė, V. (2017) Nursing Students' Work Experience Based Perceptions of "Being a Good Nurse". *Central European Journal of Nursing & Midwifery*, 8(4), 731–741
- Berman, A., Beazley, B., Karshmer, J., Prion, S., Van, P., Wallace, J. and West, N. (2014) Competency gaps among unemployed new nursing graduates entering a community-based transition to practice program. *Nurse Educator*, 39(2), 56–61.
- Burns, N., Gray, J. and Grove, S. (2015) *Understanding Nursing Research -Building an Evidence-Based Practice*. 6th edition. Missouri, USA: Elsevier.
- Burns, N., Grove, S. (2001) *The practice of nursing research: conduct, critique & utilization*. 4th edition. Philadelphia (PA), USA: W. B. Saunders.
- Cambridge dictionary (2018) <<https://dictionary.cambridge.org/dictionary/english/vocation>> accessed on 15.01.2018.
- Carnwell, R., & Daly, W. (2001) Strategies for the construction of a critical review of the literature, *Nurse Education in Practice* 1(2), 57-63.
- Carter, M. (2014) 'Vocation and altruism in nursing: The habits of practice', *Nursing Ethics*, 21(6), pp. 695–706
- Cavanagh, S. (1997) Content analysis: concepts, methods and applications. *Nurse Researcher* 4, 5–16.
- CINAHL Database. (2018) EBSCO Health, EBSCO Industries Inc Webpage available at <<https://health.ebsco.com/products/the-cinahl-database>> accessed on 03.02.2018.
- Coughlan M. & Cronin P (2017) *Doing a literature review in nursing, health and social care* 2nd edition. London, United Kingdom: Sage
- Crombie, A., Brindley, J., Harris D; Marks-Maran D; Thompson TM., Factors that enhance rates of completion: what makes students stay?. *Nurse Education Today*. 33(11):1282-7.
- Csikszentmihalyi, M. and Nakamura, J. (2007) Creativity and responsibility. *Responsibility at Work: How Leading Professionals Act (Or Don't Act) Responsibly* - Gardner H (editor), 64-80. San Fransisco, USA: Jossey-Bass – A Wiley Imprint.

Dictionary.com available at <<http://www.dictionary.com/browse/vocation>> accessed on 18.01.2018

Eley, D., Eley, R., Bertello, M. and Rogers-Clark, C. (2012) Why did I become a nurse? Personality traits and reasons for entering nursing. *Journal of Advanced Nursing*, 68(7),1546-1555.

Elo, S. & Kyngäs, H. (2008) 'The qualitative content analysis process', *Journal of Advanced Nursing*, 62(1), 107–115.

European Parliament and of the council directive of the recognition of professional qualifications and regulation on administrative corporation through the internal market informal system 2013/55/EU Issued in Strasbourg 20.11.2013.

Fowler, J. (2009) Development of an attrition risk prediction tool. *British Journal of Nursing*,18(19), 1194-1200.

Fraher, E., Belsky, DW., Gaul, K. and Carpenter, J. (2010) Factors affecting attrition from associate degree nursing programs in North Carolina. *Cahiers de sociologie et de démographie médicales*, 50(2), 213 – 46.

Gaynor, L., Gallasch, T., Yorkston, E., Stewart, S., Bogossian, F., Fairweather, C., Foley, D., Nutter, H., Stewart, L., Thompson, J., Anastasi, J., Kelly, J., Barnes, L., Glover, P. and Turner, C. (2007) The future nursing workforce in Australia: baseline data for a prospective study of the profile, attrition rates and graduate outcomes in a contemporary cohort of undergraduates. *Australian Journal of Advanced Nursing*, 25(2), 11-20.

Grant, M. and Booth A. (2009) A typology of reviews: an analysis of 14 review types and associated methodologies, *Health Information & Libraries Journal*, 26(2), 91–108

Grobecker P. (2016) A sense of belonging and perceived stress among baccalaureate nursing students in clinical placements. *Nurse Education Today*, 36:178-83.

Hofler, L. & Kendal, T. (2016) Transition of New Graduate Nurses to the Workforce: Challenges and Solutions in the Changing Health Care Environment. *North Carolina Medical Journal*, 77(2), 133-136.

Jager, A.J., Tutty, M.A. and Kao, A.C. (2017) Association Between Physician Burnout and Identification with Medicine as a Calling. *Mayo Clinic Proceedings*, 92(3), 415-422.

Jesson, J.K., Matheson, L. & Lacey, F.M. (2011) *Doing Your Literature Review: Traditional and Systematic Techniques*. London: SAGE Publications.

Lai, H., Lin, Y., Chang, H., Chen, C., Peng, T. & Chang, F. (2008) Is nursing profession my first choice? A follow up survey in pre-registration student nurses. *Nurse Education Today*, 28, 768–776.

Levett-Jones, T. and Lathlean, J. (2009) The Ascent to Competence conceptual framework: an outcome of a study of belongingness. *Journal of Clinical Nursing*, 18(20), 2870-9.

Lofmark, A., Smide, B., and Wikblad, K. (2006) Competence of newly-graduated nurses - a comparison of the perceptions of qualified nurses and students. *Journal of Advanced Nursing*, 53(6), 721-728

Marcinowicz ,L., Owlasiuk, A., Slusarska, B., Zarzycka, D and Pawlikowska, T. (2016) Choice and perception of the nursing profession from the perspective of Polish nursing students: a focus group study. *BMC Medical Education*, 16(1), 243.

Mashaba, G. and Mhlongo, T. (1995) Student nurse wastage: a case study of the profile and perceptions of students of an institution. *Journal of Advanced Nursing*, 22, 364–373

McAllister M, McKinnon, J. The importance of teaching and learning resilience in the health disciplines: A critical review of the literature. *Nurse Educ Today* 2009; 29(4): 371-9.

Medline Fact Sheet (2017). U.S. National Library of Medicine webpage available at <<https://www.nlm.nih.gov/pubs/factsheets/medline.html>> accessed on 03.02.2018

Nurse education in Finland Finnish nursing association in Finland
<https://www.nurses.fi/nursing_and_nurse_education_in_f/nurse-education-in-finland/>

Newton, J. M., Kelly, C.M., Kremser, A.K., Jolly, B. and Billett S. (2009) The motivations to nurse: an exploration of factors amongst undergraduate students, registered nurses and nurse managers. *Journal of Nursing Management*, 17(3), 392-400.

International council of nurses “Nurse Definitions” (2002) available at <<https://www.icn.ch/nursing-policy/nursing-definitions>> accessed on 20.10.2018

National Supervisory Authority for Welfare and Health (Valvira). Professional practice rights <https://www.valvira.fi/web/en/healthcare/professional_practice_rights>

Official website of European Union (2018) What is a regulated profession <https://europa.eu/youreurope/citizens/work/professional-qualifications/regulated-professions/index_en.htm>

Oxford dictionary “Resilience” <<https://en.oxforddictionaries.com/definition/resilience>> 08.10.2018.

Oxford dictionary (2018) “Student” <<https://en.oxforddictionaries.com/defination/student>> Accessed on 18.01.2018.

Oxford dictionary “Vocation” <<https://en.oxforddictionaries.com/definition/vocation>> accessed on 13.01.2018.

Parahoo, K. (2014) Nursing research, principles process and issues. 3rd edition. Hampshire, UK: Palgrave Macmillan.

Polit, D.F. and Beck, C.T. (2014) Essentials of Nursing Research: Appraising Evidence for Nursing Practice. Philadelphia, USA: Wolters Kluwer Health.

Polit, D.F. and Beck C.T. (2004) Nursing research: principles and methods. 7th edition. Philadelphia, USA: Lippincott Williams & Wilkins.

Prater, L. and McEwen, M. (2006) Called to Nursing. Perceptions of Student Nurses. *Journal of Holistic Nursing*, 24(1), 63-9.

Ten Hoeve, Y., Castelein, S., Jansen, G. and Roodbol, P. (2017) Dreams and disappointments regarding nursing: Student nurses' reasons for attrition and retention. A qualitative study design. *Nurse Education Today*, 54, 28-36.

TENK (2012). Responsible conduct of research and procedures for handling allegations of misconduct in Finland. <http://www.tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf> Read 17.01.2018>

pdf> Read 17.01.2018>

Williamson, G. R., Health, V. and Proctor-Childs, T. (2013) Vocation, friendship and resilience: a study exploring nursing student and staff views on retention and attrition. *The Open Nursing Journal*, 7, 149-156.

World Health Organisation (WHO) (2010) Wanted 2.4 million nurses and that's just India. *Bulletin of the World Health Organisation*. 88(5) May 2010, 321-400 available at <<http://www.who.int/bulletin/volumes/88/5/10-020510/en/>> read on 14.01.2018

World health organisation Global Health Observatory data available at <http://who.int/gho/health_workforce/en/> read on 16.01.2018

Yam B.M.C. (2004) From vocation to profession: the quest for professionalization of nursing. *British Journal of Nursing*, 13(16), 978-982.

Yoon, J., Daley, B. and Curlin, F. (2017), The Association Between a Sense of Calling and Physician Well-Being: A National Study of Primary Care Physicians and Psychiatrists. *Academic Psychiatry*, 41(2) 167-173.

Zurn, P., Dolea, C. and Stilwell, B. (2005) Nurse retention and recruitment: developing a motivated workforce. World Health Organization Department of Human Resources for Health. Available at <http://www.icn.ch/images/stories/documents/publications/GNRI/Issue4_Retention.pdf> Read 14.01.2018

Table 3. List of articles included in the review classified by findings

Joining nursing profession						
	Author, date and country	Titles	Aim and purpose	Study design	Study Sample	Results
1.	Crombie A., Brindley J., Harris D., Marks-Maran D. & Thompson TM., 2013, United Kingdom	Factors that enhance rates of completion: What makes students stay?	The study was aimed at exploring factors that affect the attrition and completion rates of year 2 students in pre-registration nursing programme	An ethnographic case study methodology was used and carried out in two large London NHS Acute trust hospitals, data was collected through a combination of document review, non-participant observation in practice settings, focus groups and interviews	self-selected group of 50 second year student nurses	<p>A major factor in resilience/motivating factor to encouraging completing nursing studies was the vocational factor, which appeared to be the desire to provide care.</p> <p>The vocational aspect was not did not necessarily provide any intrinsic motivation to become nurses as only a few considered that they vocation for the nursing profession and many had gone into the nursing profession as looked like a good option with good possibilities, while to others it was due to family encouragement</p>
2.	Eley R., Eley D. & Rogers-Clark C., 2010, Australia	Reasons for entering and leaving nursing: an Australian regional study	To find out and compare reasons given by nurses and nursing students as to their reasons for entering and leaving the nursing	A quantitative cross-sectional cohort design with online survey	Nurses (n= 272) and nursing students (n=259).	Students and nurses alike highly ranked factors related to self interest, vocation and altruism as influencing the decision to become a nurse

3.	Jul Ten Hoeve Y., Castelein S., Jan- sen G., & Roodbol P., 2017, Nether- lands	Dreams and disappoint- ments regarding nurs- ing: Student nurses' reasons for attrition and retention. A qualitative study design	To examine which fac- tors affect student nurses' to leave or com- plete their programme.	Exploratory de- scriptive design employing a quan- titative approach	17 nursing students at the beginning of third year in a four- year course.	Reason most of the nurses chose a nursing career is that it was a right fit. They wanted to be nurses and it was a suit- able profession for them
4.	Prater L and McEwen M (2006)	Called to nursing: per- ceptions of student nurses	To uncover reasons stu- dents state for wanting to become nurses, to quan- tify those who feel that they are called to nurs- ing, and to learn what "being called" means to students	a descriptive, cross-sectional population survey design	students (N= 212) enrolled in upper di- vision nursing courses in their final 2 years of study at an average-sized nursing program in a private, faith-based university in the United States	Almost two thirds of the students said they chose nursing to serve and help others, due to a desire to work in healthcare or medicine and due to the feeling of being "called" with over 11percent of them directly referring to being called to nursing. The most common per- sonal characteristics they pinpointed as helpful in their future nursing ca- reers were being caring or compassionate.

Completing nursing studies.

	Author, date and country	Titles	Aim and purpose	Study design	Study Sample	Results
--	-----------------------------	--------	-----------------	--------------	--------------	---------

1.	Fowler J, 2009, United Kingdom.	Development of an attrition risk prediction tool	To identify underlying reasons why pre-registration nurses and midwives may consider leaving their programme of study, factors that influence student to consider leaving and coping mechanisms they use and to identify lessons that institutions can learn to reduce attrition rates	Review of existing student records on attrition and student exit forms regarding reasons for leaving, interviews carried out on lecturers and students and questionnaires (mixed qualitative and quantitative research)	605 nursing and midwifery students.	Factors supporting completion were identified as inner strength which was high self-determination to pass a course and vocation for nursing. Lack of vocation contributes to attrition while having it plays a major role in staying.
2.	Williamson, G. R., Health V & Proctor-Childs P., 2013, United Kingdom	Vocation, Friendship and Resilience: A Study Exploring Nursing Student and staff views on retention and attrition	to understand students' and staff concerns about programmes and placements as part of developing retention strategies.	Qualitative content analysis study. Data was collected in focus groups, that were both face-to face and virtual. Individual telephone interviews were also used.	Staff, current third year and ex-student nurses from the adult field	Vocation was found out to be a reason for staying in programme. Students talked of the intrinsic rewards of nursing. Students who left early did not find any intrinsic reward of nursing or this was outweighed by the discomforts of staying.
3.	Crombie A., Brindley J., Harris D., Marks-Maran D. & Thompson TM., 2013, United Kingdom	Factors that enhance rates of completion: What makes students stay?	The study was aimed at exploring factors that affect the attrition and completion rates of year 2 students in pre-registration nursing programme	An ethnographic case study methodology was used and carried out in two large London NHS Acute trust hospitals, data was collected through a combination of document review,	self-selected group of 50 second year student nurses	A major factor in resilience/motivating factor to encouraging completing nursing studies was the vocational factor, which appeared to be the desire to provide care. The vocational aspect was not did not necessarily provide any intrinsic motivation

				non-participant observation in practice settings, focus groups and interviews		to become nurses as only a few considered that they vocation for the nursing profession and many had gone into the nursing profession as looked like a good option with good possibilities, while to others it was due to family encouragement
--	--	--	--	---	--	--

Motivation to nurse and “do good”						
	Author, date and country	Titles	Aim and purpose	Study design	Study Sample	Results
1.	Bagdonaitė-Stelmokienė, R. & Žydžiūnaitė, V., 2017, Lithuania	Nursing students' work experience-based perceptions of “being a good Nurse”	To reveal and describe nursing students' work experience - based perceptions of “being a good nurse	Descriptive qualitative design whereby data was collected using unstructured individual narrative based written reflections and analysed by applying inductive manifest qualitative content analysis	110 final year nursing students from five different universities of applied science	The findings in regards to students perception of being a “good nurse” were categorised into four categories that include being competent, embedding professional features, applying professional values and implementing the professional mission. All these had sub-categories and one of the sub-categories under applying professional values was being in vocation and being devoted to work

2.	Newton JM; Kelly CM; Kremser AK; Jolly B; Billett S. Journal of Nursing Management. 17(3):392-400, 2009 Apr	The motivations to nurse: an exploration of factors amongst undergraduate students, registered nurses and nurse managers	To pinpoint what motivates people to engage in a nursing career	A multi method approach was adopted in the larger project, framed in an ethnomethodological paradigm, including interviews, surveys and field work observations.	29 undergraduate student nurses, 25 registered nurses, six Nurse Unit Managers and four Directors of Nursing from four hospitals	Different categories were identified with one being the motivation to nurse under which it was found that participants joined nursing due to desire to help, caring motives, sense of achievement and self validation. The desire to help centred on vocation for nursing that is helping others
----	---	--	---	--	--	--