

Knowledge and Attitude toward Nursing Profession as a Career among Boy Students of Secondary Level School at Nawalpur District

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ABSTRACT

Background: Nursing is a science and art that requires a blend of knowledge, skills, and values. It is an integral part of the healthcare system, and encompasses the promotion of health, prevention of illness, and care of disabled people of all ages. The study entitled "Knowledge and attitude toward nursing profession as a Career among boy students of secondary level school of Nawalpur district." The objectives of study were to assess the knowledge and attitude towards nursing profession as a career among boy students of secondary level.

Method: A descriptive cross sectional study design was carried out among 224 boy students of secondary level of government school; Nepal Rastriya Smasher Aadarsha Secondary School Gaindakot-1 and Kalika Secondary school Gaindakot-8. Sample was selected using non-probability purposive sampling technique. Self-administered semi structured questionnaire was used to collect data. Obtained data was analyzed in SPSS version 20 by using descriptive and inferential statistics.

Result: The finding of the study revealed that mean age was 15.05 (± 1.078) years where most of the (67.9%) respondents were fall on 13 -15 years of age. Finding of the study showed that the level of knowledge toward nursing profession among boy students was 59.8% had average knowledge and 33.5% had adequate knowledge and 6.7% had inadequate knowledge. In relation to attitude 56.7% had positive attitude and 43.3% had negative attitude toward nursing profession.

Conclusion: Based on the finding of the study, it was concluded that there was inadequate knowledge and less positive attitude towards the nursing profession. Hence, Educational programs regarding different aspects of nursing profession should be planned timely by professional nursing organizations, nursing colleges and secondary schools of Nepal which would create a positive impact in male nursing students in coming academic years.

Key words: Nursing profession; boy students; knowledge; attitude.

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INTRODUCTION

The attitude of nursing students toward the profession is crucial for both student achievement and the advancement of the profession.¹ Nursing profession is the largest single health care profession in the health care context.² Historically, nursing profession has been considered a single sex occupation, one dominated by female gender and not appropriate for men.³ Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.⁴ A descriptive study

is conducted to assess the level of knowledge and attitude towards nursing as a profession in Faridabad. Findings depicts that 74% of the total subjects had good knowledge, 24% had average knowledge, 2% had poor knowledge. Ninety-six percent of the total subjects had positive attitude, 4% had neutral attitude, 0% had negative attitude.⁵ A cross-sectional survey was conducted at selected schools of Chitwan. Finding shows that Majority of participants (54.5%) showed positive perception towards male enrolment in nursing whereas less than half (45.5%) showed negative perception towards male enrolment in nursing.⁶ Formal nursing education started in Nepal in 1959 AD 7–9 with inclusion of females only. With

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the increasing need for nursing human resources, enrollment of males was initiated in nursing education in 1986 AD. A total of four batches of male nurses were enrolled, then, in 1990 AD the enrollment of male nurses was terminated.⁷ During this period, almost 80 male nurses were produced inside the country. Two decades after the termination of enrollment of male students in nursing education, a new era has started in Nepal since Nepal Nursing Council (NNC) announced to enroll male students in nursing programs of Nepal from academic year 2018/1 (July), allocating 15% quota for males.⁸ So, I am interested in this topic to find out knowledge and attitude toward nursing profession as a career among boys' students of secondary level school.

METHODS

A descriptive cross-sectional research design was used to assess the knowledge and attitude toward nursing profession as a career among boy students of secondary level school at Nepal Rastriya Smasher Aadarsha Secondary School Gaidakot-1 and Kalika Secondary school Gaidakot-8. The total number of students in grade 9 and 10 is 461 whereas boy students is 231 so, this setting was selected purposively to conduct the study. Sample was taken from Nepal Rastriya Smasher Aadarsha Secondary School Gaidakot-1 and Kalika Secondary school Gaidakot-8. Enumerative sampling technique was used. Total boy students were 231 from both schools among them 121 from Nepal Rastriya Smasher Aadarsha Secondary School Gaidakot-1 and 110 from Kalika Secondary school Gaidakot-8. During data collection period 7 boy students were absent so the researcher collect data from 224 students. The boy students who were studied in grade 9 and 10 and who were willingness to participate and presence during data collection were included in the study. Those students were absent in class during data collection period were excluded. Semi-structured self-administered questionnaire was used to assess level of knowledge and five-point Likert scale was used to assess level of attitude toward nursing profession. The research instrument consisted of three parts: Questions related to sociodemographic variables,

Questions related to knowledge towards nursing profession and Five-point Likert scale was used to measure attitude towards nursing profession.

The validity of the instrument was maintained by developing instruments on the basis of extensive literature review, seeking opinion from subject experts, and statistician. Necessary modification was done on the basis of their suggestion. Instrument was developed in English language. The pretesting of the instrument was done among 10 students of Shree Janak Higher Secondary School Gaidakot Nawalparasi. The pre-testing sample was not included in the study. Data was collected after getting the approval of research proposal from Institutional Review Committee (IRC) of Bharatpur Hospital. Before data collection, administrative permission was obtained from high school. Objectives of the study was explained. Verbal and written informed consent were taken from each respondent by using informed consent form, confidentiality was maintained by using code number. Data was collected by using semi-structured English version questionnaires. The data was collected by the researcher herself. Each respondent was given 20-25 minutes to fill the form. The time schedule for data collection was at 10am- 4pm except public holiday. Only boys' respondents who are willing to participate was included for the study. The collected data was checked, review and organize for completeness. Then all the data was entered and analysed in SPSS version 22 and was interpreted by using descriptive and inferential statistics.

Ethical norms were maintained throughout the study period. The anonymity and confidentiality of the respondents was maintained throughout the study by giving code number and using the information for the study purpose only. The respondents' dignity was maintained by giving right to reject or discontinue from the research study at any time.

RESULTS

Out of 224 respondents, (67.9%) of respondents belongs to age group of 13 to 15 years old and least (32.1%) respondents belong to age group of 16 to 18 years. Mean and SD of age were 15.05 ± 1.078 respectively. Regarding ethnicity many people

belong to Brahmin/Chhetri (44.6%). Regarding Grade, 52.2% of respondents are from grade 9 and 47.7 % of respondents from grade 10. Most of the respondents belongs to Hinduism (84.8%), and lowest (1.3%) belongs to other religion. Regarding to area of residence (50.4%) are from Metropolitan, (1.7%) from Sub-metropolitan and (47.8%) from

Table 1. Respondents' socio-demographic information. (n = 224)	
Variables	Frequency (%)
Respondent age in year	
13 - 15	152(67.9)
16 - 18	72(32.1)
Mean \pm SD= 15.05 \pm 1.078	
Ethnicity	
Brahmin/Chhetri	100(44.6)
Adivasi/Janajati	83(37.1)
Dalit	35(15.6)
Madhesi	3(1.3)
Others	3(1.3)
Grade	
9	117(52.2)
10	107(47.7)
Religion	
Hinduism	190(84.8)
Buddhism	12(5.4)
Christianity	19(8.5)
Others	3(1.3)
Area of Residence	
Metropolitan	113(50.4)
Sub-Metropolitan	4(1.7)
Municipality	10(47.8)
Type of family	
Single family	123(54.9)
Joint family	83(37.1)
Extended family	18(8.0)
Personally know nurse	
Yes (If yes, specify)	95(42.4)
Sister is a nurse	39(41.2)
Friend is a nurse	7(7.3)
Relative is a nurse	47(49.4)
Mother is a nurse	2(2.1)
No	127(57.5)
Received Cared by nurse	
Yes	176(78.5)
If yes, experience of nursing care	
Good	172(76.7)

the municipality. More than half (54.9%) of the respondents are from single family and least (37.1%) respondents from joint family while (8.0%) belong to extended family. More than half (57.5%) of respondents doesn't know personal someone nurse. Majority of respondents (78.5%) confirmed being cared by nurse and (76.7%) of them were satisfied with the care provided, (Table 1).

Among the 224 respondents, 88.8% correctly identified nursing education as a specific academic course. Majority of respondents (93.3%) rejected the stereotype that nursing is only for girls. Regarding the duration of a diploma in nursing, 76.3% of respondents correctly identified it as three years. Similarly, 77.7% were aware that a GPA of 2.5 is required to pursue a diploma in nursing. Majority (93.8%) knew that both boys and girls are eligible to take the nursing entrance

Table 2. Respondents' knowledge about nursing profession. (n = 224)	
Respondents' knowledge	Correct responses Frequency (%)
Meaning of nursing education	
Specific academic course a nurse received to be qualified to work with patients	199(88.8)
Nursing is not only for girls	209(93.3)
Diploma in nursing course is 3 years	171(76.3)
Requirement to study diploma in nursing passed SEE with GPA 2.5	174(77.7)
Appear an entrance examination	210(93.8)
Allocated seat for boys, 15% in nursing	68(30.4)
Nursing profession is defined as	
Physical science, social science, nursing theory and technology	176(78.6)
Difference between nursing and general education	
Theoretical class	49(21.9)
Theory and lab practice	28(12.5)
Theory and clinical practice	142(63.4)
Practical skill	5(2.2)
Working area of nurse*	
Hospital	196(87.5)
Clinic	8(3.6)
Health post	18(8.0)
General college	2(0.9)
Nursing home	61(55.5)
Symbolized color coat in nursing	
White coat	204(91.1)

* Multiple response

Table 3. Respondents' attitude towards nursing profession.						
Statements	Strongly agree (n%)	Agree (n%)	Neutral (n%)	Disagree (n%)	Strongly disagree (n%)	mean± SD
Nursing is only for feminine profession *	138(61.6)	42(18.8)	18(8.0)	16(7.1)	10(4.5)	4.26± 1.150
Nursing profession encourage entry of men	64(28.6)	84(37.5)	45(20.1)	16(7.1)	15(6.7)	3.74± 1.146
Male nurses get job easily than females in abroad*	43(19.2)	75(33.5)	61(27.2)	23(10.3)	22(9.8)	3.42± 1.195
Gender biases and discrimination against men in nursing profession*	84(37.5)	92(41.1)	31(13.8)	10(4.5)	7(3.1)	4.05± 0.987
Nursing is female profession so; I do not want to see men in nursing*	48(21.4)	34(15.2)	45(20.1)	32(14.3)	65(29.0)	2.86± 1.517
Male nurse is considered as gay. *	91(40.6)	67(29.9)	34(15.2)	17(7.6)	15(6.7)	3.90± 1.209
Duration of nursing courses are very long	32(14.3)	41(18.3)	72(32.1)	33(14.7)	46(25.5)	2.91± 1.313
Only science students can become nurse*	68(30.4)	41(18.3)	47(21.0)	31(13.8)	37(16.5)	3.32± 1.450
It is respected and dignified profession	22(9.8)	26(11.6)	23(10.3)	28(12.8)	125(55.8)	2.07± 1.419
My family will be embarrassed if I joined to the nursing profession*	23(10.3)	17(7.6)	25(11.2)	27(12.1)	130(58.0)	1.99 ± 1.395
Nursing as a career for both male and females	138(61.6)	42(18.8)	18(8.0)	16(7.1)	10(4.5)	4.26± 1.150
It is quite expensive to study nursing	64(28.6)	84(37.5)	45(20.1)	16(7.1)	15(6.7)	3.74± 1.146
Nurses have low salary package	43(19.2)	75(33.5)	61(27.2)	23(10.3)	22(9.8)	3.42± 1.195
Nursing needs hard study, skills, and practice	84(37.5)	92(41.1)	31(13.8)	10(4.5)	7(3.1)	4.05± 0.987
Male nurse may experience discrimination and lack of respect*	48(21.4)	34(15.2)	45(20.1)	32(14.3)	65(29.0)	2.86± 1.517
Male patient feels comfortable with male nurse	91(40.6)	67(29.9)	34(15.2)	17(7.6)	15(6.7)	3.90± 1.209
Female nurse salary was greater than male nurse*	32(14.3)	41(18.3)	72(32.1)	33(14.7)	46(25.5)	2.91± 1.313
Male can tolerate more pressure than female*	68(30.4)	41(18.3)	47(21.0)	31(13.8)	37(16.5)	3.32± 1.450
Only private school student can join nursing profession*	22(9.8)	26(11.6)	23(10.3)	28(12.8)	125(55.8)	2.07± 1.419
All nurses are rude, careless and aggressive with patients*	23(10.3)	17(7.6)	25(11.2)	27(12.1)	130(58.0)	1.99 ± 1.395

* Reverse statement

examination. Knowledge about seat allocation for boys 30.4% of respondents correctly identifying that 15% of seats are reserved for male candidates. Half of the respondents, (63.4%) correctly distinguished the nursing profession from general education. However, smaller proportions associated it with theoretical classes (21.9%), theory and lab practice (12.5%), or practical skills (2.2%). Majority of respondents (87.5%) correctly identified hospitals as a primary workplace. A minimal 0.9% incorrectly associated nursing with general colleges. The meaning of the nursing profession was well understood by most respondents, with 78.6% correctly associating it with a combination of physical science, social science, nursing theory, and technology. Additionally, 91.1%

of respondents correctly identified the white coat as a symbolized color associated with nursing, Table 2. Out of 224 respondents, significant majority (61.6%) of respondents strongly agree that nursing is only for feminine profession (Mean = 4.26 ± 1.150), the same percentage also strongly agree (61.6%) that nursing as a career for both male and females, (Mean = 4.05 ± 0.987). Similarly, 41.1% agree on nursing requires hard study, skills, and practice (Mean = 4.05 ± 0.987). Whereas, 58.0% had significantly disagree with both statement family will be embarrassed if I joined to the nursing profession and all nurses are rude, careless, and aggressive with patients (Mean = 1.99 ± 1.395), (Table 3).

Out of 224 respondents, 33.5% demonstrated

inadequate knowledge with scores below 60%, indicating a lack of sufficient understanding of the subject. The majority, 59.8%, exhibited an average level of knowledge, scoring between 60% and 79%, reflecting moderate familiarity with nursing profession. Only a small proportion, 6.7%, displayed adequate knowledge, achieving scores of 80% or higher, reflect a strong grasp on nursing profession. The mean knowledge score among respondents was 6.94 with a standard deviation of 1.14, on a possible score range of 0 to 10. This indicates that most respondents scored around the mean, with relatively low variability in knowledge levels. Out of 224 respondents, 56.7% demonstrated a positive attitude toward nursing, while 43.3% exhibited a reverse attitude. The mean attitude score was 1.57 ± 0.49 , with a possible score range of 20 to 100, indicating a moderate level of variability in attitudes among the respondents. The table also presents the correlation between knowledge and attitude, which was calculated as -0.071, with a p-value of 0.290, (Table 4).

Table 4. Respondents' level of knowledge and attitude towards nursing profession. (n=224)	
Level of knowledge	Frequency (%)
Inadequate (<60%)	75(33.5)
Average (60-79%)	134(59.8)
Adequate (80%)	15(6.7)
Mean \pm SD= 6.94 \pm 1.14, Possible score = 0-10	
Level of attitude	
Positive	127(56.7)
Negative	97(43.3)
Correlation between knowledge and attitude	r=0.071 (p-value=0.290)
Mean \pm SD=1.57 \pm 0.49, Possible score: 20- 100	

DISCUSSION

The findings of this study showed the majority, 59.8%, exhibited an average level of knowledge, scoring between 60% and 79%, reflecting moderate awareness with nursing profession. 33.5% demonstrated inadequate knowledge with scores below 60%, indicating a lack of sufficient understanding on nursing profession. Only a small proportion, 6.7%, displayed adequate knowledge,

achieving scores of 80% or higher, reflect a strong knowledge on nursing profession. The mean knowledge score among respondents was 6.94 with a standard deviation of 1.14, on a possible score range of 0 to 10. This indicates that most respondents scored around the mean, with relatively low variability in knowledge levels. The findings suggest that while a majority possess a foundational understanding of the nursing profession, there is a significant proportion with inadequate knowledge, highlighting the need for targeted educational efforts to improve awareness and understanding in this area. This finding is contradicted with the study conducted in Kathmandu district which reported that total knowledge score was adequate only in around half of the respondents (55.4%).⁷

In this study presents that 56.7% demonstrated a positive attitude toward nursing, while 43.3% exhibited a reverse attitude. The mean attitude score was 1.57 ± 0.49 , with a possible score range of 20 to 100, indicating a moderate level of variability in attitudes among the respondents. This finding is similar with study of Khatri (2020) which revealed that more than half of the respondents (53.4%) had a more positive attitude towards the nursing profession while the rest (46.6%) had a less positive attitude.⁹ And contradict with the study of Zhu S, Hu J, Gruber KJ, Li G, Li L, Ke Y (2022) in which Less than 10% of the participants expressed interest in a future career in nursing. Knowledge and attitude about nursing were positively associated with intention to study nursing.¹⁰ Correlation between knowledge and attitude, which was calculated as -0.071, with a p-value of 0.290. This indicates a weak and statistically insignificant negative correlation between knowledge and attitude, suggesting that higher knowledge about nursing does not necessarily translate into a more positive attitude toward the profession.

These findings suggest that while the majority hold positive views of nursing, a significant minority still have negative perceptions. Furthermore, the lack of a strong link between knowledge and attitude highlights the need for additional efforts to address misconceptions and improve attitudes through targeted educational and promotional campaigns.

CONCLUSIONS

On the basis of the findings of the study following recommendations are offered for further research: This study can be used as baseline information about the related topic for future researcher. This study might be useful to provide guideline for planning and implementation of awareness program about nursing profession. Based on the findings, less than one third of the respondents have adequate level of knowledge and more than half of respondents had positive attitude toward nursing profession. Awareness programs about nursing profession are not only for females; they are career options for both males and females that

need to be conducted in community, school and educational institutions.

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