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FACTORS AFFECTING PREFERENCE FOR NURSING EDUCATION AND INTENT TO
LEAVE AMONG UNIMAS UNDERGRADUATE NURSING STUDENTS

This graduation exercise is submitted in partial fulfilment of requirement for the degree of
Bachelor of Nursing with Honours


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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

Background: Nursing shortages and high attrition rates among students have raised concerns globally. Understanding why students choose nursing and why some intend to leave during their studies is crucial for enhancing nursing education and promoting workforce sustainability.

Objectives: This study aimed to identify factors influencing students' choice of nursing education and their intent to leave the program. It also sought to determine how demographic characteristics relate to these factors and to examine the relationship between leaving factors and the intensity of intent to leave.

Methodology: A quantitative cross-sectional study was conducted among undergraduate nursing students from all four academic years at University Malaysia Sarawak (UNIMAS). A simple random sampling method was used to select the respondents for this study. Data was collected using the questionnaire.

Results: Personal factors were the most influential in choosing nursing. For intent to leave, workplace and environment factors were the most significant contributors. A high number of respondents reported a lower intensity of leaving. There were significant relationships between demographic variables and both factors and intent to leave factors.

Conclusion: In conclusion, most UNIMAS nursing students choose the profession for personal reasons, while workplace and environmental issues drive intent to leave. Despite this, overall intent to leave is low, emphasizing the need for nursing education to strengthen students' physical and mental readiness.

Keywords: Nursing students, career choice, intent to leave, nursing education, attrition,

**FAKTOR-FAKTOR YANG MEMPENGARUHI KEUTAMAAN TERHADAP
PENDIDIKAN KEJURURAWATAN DAN NIAT UNTUK BERHENTI DALAM
KALANGAN PELAJAR KEJURURAWATAN PRASISWAZAH UNIMAS**

ABSTRAK

Latar Belakang: Kekurangan jururawat dan kadar pemberhentian pelajar yang tinggi telah menimbulkan kebimbangan di seluruh dunia. Memahami sebab pelajar memilih bidang kejururawatan dan mengapa sesetengah daripada mereka berhasrat untuk meninggalkan pengajian adalah penting untuk meningkatkan pendidikan kejururawatan dan memastikan kelestarian tenaga kerja.

Objektif: Kajian ini bertujuan untuk mengenal pasti faktor-faktor yang mempengaruhi pemilihan pendidikan kejururawatan oleh pelajar serta niat mereka untuk meninggalkan program. Kajian ini juga bertujuan untuk menentukan hubungan antara ciri demografi dengan faktor-faktor ini serta meneliti hubungan antara faktor-faktor pemberhentian dan tahap intensiti niat untuk meninggalkan program.

Metodologi: Satu kajian kuantitatif keratan rentas telah dijalankan dalam kalangan pelajar kejururawatan prasiswazah dari semua tahun pengajian di Universiti Malaysia Sarawak (UNIMAS). Kaedah pensampelan rawak mudah telah digunakan untuk memilih responden bagi kajian ini. Data dikumpul menggunakan borang soal selidik.

Keputusan: Faktor peribadi merupakan pengaruh utama dalam pemilihan bidang kejururawatan. Bagi niat untuk berhenti, faktor berkaitan tempat kerja dan persekitaran adalah penyumbang paling ketara. Sebilangan besar responden melaporkan tahap niat untuk berhenti yang rendah. Terdapat hubungan yang signifikan antara pembolehubah demografi dengan kedua-dua faktor pemilihan dan faktor niat untuk berhenti.

Kesimpulan: Secara keseluruhannya, kebanyakan pelajar kejururawatan UNIMAS memilih profesion ini atas faktor peribadi, manakala isu berkaitan tempat kerja dan persekitaran menyumbang kepada niat untuk berhenti. Walau bagaimanapun, tahap keseluruhan niat untuk berhenti adalah rendah, menekankan kepentingan pendidikan kejururawatan dalam memperkukuh kesiapsiagaan fizikal dan mental pelajar.

Kata Kunci: Pelajar kejururawatan, pemilihan kerjaya, niat untuk berhenti, pendidikan kejururawatan, pemberhentian

TABLE OF CONTENTS

	Page
DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
ABSTRAK.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER 1: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of Study.....	1
1.2 Problem Statement	3
1.3 Research Questions.....	4
1.4 Research Objectives.....	5
1.5 Hypothesis	5
1.6 Significance of the study.....	6
1.7 Definition of term.....	7
1.7.1 Preferences for nursing education.....	7
1.7.2 Intent to leave nursing education	7
1.7.3 Undergraduate nursing student	8
1.8 Summary	8
CHAPTER 2: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Factors affecting students' preferences for nursing education	11
2.2 Factors influence students' intent to leave nursing education	14
2.3 Relationship between demographic characteristics and factors influencing the decision to pursue nursing education and the intensity to leave the program.....	16
2.4 Relationship between factors influencing the decision to leave nursing education and the intensity of leaving the program.	18
2.5 Conceptual framework.....	20
CHAPTER 3: METHODOLOGY	21

3.0 Introduction	21
3.1 Research design	21
3.2 Research setting	21
3.3 Inclusion & exclusion criteria	22
3.3.1 Inclusion criteria	22
3.3.2 Exclusion criteria	22
3.4 Sampling method and sample size	22
3.5 Study instrument	24
3.6 Validity and reliability	25
3.6.1 Validity	25
3.6.2 Reliability	25
3.7 Ethical consideration	26
3.8 Data collection procedure	26
3.9 Data analysis method	28
CHAPTER 4: RESULTS	31
4.0 Introduction	31
4.1 Response Rate	31
4.2 Data Cleaning	31
4.3 Distribution of data	32
4.4 Sociodemographic data	33
4.5 Factors for choosing nursing education among UNIMAS Undergraduate Nursing Students	35
4.6 Intensity of leaving and factors to leave nursing education	36
4.7 Relationship between demographic characteristics and factors to choose nursing education and intensity to leave.	38
4.8 Relationship between factors to leave nursing education and intensity of leaving ...	47
4.8 Summary	48
CHAPTER 5: DISCUSSION	49
5.0 Introduction	49
5.1 Factors to choose nursing education	49
5.2 Intensity of leaving and factors to leave	52
5.3 Relationship between demographic characteristics and factors to choose nursing education and intensity to leave	55
5.4 Relationship between intensity of leaving and factors to leave.	60

5.5 Recommendations	61
5.6 Limitation	62
5.7 Conclusion	63
REFERENCES	64
APPENDICES	78
APPENDIX A: ETHICAL APPROVAL APPLICATION LETTER	78
APPENDIX B: PARTICIPANT INFORMATION SHEET	80
APPENDIX C: INFORMED CONSENT FORM	83
APPENDIX D: QUESTIONNAIRE	84
APPENDIX E: PERMISSION TO USE QUESTIONNAIRE	90
APPENDIX F: GANTT CHART	92
APPENDIX G: PROPOSED BUDGET	92
APPENDIX H: TURNITIN REPORT	93
APPENDIX I: VISUAL METHOD FOR DATA DISTRIBUTION	101

LIST OF TABLES

	Page
Table 4.1 Data Distribution for the Normality Test	32
Table 4.2 Sociodemographic information: Respondents' age	33
Table 4.3 Sociodemographic information: Respondents' Characteristics	34
Table 4.4 Factors for choosing nursing education	35
Table 4.5 Intensity of leaving nursing education	36
Table 4.6 Factors to leave nursing education	37
Table 4.7 Relationship between gender and factors to choose nursing education	38
Table 4.8 Relationship between the year of study and factors to choose nursing education	39
Table 4.9 Relationship between family members' role in healthcare and factors to choose nursing education	40
Table 4.10 Post-hoc comparisons using the Bonferroni test for family members' role in healthcare	41
Table 4.11 Relationship between different types of roles in healthcare (Doctor, Nurse, Allied health professional (e.g., physiotherapist, pharmacist), Support staff (e.g., technician, administrative) and factors to choose nursing education	42
Table 4.12 Relationship between parents' household income and factors to choose nursing education	43
Table 4.13 Post-hoc comparisons using the Bonferroni test for parents' household income	44
Table 4.14 Relationship between the number of family members financially supported by parents and factors to choose nursing education	45
Table 4.15 Relationship between the intensity of leaving and factors to choose nursing education	46
Table 4.16 Relationship between the intensity of leaving and factors to leave nursing education	47

LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework	20
Figure 3.1 Taro Yamane Formula	23
Figure 3.2 Flow diagram of data collection	28

LIST OF ABBREVIATIONS

BSN	Bachelor of Science in Nursing
ICN	International Council of Nurses
ITL	Intention To Leave
PSL	Peningkatan Secara Latihan
UNIMAS	Universiti Malaysia Sarawak
WHO	World Health Organization

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter provides a comprehensive discussion and explanation of the introduction and background of this research study. It is organized into several sections, including the study's background, problem statements, research questions, research objectives, conceptual framework, significance of the study, definitions of key terms, and a chapter summary.

1.1 Background of Study

Nursing education has evolved substantially to address the challenges encountered by healthcare organizations (Martínez-Galiano et al., 2021). Florence Nightingale's founding of the first secular nursing school at London's St. Thomas' Hospital in 1860 was a turning point in the development and professionalisation of nursing education. Nightingale's emphasis on the necessity of structured training and the value of skilled, compassionate care in improving patient outcomes laid a critical foundation for contemporary nursing education and practice (Turkowski & Turkowski, 2024). Nursing education is increasingly vital in today's complex healthcare environment, where nurses must adapt to rapid technological advancements and evolving patient needs. With the rise of chronic diseases and diverse patient populations, properly trained nurses are essential for delivering high-quality care and ensuring patient safety (Flaubert et al., 2021). Advanced education now emphasizes critical skills, including diagnostic reasoning, treatment planning, and proficiency in emerging technologies, enabling nurses to effectively respond to the complexities of modern healthcare (Booth et al., 2021). Thus, the current landscape of nursing education highlights the importance of developing highly skilled and versatile nurses capable of delivering quality care in an ever-evolving healthcare setting.

The global population has been steadily growing, reaching 7.8 billion by mid-2020, up from 7 billion in 2010, 6 billion in 1998, and 5 billion in 1986 (Gu et al., 2021). This rapid population growth has intensified healthcare demands, especially in areas with challenging living conditions and inadequate healthcare services. Additionally, the increasing prevalence of chronic conditions and the aging population has further contributed to the rising need for healthcare services. The World Health Organization (2024) estimates that the global population aged 60 and older will rise significantly, from one billion in 2020 to 1.4 billion by 2030. The aging population is rapidly expanding, resulting in an increased incidence of non-communicable diseases, including cardiovascular conditions, diabetes, and hypertension. This rise has created a growing demand for continuous care to support this vulnerable group (Sun & Li, 2023). As a result, the supply of healthcare providers, such as nurses is crucial (Jones & Dolsten, 2024).

Malaysia confronts a persistent shortage of nurses, which is also emerging as a global concern within the nursing profession. A report by the Planning Division (2019) highlighted an undersupply of nurses in Malaysia to meet healthcare needs and demands in 2021. This is also supported by the World Health Organization (2020), which reported a significant decline in the proportion of nurses in many countries, including Malaysia, further emphasizing the critical shortage of nursing professionals in the region. This shortage negatively affects patient care, as nurses face increased workloads and stress. The majority of studies reported that nurses are experiencing stress at the workplace, mainly due to excessive workload (41%-67%), lack of facilities or equipment (26%-47%), poor mentorship (51%-65%) and workplace bullying or incivility (28%-48%) (Homayuni et al., 2021; Johan et al., 2017; Samuel et al., 2021; Adriani et al., 2022; Hosier et al., 2023; Singh et al., 2018; Hoover et al., 2020). Hence, integrating critical thinking and deep learning

strategies into nursing education is essential for enhancing student nurses' emotional intelligence and resilience. This focus not only equips them with effective coping mechanisms for real-world challenges but also prepares them for the complexities of healthcare practice (Aryuwat et al., 2022).

1.2 Problem Statement

Student retention in nursing programs is a significant issue that affects the supply and demand of nurses in the healthcare system. Some authors reported that understanding why nursing students leave the programs and identifying effective strategies to improve their retention continues to be a challenge (Mitchell et al., 2021). In Malaysia, the high dropout rate among nursing students plays a significant role in the expected future shortage of nurses. By 2030, the anticipated gap in the nursing workforce could be between 57.9% and 61.9%, which would not be sufficient to meet the healthcare demands and population needs (Planning Division, 2019). In response to this issue, the Ministry of Health Malaysia plans to increase the intake of nursing students by 2025 and 2030. This plan includes an intake of 9,000 students for the Diploma program, 352 for the Degree program, and 359 for the Peningkatan Secara Lantikan (PSL) program (Planning Division, 2019). Despite the increasing demand for nurses, many nursing students leave the program before completion (Canzan et al., 2022). A few studies reported that (21.5%-31.5%) some nursing students have intention to leave the nursing program due to low self-esteem levels, poor academic performance, emotional distress, financial situation, and occupational responsibilities (Dancot et al., 2021; Fang & Zhan, 2021; Lay Lay Myint et al., 2023). Although the critical roles of nursing students are essential to fill in the shortage in nursing staffing, there is limited research on the factors influencing their choice of nursing and intent to leave, particularly at the undergraduate level of education institutions in Malaysia. Studies

pointed out a few factors of nursing students' preference in nursing education and their reasons for leaving the program. Therefore, some strategies or approaches to improve nursing education can be rectified. Hence, this study examines the preferences of UNIMAS undergraduate nursing students regarding their choice to pursue a nursing program and their intentions to leave. By identifying the reasons behind students' decisions, the study can provide valuable insights to improve student retention, enhance academic support, and ensure the sustainability of the nursing workforce (World Health Organization, 2020).

1.3 Research Questions

- 1.3.1 What factors influence the decision to choose nursing education among UNIMAS undergraduate nursing students?
- 1.3.2 What factors contribute to the intention to leave the nursing program among UNIMAS undergraduate nursing students?
- 1.3.3 Is there a relationship between demographic characteristics and factors influencing the decision to pursue nursing education and the intensity to leave the program among UNIMAS undergraduate nursing students?
- 1.3.4 Is there a relationship between factors influencing the decision to leave nursing education and the intensity of leaving the program among UNIMAS undergraduate nursing students?

1.4 Research Objectives

- 1.4.1 To determine factors that influence the decision to choose nursing education among UNIMAS undergraduate nursing students.
- 1.4.2 To identify the factors that contribute to the intention to leave the nursing program among UNIMAS undergraduate nursing students.
- 1.4.3 To assess the relationship between demographic characteristics and factors influencing the decision to pursue nursing education and the intensity to leave the program among UNIMAS undergraduate nursing students.
- 1.4.4 To examine the relationship between factors influencing the decision to leave nursing education and the intensity of leaving among UNIMAS undergraduate nursing students.

1.5 Hypothesis

H1: There is a significant difference between demographic characteristics and factors influencing the decision to pursue nursing education and the intensity to leave the program among UNIMAS undergraduate nursing students.

H1: There is a significant difference between factors influencing the decision to pursue nursing education and the intensity of leaving the program among UNIMAS undergraduate nursing students.

1.6 Significance of the study

For nursing students

The study will offer valuable insights into the factors that shape nursing students' preferences for nursing education and their choices to either remain in or exit the program. Moreover, the findings can help shape strategies for improving student recruitment and retention in nursing programs, as well as promoting nursing as an appealing career choice. Furthermore, the research will enhance nursing students' understanding of the potential challenges they may encounter on their path to becoming registered nurses. It also aims to offer recommendations for the student support service, which would serve to support students' academic journey and emotional conflicts, ultimately contributing to a better retention rate in nursing education.

For nursing education

The results of this research will be valuable for higher education institutions, including UNIMAS, in creating more effective strategies to retain nursing students and enhance support systems, such as reassessing teaching and learning approaches in nursing education. Understanding the key factors contributing to student dropout and intent to leave can inform curriculum adjustments, mentorship programs, and mental health support services. Furthermore, the study will offer valuable insights into how nursing education programs can adapt to better accommodate students' academic, emotional, and financial needs. By addressing these issues, nursing schools can enhance retention rates, thereby producing more graduates to meet the growing demand for registered nurses in Malaysia.

1.7 Definition of term

1.7.1 Preferences for nursing education

Conceptual definition:

A dispositional state that help explains a stronger passion or interest in one person or thing than in another (Choi & Luo, 2023).

Operational definition:

In this study, factors influencing UNIMAS undergraduate nursing students' preferences for nursing education were measured using a questionnaire consisting of 21 items adopted from Driss Ait Ali et al. (2024). A five-point Likert Scale was used to assess students' responses to 21 items related to four factors, which were social, personal, economic, and work etiquette, that may have influenced their preferences for nursing education. Each item had response options ranging from 1 (strongly disagree) to 5 (strongly agree). A higher mean score indicated that a particular factor had a stronger influence on the decision to pursue nursing education.

1.7.2 Intent to leave nursing education

Conceptual definition:

According to Cambridge Dictionary, (2021), intent is defined as having a strong will to accomplish an objective.

Operational definition:

In this study, intensity to leave nursing education among UNIMAS undergraduate nursing students was assessed using a 1-10 scale, where 1-3 indicated minimal intention to leave, 4-6 represented a moderate intention, and 7-10 reflected a higher intensity to leave. Higher

scores indicated high intent to leave. The factors influencing the intent to leave were measured using the Intention to Leave (ITL) scale, adapted from Mohammadi et al. (2023). This scale encompassed four main domains, which were workplace environment, organizational and management factors, professional and societal influences, and personal and psychosocial factors. A total of 20 items were assessed using a 5-point Likert scale, with the following response options: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always). Higher scores reflected a stronger influence on the intention to leave nursing education.

1.7.3 Undergraduate nursing student

Conceptual definition:

Undergraduate Nursing Student defined as an individual who enrolled in a nursing educational program (Maddocks, 2022).

Operational definition:

In this study, nursing students are defined as individuals enrolled in the Bachelor of Nursing with Honours program at UNIMAS, who are receiving training to become nurses.

1.8 Summary

In conclusion, this chapter provided an overview of the study, focusing on nursing education's evolution and addressing key issues like the aging population and nursing shortage. It outlined the research questions and objectives, discussed the study's significance for nursing students and program improvement, and defined key terms based on online dictionaries and previous research.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This section presents relevant literature sourced from online databases, including Google Scholar, Elsevier, ResearchGate, PubMed, and ScienceDirect, to gain a deeper understanding and provide insights into the factors influencing students' preference for nursing education and their intent to leave. The keywords used in the search include "factors influencing choice of nursing education," "students' intent to leave nursing," "motivation to choose nursing," and "nursing student attrition." Filters were applied to retrieve articles published between 2014 and 2025, ensuring that the most recent and relevant studies appeared at the top of the search results. Articles were selected based on their relevance to the research topic, and assessed through screening of titles, abstracts, and full texts.

Nursing education is key to addressing the growing demand for nurses. The nursing profession focuses not only on developing clinical skills but also on expanding knowledge, both of which are necessary to become a qualified nurse. Nurses must be able to apply their knowledge in clinical settings when providing care to patients. A study by Mushahhin et al., (2023) mentioned that a high education level among nurses will improve the quality of care. However, nurses today face increasing challenges that affect their decision to remain in the profession. These challenges include rising workloads, staff shortages (Panda et al., 2021), financial difficulties (Millenbach et al., 2021), stress, anxiety, and issues with confidence when treating patients in hospitals (Hrairi et al., 2021).

Nursing students should have a clear understanding of their reasons for choosing the profession, as this helps them gain a deeper perspective on their role. They must be both physically and mentally prepared to face the challenges ahead, given their responsibility for patients' lives. A single mistake could negatively affect a patient's health, worsen their

condition, or even lead to death. A well-educated nurse is crucial in improving health outcomes for individuals with various diseases, preparing students to care for the elderly, who often present with multiple diagnoses and health issues (World Health Organization, 2024) Moreover, a strong knowledge base equips nursing students and nurses to comprehend the appropriate treatments and interventions for different conditions. This thorough understanding helps reduce burnout by enabling nurses to provide high-quality care and manage their workload more efficiently. It also encourages more nursing students to remain in the program, as they develop the necessary skills, knowledge, and mental resilience to face future challenges.

Nurses should engage in advanced education and training supported by a robust educational system that ensures seamless and continuous academic progression for their professional development. The increasing demand for nurses highlights the need for a more educated and well-trained workforce. Nursing students must focus on gaining knowledge and enhancing their clinical skills during clinical postings. Thus, it is important to understand why they chose to study nursing in the first place. Identifying these motivations can help students stay committed to the program until graduation, as it allows them to align with their goals of becoming more competent, knowledgeable, and skilled registered nurses.

2.1 Factors affecting students' preferences for nursing education

2.1.1 Personal Factors

Intrinsic or personal motivations play a central role in influencing students' decisions to pursue nursing education. According to Cilar et al. (2020), Slovenian nursing students demonstrated a strong intrinsic interest in nursing ($M = 4.13$, $SD = 0.76$), highlighting the role of personal motivation in career choice. In contrast, Croatian students reported slightly lower intrinsic interest ($M = 3.68$, $SD = 0.93$), suggesting variability in personal motivation across different cultural contexts. Similarly, Čukljek et al. (2020) found that students with prior nursing education were primarily motivated to further their studies to expand existing knowledge and gain new insights. Teresa-Morales et al. (2023) also reported that many students initially chose nursing due to a sense of fulfillment, a desire to help others, and an interest in human interaction. Over time, these motivations evolved into a more focused commitment to professional care, indicating that personal factors not only influence the initial decision but also develop throughout nursing education.

2.1.2 Social Factors

Social influences also contribute significantly to students' preferences for nursing education. Liaw et al. (2016) identified social influence as one of the key extrinsic themes shaping nursing students' career choices. Broader societal perceptions of the nursing profession can either encourage or discourage interest in the field. In Morocco, Driss Ait Ali et al. (2024) observed that societal views and the lack of professional recognition negatively impacted the attractiveness of nursing as a career. Additionally, cultural norms and how nursing is portrayed in the media further shape perceptions of the profession (Belyagou & Juridiques, 2022; Azevedo, 2017). These findings underscore the importance of improving societal

awareness and appreciation of nursing to positively influence student enrollment and retention.

2.1.3 Economic Factors

Economic considerations are another significant factor influencing students' decisions to enter the nursing profession. In a study conducted in Turkey, Aktaş and Karabulut (2016) found that 50.5% of students selected nursing primarily due to its perceived employment security and better job prospects. This highlights the importance of financial stability as a motivator for career choice. Similarly, Liaw et al. (2016) identified job prospects and academic performance as key external influences on students' decisions. Fontanilla et al. (2023) also reported that opportunities for career growth and professional advancement were major extrinsic motivators for nursing students in the Philippines. These findings emphasize how financial and career-related considerations are critical in shaping students' preferences, especially in contexts where economic stability is a concern.

2.1.4 Work Etiquette Factors

The professional environment and perceptions of workplace conditions play a crucial role in shaping nursing students' educational and career preferences. Studies by Elibol et al. (2017) and Lyu et al. (2016) reported that factors such as the demanding nature of healthcare work, high workloads, and job insecurity could negatively impact students' enthusiasm for a long-term career in nursing. In Morocco, Driss Ait Ali et al. (2024) noted that inadequate working conditions and the absence of nursing-specific legislation further discouraged interest in the profession. Challenges such as disparities in training quality and a lack of professional structure were also identified as barriers (Belyagou & Juridiques, 2022; Azevedo, 2017). Fontanilla et al. (2023) found that students appreciated the structured nature of nursing work and the sense of professional responsibility it provided. However, these professional

environment factors must be addressed to improve the appeal and sustainability of nursing careers.

In conclusion, the decision to pursue nursing education is shaped by a combination of personal, social, economic, and professional environment (work etiquette) factors. Personal motivations, such as intrinsic interest, the desire to help others, and a commitment to gaining knowledge, remain strong influences throughout a student's academic journey. Social influences, including cultural norms, media representation, and societal recognition of nursing, also play an important role in shaping perceptions of the profession. Economic factors such as job security, career advancement opportunities, and financial stability serve as practical incentives that guide career choice. Meanwhile, perceptions of the work environment, including workload, legislation, and working conditions, can either enhance or hinder the appeal of nursing as a long-term profession. Addressing these four interconnected areas is essential for developing effective strategies to attract, motivate, and retain future nursing professionals.

2.2 Factors influence students' intent to leave nursing education

The attrition rate among nursing students is a growing concern within nursing education. A qualitative descriptive study was conducted at the University of Verona with first-year undergraduate nursing students during the 2018/2019 academic year. Of the 274 students, 31 chose to drop out of the bachelor's degree in nursing program. A semi-structured interview guide was used to interview the 31 students who withdrew from the Bachelor of Science in Nursing (BSN) program. The analysis identified several recurring themes that contributed to their decision to leave the program. These included the realization that they were not suited for nursing, a perceived lack of psychological, physical, and practical resources necessary to cope with the demands of nursing education and the profession, a discrepancy between their initial perceptions of nursing and the reality of the job, dissatisfaction with internship experiences, and a sense of inadequate support from clinical instructors during challenging situations (Canzan et al., 2022). In addition, personal factors also play a role in nursing students' attrition rate. Some students may feel uncomfortable working in group settings, which are common in nursing education and clinical practice. This discomfort, along with uncertainty about their own performance and abilities, can lead to self-doubt and diminished motivation to continue their studies (ten Hoeve et al., 2017).

A cross-sectional descriptive study by Kim et al., (2021) recruited 210 Generation Z nursing students from three colleges in South Korea. The results showed that 17.6% of these students intend to leave the nursing profession within two years of employment. Students with a desire to leave were less likely to engage in career preparation behaviors and exhibited lower levels of vocational awareness and social responsibility. Similarly, 55.6% of female Saudi nursing students intended to leave the program, with several factors contributing to their dissatisfaction. A study found that 70% of students do not love nursing, with a societal image

(17.8%), family disagreement (25.6%), study difficulty (10%), and low salaries (2.2%) playing significant roles in their decision to leave the profession (Kandil et al., 2021).

However, Lay Lay Myint et al. (2023) found that 68.5% of nursing students demonstrated a strong intent to stay in their programs, although job stress negatively impacted this intent. A study by Volkert et al. (2018) further reinforced these findings, highlighting that stressors, such as mismatched expectations between clinical instructors and students, contributed to an increased intent to leave the program. This suggests that program-related stress has a moderate effect on attrition, underscoring the need for supportive environments to promote retention.

Furthermore, the trend of generation gap exists between Generation Z and the upcoming Beta's may signify of their strong lacking in social interaction skills, but their reliance on technology for interaction, which might strongly drive them to digitalise or artificial intelligence work-related opportunities. (Fahmy Fotaleno & Batubara, 2024). New generation nurses may face challenges in taking social and professional risks in the workplace, such as participating in committees, quality improvement projects, or mentoring new hires. To support them, it is important to involve them in decision-making and teach interpersonal skills like active listening, constructive criticism, and respecting diverse perspectives (Chicca & Shellenbarger, 2018). These students may struggle to establish rapport with patients, manage sensitive situations, and collaborate effectively with healthcare teams. As a result, their discomfort with the human-centric aspects of nursing could contribute to a higher intent to leave the program in favor of more technology-oriented careers. This is supported by Ren et al., (2024) reported that the turnover intention among younger nurses (61%) was notably higher compared to older nurses (30%).

2.3 Relationship between demographic characteristics and factors influencing the decision to pursue nursing education and the intensity to leave the program.

Demographic characteristics such as age, gender, and family background in healthcare may shape students' motivations, satisfaction levels, and resilience within the program. Age has been identified as a significant factor in students' career choices and program persistence. A few studies reported that nursing students' age had significant correlations with the factors that cause drop-out from the nursing program (Alshutwi et al., 2021; Kandil et al., 2021). Older students often demonstrate greater commitment and resilience in nursing programs due to their life experience and clarity of career goals (Spurr et al., 2021). In contrast, younger students may face challenges adapting to the rigorous demands of nursing, increasing their likelihood of attrition (Teresa-Morales et al., 2023).

Gender also influences students' motivations and experiences in nursing programs (Prosen, 2022). According to a study by Maurud et al. (2022), female nursing students demonstrated significantly higher motivation than their male counterparts, particularly in terms of professional interests in nursing education. This is supported in the research by Yokoya et al., (2023), reported that nursing has traditionally been viewed as a female-dominated profession, which may influence career choice and perceptions of the field among male students. Moreover, male nursing students often face unique challenges, including societal biases and a lack of support, which can lead to higher dropout rates (Wu et al., 2023). Apart from that, several studies have reported that male nursing students may experience distinct motivational drivers, such as a desire to challenge gender stereotypes that portray nursing as a profession primarily suited for women and view women as inherently more suited to caregiving roles (Teresa-Morales et al., 2022; Rabie et al., 2020; Baker et al., 2021).

Studies have shown that nursing students' connections to healthcare through friends or family and their families' positive reactions to enrollment can influence their commitment to the program (McKenna et al., 2023; Afewerk et al., 2023; Kandil et al., 2021). A study conducted in Anambra State, Nigeria, found that 61.4% of nursing students were influenced by parental approval, while 58.9% were influenced by parental emotional attachment (John Emenike et al., 2022). Having family members or close friends who are nurses can serve as a strong motivator. These individuals often act as role models, providing insights into the profession and its benefits (Miao et al., 2024). In addition, a study by Čukljek et al. (2020) found that social support, such as having family or friends in healthcare, positively influences nursing student retention, regardless of their prior educational background. This suggests that supportive relationships are a consistent factor in keeping students engaged in nursing programs, independent of their previous schooling.

2.4 Relationship between factors influencing the decision to leave nursing education and the intensity of leaving the program.

The decision to pursue nursing education is shaped by a variety of intrinsic and extrinsic factors. Intrinsic motivations, such as a strong desire to help others and personal encounters with healthcare, are often highlighted as the primary driving forces behind choosing nursing as a career path. Conversely, extrinsic motivations, including job security, societal expectations, and financial stability, also significantly shape students' preferences. However, initial motivations do not always guarantee persistence in nursing education. Research highlights that mismatched expectations and the challenges of nursing education can significantly impact students' intent to continue. For instance, a study by Stomberg and Nilsson (2020), involving 872 nursing students in Sweden, found that 72% of respondents rated their intent to leave the program as low (<4 on a 0–10 scale). The study also revealed that a positive attitude toward nursing studies, primarily driven by promising job prospects, was the main factor influencing motivation (44.7%). Statistical analysis demonstrated a highly significant relationship between extrinsic motivations and the intent to stay in the program ($p = 0.001$).

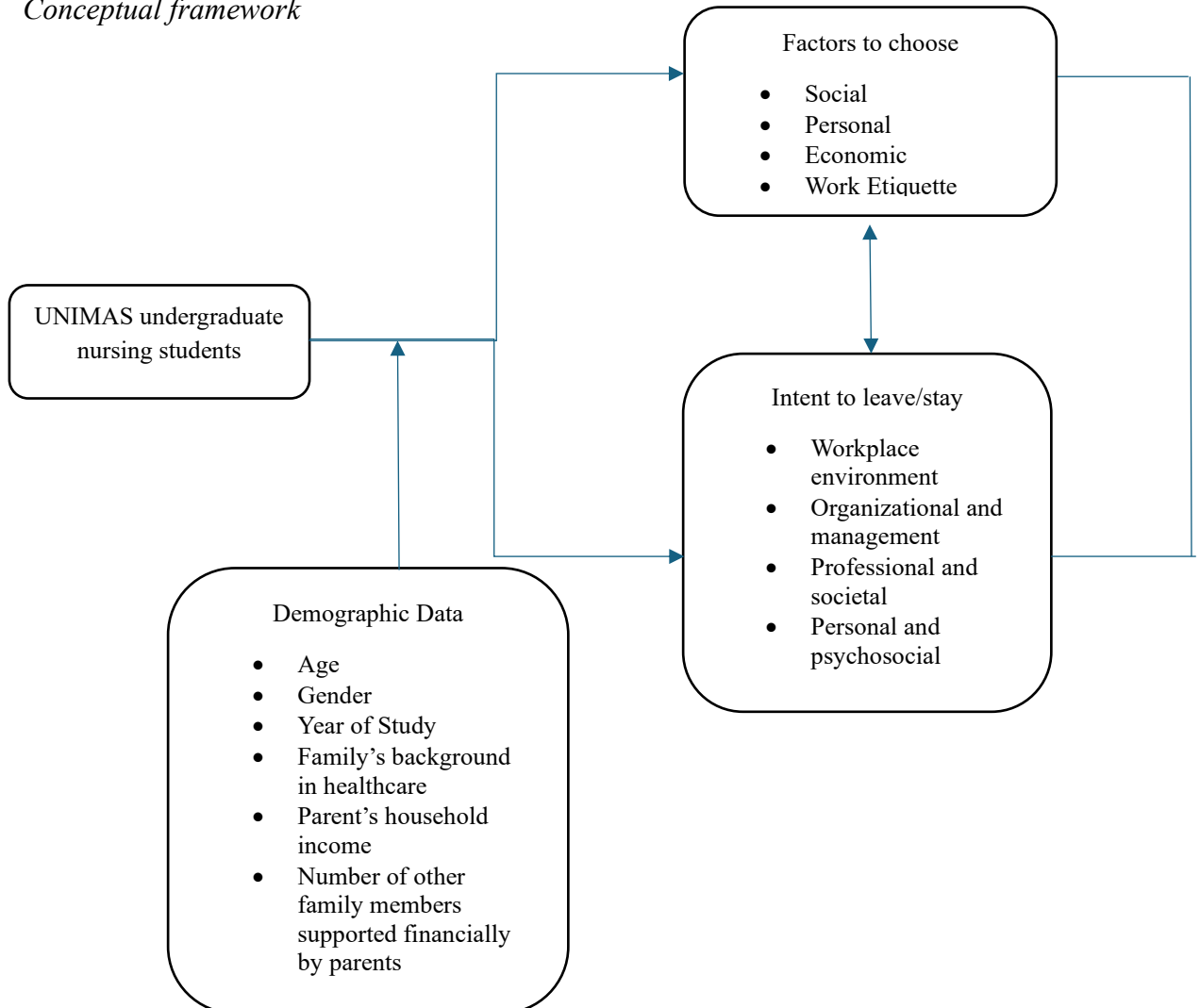
Further exploration of the relationship between factors influencing nursing education preferences and the intent to leave reveals a complex interplay between intrinsic and extrinsic motivations. Students with a low intent to leave (scores 1–4) are often driven by intrinsic factors, such as personal values and a genuine desire to help others. A study by Fontanilla et al. (2023) highlighted that 35% of these students were able to overcome challenges, including long clinical hours, due to strong intrinsic motivation and the positive reinforcement they received from their environment. This intrinsic drive appeared to play a crucial role in sustaining their commitment to nursing education despite the challenges they faced.

Conversely, students with a high intent to leave (scores 7–10) are more heavily influenced by extrinsic factors, such as financial incentives or societal pressure. Findings from Teresa-Morales et al. (2023) emphasized that misaligned expectations, such as the emotional demands of nursing and unrealistic perceptions of workload, significantly contributed to their intent to leave. The study revealed that these extrinsic pressures often led to frustration and dissatisfaction, which compounded their desire to exit the program. Thus, these findings underscore the importance of recognizing the interaction between intrinsic and extrinsic factors in influencing nursing students' decisions to persist in or withdraw from their studies. Given the limited literature on these dynamics, further research is essential for developing targeted strategies to improve the retention of nursing students in nursing education.

2.5 Conceptual framework

Figure 2.1

Conceptual framework



This conceptual framework illustrates the relationship between demographic data (such as age, gender, year of study, family's background in healthcare, parent's household income and number of other family members supported financially by parents), factors influencing students to choose nursing, and their intent to leave or stay in the program. The framework focuses on UNIMAS undergraduate nursing students, highlighting how demographic characteristics may shape their motivations to pursue nursing and, subsequently, their decision to persist in or exit the program.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter provides a thorough explanation of the methods used to conduct the research. The selected methods and tests will be utilized to achieve the research objectives, covering the entire process from data collection to the discussion and further analysis of the outcomes.

3.1 Research design

The research design selected was a cross-sectional descriptive study to assess the factors for choosing nursing education and the intent to leave in a selected population (Wang and Cheng, 2020). This research is quantitative, focusing on the collection and analysis of numerical data to address the research questions systematically and scientifically. These techniques were used to summarize data, compute averages, identify trends, make predictions, test relationships between variables, and generalize results to larger populations (Rana et al., 2021). These studies were typically cost-effective and easy to conduct.

3.2 Research setting

The research was conducted at the Faculty of Medicine and Health Sciences (FMHS), Universiti Malaysia Sarawak (UNIMAS), located in Kota Samarahan, Sarawak. The faculty offered two major programs which are the Bachelor of Nursing with Honours and Doctor of Medicine. This study focused on undergraduate nursing students at UNIMAS, with a total population of 235 students. The total population of nursing students is further divided into the following categories:

- Total of year 1 students: 51
- Total of year 2 students: 63
- Total of year 3 students: 57
- Total of year 4 students: 64

FMHS was chosen as the research site because of its accessibility, which made it the best place for data collection.

3.3 Inclusion & exclusion criteria

3.3.1 Inclusion criteria

This study included first- to fourth-year undergraduate nursing students from Universiti Malaysia Sarawak (UNIMAS) who were willing to participate and had given their consent after understanding the study details and reviewing the informed consent statement.

3.3.2 Exclusion criteria

This study excluded students from other courses, faculties, and universities. As the focus was on identifying the factors influencing UNIMAS undergraduate nursing students' preferences for nursing education and their intention to leave, postgraduate students were not part of the study. Furthermore, students who were recruited for the pilot project but chose not to participate were excluded from the study.

3.4 Sampling method and sample size

Simple random sampling was used as the sampling method of choice, with a small group representing the population selected to participate. Moreover, simple random sampling was recognized for its fairness and ease of application (Horton, 2022). This method involved creating a comprehensive list of the target population and using a random number generator to systematically select participants from each academic year until the desired sample size was achieved. The target population for this study included 235 undergraduate nursing students at UNIMAS. The sample size was determined using the Taro Yamane formula, a widely used method for calculating sample sizes in research, as shown in Figure 3 below.

Taro Yamane Formula:

Figure 3.1

Taro Yamane Formula

$$n = \frac{N}{1 + Ne^2}$$

The Taro Yamane formula for calculating sample size is as follows:

Where:

- n = required sample size
- N = population size
- e = allowable error percentage

Substituting the values into the formula:

$$n = 235 / (1 + (235 \times 0.05^2))$$

$$n = 148$$

To account for a 10% attrition or nonresponse rate:

$$148 + (0.1 \times 148) = 148 + 14.8 = 162.8 \approx 163$$

Thus, the final sample size required is 163.

3.5 Study instrument

The study instrument used in this study was a Google Form questionnaire, which was sent via WhatsApp. The questionnaire was adapted from two different studies to fit the current study (refer to Appendix D). Written permission from the original authors was obtained before using the questionnaire for this research (refer to Appendix E). The instruments were organized into three sections. Section A, the first section, focused on participants' demographic information. It consisted of seven items: matric number, age, gender, year of study, family background in healthcare, parents' household income, and the number of other family members receiving financial support.

Section B, the second section, discussed the factors affecting UNIMAS undergraduate nursing students' preferences for nursing education. A five-point Likert Scale was used to assess students' responses to 21 items related to four factors: social, personal, economic, and work etiquette, which may have influenced their preferences for nursing education. Each item had response options ranging from 1 (strongly disagree) to 5 (strongly agree). The overall reliability, indicated by Cronbach's alpha, was 0.79.

In Section C, the intent to leave nursing education among UNIMAS undergraduate nursing students was assessed using a 1-10 scale, where 1-3 indicated minimal intention to leave, 4-6 represented a moderate intention, and 7-10 reflected a higher intention to leave. A higher mean indicated high intent to leave. The factors influencing the intent to leave were measured using the Intention to Leave (ITL) scale, adapted from Mohammadi et al. (2023), which demonstrated a Cronbach's alpha coefficient of 0.90. This scale encompassed four main domains which were workplace environment, organizational and management factors, professional and societal influences, and personal and psychosocial factors. A total of 20

items were assessed using a 5-point Likert scale, with the following response options: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (always).

3.6 Validity and reliability

3.6.1 Validity

Validity is defined as the degree to which a scientific test or research study effectively measures what it is designed to measure or the extent to which it represents the reality it aims to reflect (Heale & Twycross, 2015). To ensure the validity of this research, a pilot study will be conducted to verify that the selected questionnaires effectively address the study's objectives. Participants in the pilot study will be excluded from the main research. Additionally, a nursing practice specialist and the research supervisor will assess and verify the clarity and validity of the content of the questionnaire.

3.6.2 Reliability

Reliability pertains to the precision of data collected and the ability of a measurement tool to reduce random errors, producing consistent and reliable outcomes (Ahmed & Ishtiaq, 2021). Cronbach's alpha is a widely used measure for evaluating the internal consistency of a measurement instrument, with values ranging from 0 to 1. A score of 0.7 or above is typically regarded as acceptable (Heale & Twycross, 2015). Specifically, values between 0.6 and 0.7 indicate moderate reliability, 0.8 or above signify good reliability, and values exceeding 0.9 reflect excellent reliability.

3.7 Ethical consideration

Ethical approval for the study was obtained from the Research Ethics Committee of the Faculty of Medicine and Health Sciences, University Malaysia Sarawak (refer to Appendix A). Additionally, an informed consent form accompanied the questionnaire to ensure that participants fully understood and voluntarily agreed to take part in the study (refer to Appendix C). All participants had to sign the consent form before engaging in the study. Participants were also entitled to leave the study at any point without any penalty or consequences. Confidentiality and anonymity of the participants were maintained throughout the study. Permission to use and adapt the survey instrument for this study was obtained by the authors through email (refer to Appendix E).

3.8 Data collection procedure

3.8.1 Pilot Study

Before the actual data collection began, a pilot study was conducted. A pilot study is a small-scale feasibility study designed to assess different aspects of the research methodology. Hertzog (2008) suggested that using 10% of the intended sample size is sufficient for novice researchers when conducting a pilot study. In this research, the pilot study involved 16 participants who met the same inclusion and exclusion criteria as the main study. It was carried out to evaluate the validity and reliability of the questionnaire items. Participants from the pilot study were excluded from the main study. Face validity was assessed during the pilot study. According to Taherdoost (2016), face validity refers to the extent to which a measurement appears to assess the intended construct, based on the perception of non-experts such as test-takers. Similarly, Webb (2022) defined face validity as how well test-takers judge the content and items of a questionnaire as appropriate for its intended purpose. In this pilot study, the face validity of both questionnaires was reviewed and discussed with

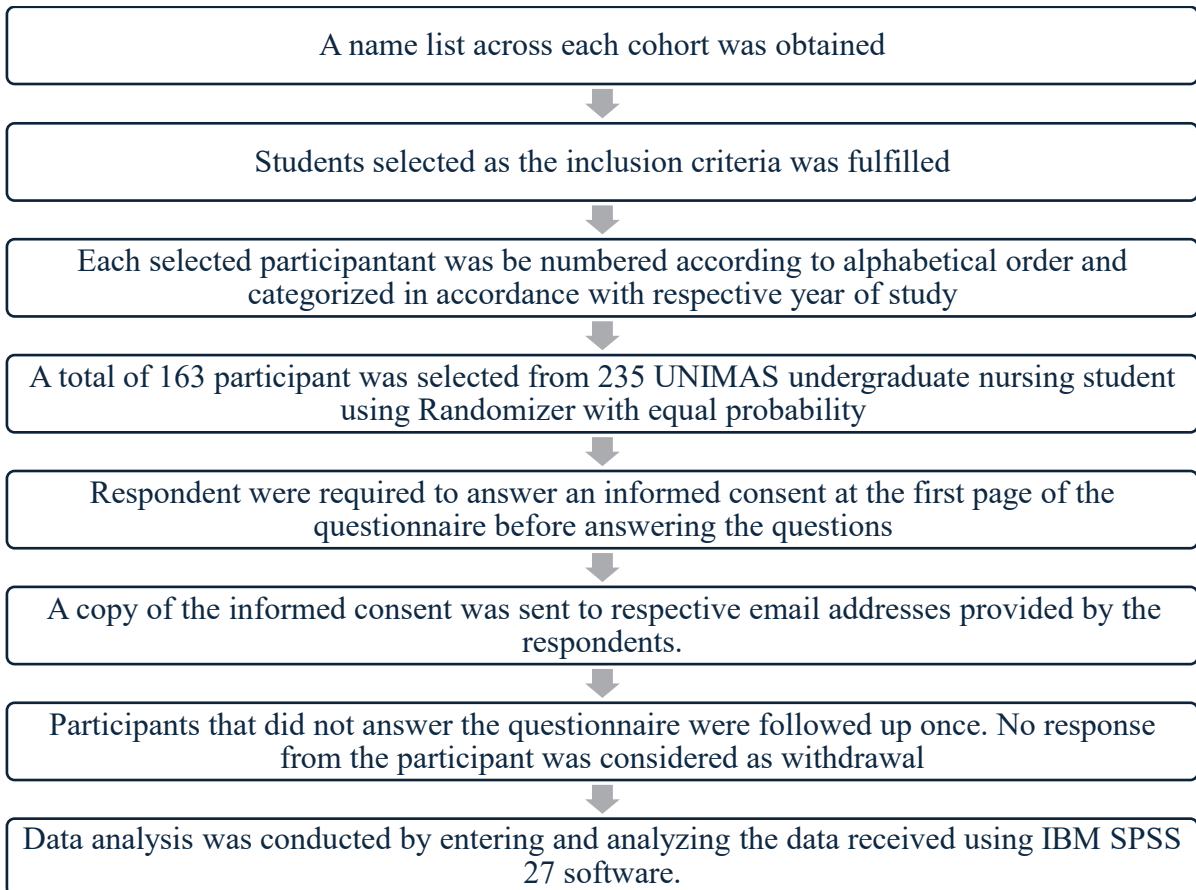
the supervisor before being distributed to the participants. Feedback from the pilot participants highlighted that the questionnaires were user-friendly, systematically organized, and written in easily understandable English. As a result, the pilot study demonstrated high face validity. The pilot study data were entered and analyzed using SPSS version 27 to assess the reliability of the questionnaire items. The Cronbach's alpha for the factors influencing the choice of nursing education was 0.77, while the Cronbach's alpha for the Intention to Leave (ITL) Scale was 0.92. Therefore, both questionnaires were considered reliable for use in the actual study.

3.8.2 Actual Study

The study's data collection began after obtaining the list of nursing students who were eligible to participate. Selected students, meeting specific criteria, were sorted alphabetically by cohort. To ensure random selection, each student was assigned a unique number, and randomizer.org was used to randomize the list. The first 163 students from the randomized list were chosen for the study. They received the information sheet and a consent form online before answering the questionnaire. The questionnaire link was shared through WhatsApp with each class representative, who distributed the questionnaire link to the selected participants. Participants were given 15-20 minutes to complete the questionnaire, with each question set as mandatory. Any non-respondents received a follow-up, and those who still did not respond were marked as withdrawn.

Figure 3.2

Flow diagram of data collection



3.9 Data analysis method

Data entry and analysis were done using IBM SPSS Statistics Version 27. Descriptive statistics were employed to summarize and outline the sociodemographic characteristics, factors affecting UNIMAS undergraduate nursing students' preferences for nursing education, and their intent to leave the program. The results were presented using frequencies, percentages, means, standard deviations (SD), medians, and interquartile ranges (IQR). Categorical variables, such as age, gender, and year of study, were analysed using frequencies and percentages, whereas continuous data were summarized using means and standard deviations.

The Kolmogorov-Smirnov test was employed to evaluate data normality, which $p < .05$, following the recommendation by Mishra et al. (2019) for large sample sizes exceeding 50 respondents. However, according to Hair et al. (2022), visual assessments using the histogram and Q-Q plot, along with numerical methods based on skewness and kurtosis values (2 ± 2), support the assumption of normality for the data (refer to Appendix I).

Inferential statistics were conducted to assess the association between sociodemographic variables and the factors influencing students' preference for nursing education, as well as their intent to leave the program. Total scores for the factors influencing the choice of nursing and the intent to leave were calculated using Microsoft Excel and then imported into SPSS. An independent t-test was used to examine mean differences between male and female students regarding their reasons for choosing nursing education (Kim, 2019).

Pearson correlation analysis was performed to evaluate the relationship between the intensity of intent to leave and the factors influencing the choice of nursing, as well as between the intensity of intent to leave and its contributing factors (Schober et al., 2018). A one-way ANOVA was used to identify mean differences among three or more groups (Chatzi & Doody, 2023). The Bonferroni post-hoc test was used to determine which group had the highest mean and the most significant variables (Lee & Lee, 2018). All findings were considered statistically significant at $p < .05$.

3.10 Summary

This study adopted a quantitative approach to explore factors influencing undergraduate nursing students' preferences for nursing education and their intent to leave the program. Conducted at University Malaysia Sarawak (UNIMAS), it involved a total population of 235 nursing students, with 163 participants selected via random sampling. Data collection was facilitated through online questionnaires distributed to participants, focusing on sociodemographic characteristics, influencing factors, and intent to leave. Statistical analysis, using SPSS, included both descriptive and inferential methods. Ethical standards, including informed consent and confidentiality, were maintained throughout the study.

CHAPTER 4: RESULTS

4.0 Introduction

Chapter 4 involves the interpretation of the results of this study. This chapter consists of eight sections. The first section, (4.1) the response rate in this study while (4.2) presents data cleaning. Section (4.3) presents the socio-demographic characteristics of the respondent. Section (4.4) presents the distribution of data. Section (4.5) presents the factors to choose nursing education, while Section (4.6) presents the intensity of leaving and factors to leave nursing education. Section (4.7) presents the relationship between demographic characteristics and factors to choose nursing education and intensity to leave while (4.8) presents the association between factors to leave nursing education and intensity of leaving as well as (4.9) Summary.

4.1 Response Rate

A total of 163 undergraduate nursing students from UNIMAS were randomly selected and invited to participate in the study through the WhatsApp platform. All one hundred sixty-three participants completed the questionnaire, resulting in a 100% response rate

4.2 Data Cleaning

Before analysis, data cleaning procedures were performed. No incomplete or duplicate data were detected, and all respondents met the inclusion and exclusion criteria for the study.

4.3 Distribution of data

The table below shows the distribution results for the normality test. Although the Kolmogorov results indicate p values $< .05$ for the variables, the skewness and kurtosis values for all variables fall within acceptable limits with the skewness and kurtosis values for all variables fall within acceptable limits, with skewness ranging between -2 and +2 and kurtosis values also within the acceptable range of -2 to +2. As both skewness and kurtosis values are close to zero, the distributions can be considered approximately normal (Hair et al., 2022). Based on visualisation techniques, the Q-Q plots show that the data points for each variable closely follow the theoretical normal distribution line, indicating minimal deviation. Additionally, the histograms for each variable display fairly symmetrical, bell-shaped distributions which are another visual indication of normality (Habibzadeh, 2024). Considering the acceptable skewness and kurtosis values, it can be concluded that the variables are approximately normally distributed. (Refer to Appendix I.)

Table 4.1

Data distribution for the normality test

	Kolmogorov-Smirnov ^a Sig.	Kurtosis	Skewness
Factors to choose nursing:			
Social	< .001	-0.457	0.131
Economic	< .001	-0.458	-0.113
Personal	< .001	-0.638	-0.104
Work Etiquette	< .001	-0.328	0.101
Factors to leave:			
Workplace and Environment	.001	0.082	-0.144
Organizational and Management	.007	-0.206	0.128
Professional and Societal	.016	-0.514	-0.184
Personal and Psychosocial	< .001	-0.228	0.089
Intensity of leaving	< .001	-0.599	0.244

a. Lilliefors Significance Correction

4.4 Sociodemographic data

Table 4.2 and Table 4.3 present the sociodemographic characteristics of the respondents. The respondents' ages ranged from 19 to 26 years, with a median age of 22 years (IQR = 2). The majority of the respondents were female, $n = 139$ (85.3%), while $n = 24$ (14.7%) were male. In terms of academic level, most respondents were in their third year of study $n = 47$ (28.8%), followed by second-year $n = 42$ (25.8%), fourth-year $n = 40$ (24.5%), and first-year $n = 34$ (20.9%). A total of $n = 70$ respondents (42.9%) reported having a family member working in the healthcare sector, while $n = 90$ (55.2%) did not, and $n = 3$ (1.8%) were unsure. Among those who responded “yes” ($n = 70$), 38 (54.3%) indicated their family member was a nurse, $n = 15$ (21.4%) in allied health professions (e.g., physiotherapist, pharmacist), $n = 12$ (17.1%) were doctors, and $n = 5$ (7.1%) were support staff (e.g., technician, administrative). Moreover, household income, 63 respondents (38.7%) reported an income above RM 4000, followed by $n = 34$ (20.9%) with RM 1001–RM 1999, $n = 31$ (19.0%) with RM 2000–RM 2999, $n = 19$ (11.7%) with income below RM 1000, and $n = 16$ (9.8%) with RM 3000–RM 3999. In terms of financial dependents supported by parents, $n = 63$ respondents (38.7%) had three or more dependents, $n = 41$ (25.2%) had two, $n = 34$ (20.9%) had one, and $n = 25$ (15.3%) had none.

Table 4.2

Sociodemographic Information: Respondents' age

<i>Descriptives</i>		
	Median (IQR)	Range
Age	22(2)	19-26

Table 4.3*Sociodemographic Information: Respondents' Characteristics*

<i>Demographic Characteristics</i>	<i>Respondents (n=163)</i>	<i>Frequency</i>	<i>Percentage %</i>
Gender	Male	24	14.7
	Female	139	85.3
Year of Study	Year 1	34	20.9
	Year 2	42	25.8
	Year 3	47	28.8
	Year 4	40	24.5
Family members are working as healthcare personnel	Yes	70	42.9
	No	90	55.2
	Not Sure	3	1.8
Parents' designation in the healthcare	Doctor	12	17.1
	Nurse	38	54.3
	Allied health professional (e.g., physiotherapist, pharmacist)	15	21.4
	Support staff (e.g., technician, administrative)	5	7.1
Parent(s)' household income	Below RM 1000	19	11.7
	RM 1001- RM 1999	34	20.9
	RM 2000- RM 2999	31	19.0
	RM 3000- RM 3999	16	9.8
	Above RM 4000	63	38.7
Other family members, besides yourself, are financially supported by your parent(s)	Three or more	63	38.7
	Two	41	25.2
	One	34	20.9
	None	25	15.3

4.5 Factors for choosing nursing education among UNIMAS Undergraduate Nursing Students

Table 4.4 shows the mean scores, and standard deviations calculated to identify the most influential factors in students' decision to pursue nursing education. Among the four domains, the personal factor had the highest mean score, 13.46 (2.38), followed by the social 12.41 (2.52), economic, 11.88 (3.23), and work etiquette, 11.57 (2.47) factors.

Table 4.4

Factors to choose nursing education

	Mean	Std. Deviation
Social	12.41	2.52
Personal	13.46	2.38
Economic	11.88	3.23
Work Etiquette	11.57	2.47

4.6 Intensity of leaving and factors to leave nursing education

Intensity of leaving

Table 4.5 shows that the intensity of intention to leave the nursing program was measured on a 1 to 10 scale, where scores of 1–3 indicate minimal intention to leave, 4–6 indicate a moderate intention, and 7–10 indicate a higher intention to leave. The mean score was 3.98 (SD = 1.82) which indicates that most participants are not strongly considering leaving the nursing program, with many expressing only mild to moderate feelings about doing so.

Table 4.5

Intensity of leaving nursing education

	Mean	SD
Intensity of leaving	3.98	1.82

Factors to leave nursing education

Table 4.6 shows the total mean score for factors to leave nursing education in this study. The Workplace and Environment factors recorded the highest mean score, 15.42 (3.42), followed by the Professional and Societal factors, 14.59 (4.68), Personal and Psychosocial factors, 14.34 (2.39), and Organizational and Management factors, 12.49 (3.77).

Table 4.6

Factors to leave nursing education

	Mean	Std. Deviation
Workplace and Environment	15.42	3.42
Organizational and Management	12.49	3.77
Professional and Societal	14.59	4.68
Personal and Psychosocial	14.34	2.39

4.7 Relationship between demographic characteristics and factors to choose nursing education and intensity to leave.

Gender

Table 4.7 shows the independent sample t-test results of factors influencing the choice of nursing education for males and females revealing that there was a significant difference in social factors for males, 13.09 (3.23), and females, 12.30 (2.37), $t(163) = 1.13, p = 0.042$. However, there was no significant difference in personal, $t(163) = -2.36, p = 0.621$, economic, $t(163) = -2.59, p = 0.928$, and work etiquette factors, $t(163) = -1.23, p = 0.661$, for both male and female students.

Table 4.7

Relationship between gender and factors in choosing nursing education

Factors to choose nursing education	Male		Female		$t(161)$	P
	M	SD	M	SD		
Social	13.09	3.23	12.30	2.37	1.13	0.042
Personal	12.42	2.26	13.64	2.36	-2.36	0.621
Economic	10.33	3.10	12.15	3.18	-2.59	0.928
Work Etiquette	11.00	2.73	11.67	2.42	-1.23	0.661

Year of Study

Table 4.8 shows the results of the one-way ANOVA conducted to examine the differences between year groups (Year 1 to Year 4) and the factors influencing the choice to pursue nursing education. There were no significant differences for all factors which include social, $F(3, 162) = 0.892, p = 0.447$, personal, $F(3, 162) = 1.012, p = 0.389$, economic $F(3, 162) = 0.862, p = 0.462$, and work etiquette factor, $F(3, 162) = 1.177, p = 0.320$ between year 1 to year 4 nursing students.

Table 4.8

Relationship between year of study and factors to choose nursing education

<i>ANOVA</i>		F	df	Sig.
Social	Between Groups	.892	3	.447
	Within Groups		159	
	Total		162	
Personal	Between Groups	1.012	3	.389
	Within Groups		159	
	Total		162	
Economic	Between Groups	.862	3	.462
	Within Groups		159	
	Total		162	
Work Etiquette	Between Groups	1.177	3	.320
	Within Groups		159	
	Total		162	

Family members role in healthcare

Table 4.9 shows the results of the one-way ANOVA, which examined the influence of family members working as healthcare personnel on factors influencing the choice to pursue nursing education. A significant difference was found in the social, $F(3, 162) = 13.055, p < 0.001$, and economic factor, $F(3, 162) = 3.522, p = 0.032$. The post-hoc comparisons using Bonferroni test indicated that students who had family members in healthcare reported significantly higher mean scores for social influence compared to those who did not and those who were unsure with mean differences of $-1.77302 (p = .000)$ and $-3.62857 (p = .029)$, respectively. However, no significant differences were found in the personal, $F(3, 162) = 0.407, p = 0.667$, and work etiquette factors, $F(3, 162) = 1.536, p = 0.218$.

Table 4.9

Relationship between family member's role in healthcare and factors to choose nursing education

<i>ANOVA</i>		F	df	Sig.
Social	Between Groups	13.055	2	< .001
	Within Groups		160	
	Total		162	
Personal	Between Groups	.407	2	.667
	Within Groups		160	
	Total		162	
Economic	Between Groups	3.522	2	.052
	Within Groups		160	
	Total		162	
Work Etiquette	Between Groups	1.536	2	.218
	Within Groups		160	
	Total		162	

Table 4.10*Post-hoc comparisons using Bonferroni for family member's role in healthcare.*

Dependent Variable			Mean Difference	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Social	Yes	No	-1.77302*	.000	-2.6790	-.8670
		Not Sure	-3.62857*	.029	-6.9805	-.2766
	No	Yes	1.77302*	.000	.8670	2.6790
		Not Sure	-1.85556	.541	-5.1922	1.4810
	Not Sure	Yes	3.62857*	.029	.2766	6.9805
		No	1.85556	.541	-1.4810	5.1922

Types of roles in healthcare

Table 4.11 shows the results of the one-way ANOVA conducted to examine the relationship between different types of roles in healthcare and factors influencing the choice to pursue nursing education. The results revealed no significant differences across the groups for any of the factors which include social, $F(3, 162) = 1.536, p = 0.218$, personal, $F(3, 162) = 1.536, p = 0.218$, economic, $F(3, 162) = 1.536, p = 0.218$, and work etiquette, $F(3, 162) = 1.536, p = 0.218$.

Table 4.11

Relationship between different types of roles in healthcare (Doctor, Nurse, Allied health professional (e.g., physiotherapist, pharmacist), Support staff (e.g., technician, administrative) and factors to choose nursing education

<i>ANOVA</i>		F	df	Sig.
Social	Between Groups	.345	3	.793
	Within Groups		66	
	Total		69	
Personal	Between Groups	2.591	3	.060
	Within Groups		66	
	Total		69	
Economic	Between Groups	.625	3	.601
	Within Groups		66	
	Total		69	
Work Etiquette	Between Groups	1.075	3	.366
	Within Groups		66	
	Total		69	

Parents' household income

Table 4.12 shows the results of the one-way ANOVA test conducted to assess the influence of parents' household income on factors influencing the decision to pursue nursing education among UNIMAS undergraduate nursing students. The social, $F(3, 162) = 0.573, p = 0.683$, economic, $F(3, 162) = 2.251, p = 0.066$, and work etiquette, $F(3, 162) = 2.173, p = 0.074$ factors showed no significant differences. However, the personal factor, $F(3, 162) = 3.404, p = 0.011$ was significantly influenced by income. The Bonferroni post-hoc multiple comparison analysis was conducted to examine the influence of parental household income on the importance of personal factors in choosing nursing as a career. Students from the RM1001–RM1999 group reported significantly higher influence from personal factors compared to those from the RM3000–RM3999 group, with a mean difference of -2.44485 ($p = .006$).

Table 4.12

Relationship between parents' household income and factors to choose nursing education

<i>ANOVA</i>		F	df	Sig.
Social	Between Groups	.573	4	.683
	Within Groups		158	
	Total		162	
Personal	Between Groups	3.404	4	.011
	Within Groups		158	
	Total		162	
Economic	Between Groups	2.251	4	.066
	Within Groups		158	
	Total		162	
Work Etiquette	Between Groups	2.173	4	.074
	Within Groups		158	
	Total		162	

Table 4.13

Post-hoc comparisons using Bonferroni for parents' household income.

Dependent Variable			Mean Difference	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Personal	RM 1001- RM 1999	RM 3000- RM 3999	-2.44485*	.006	-4.4373	-.4524
	RM 3000- RM 3999	RM 1001- RM 1999	-2.44485*	.006	.4524	4.4373

Number of family members supported financially by parents

Table 4.14 shows the result one-way ANOVA conducted to examine the influence of the number of other family members financially supported by parents on the factors influencing the decision to pursue nursing education among UNIMAS undergraduate nursing students. The results showed no significant differences across the groups for any of the factors which include social, $F(3, 162) = 1.630, p = 0.184$, personal, $F(3, 162) = 1.837, p = 0.143$, economic, $F(3, 162) = 0.357, p = 0.784$, and work etiquette factors, $F(3, 162) = 1.333, p = 0.266$.

Table 4.14

Relationship between number of family members financially supported by parents and factors to choose nursing education.

<i>ANOVA</i>		F	df	Sig.
Social	Between Groups	1.630	3	.184
	Within Groups		159	
	Total		162	
Personal	Between Groups	1.837	3	.143
	Within Groups		159	
	Total		162	
Economic	Between Groups	.357	3	.784
	Within Groups		159	
	Total		162	
Work Etiquette	Between Groups	1.333	3	.266
	Within Groups		159	
	Total		162	

Intensity of leaving

Table 4.15 shows the relationship between the intensity of leaving and factors to choose nursing education that was investigated using a Pearson Correlation coefficient. There was a very weak positive correlation between intensity of leaving and all factors which include social, $r(162) = .149, p = .057$, personal, $r(162) = .182, p = .076$, economic, $r(162) = .041, p = .607$, and work etiquette factors, $r(162) = .033, p = .672$.

Table 4.15

Relationship between intensity of leaving and factors to choose nursing education

Correlations

		Intensity of leaving	Social	Personal	Economic	Work Etiquette
Intensity of leaving	Pearson Correlation	1	.149	.182	.041	.033
	Sig. (2-tailed)		.057	.076	.607	.672
	N	163	163	163	163	163

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4.8 Relationship between factors to leave nursing education and intensity of leaving

Table 4.16 shows the relationship between intensity of leaving and factors to leave nursing education that was investigated using a Pearson Correlation coefficient. There was a weak positive correlation between the intensity of leaving and all factors which include workplace and environment, $r(162) = .236, p = .002$, organizational and management, $r(162) = .312, p = .000$, professional and societal, $r(162) = .280, p = .000$, and personal and psychosocial factors, $r(162) = .334, p = .000$.

Table 4.16

Relationship between intensity of leaving and factors to leave nursing education.

Correlations

		Intensity of leaving	W/E	O/M	P/S	P/P
Intensity of leaving	Pearson Correlation	1	.236**	.312**	.280**	.334**
	Sig. (2- tailed)		.002	< .001	< .001	< .001
	N	163	163	163	163	163

** . Correlation is significant at the 0.01 level (2-tailed).

*W/E = Workplace and Environment, O/M = Organizational and Management, P/S = Professional and Societal, P/P = Personal and Psychosocial

4.8 Summary

The study involved 163 participants, with the majority of them being female nursing students. Mean scores for all factors and the intensity to leave nursing education were calculated and categorized using SPSS. The distribution of the data was approximately normal, as indicated by acceptable skewness and kurtosis values and confirmed through visual assessments. The majority of respondents were female and between the ages of 19 and 26, with a median age of 22 years. Most participants chose nursing due to personal reasons, while workplace and environmental factors were the primary reasons cited for considering leaving. The overall intensity to leave was low, 3.98 (1.82). One-way ANOVA and independent sample t-tests were used to compare means between demographic data and factors influencing the choice to enter nursing. Furthermore, correlation analyses revealed a weak relationship between the intensity of intent to leave and all categories of contributing factors.

CHAPTER 5: DISCUSSION

5.0 Introduction

Chapter 5 consists of seven sections. The first section, (5.1) discuss on the factors to choose nursing education. Section (5.2) discuss on the intensity of leaving and factors to leave nursing education. Section (5.3) discuss on the relationship between demographic characteristics and factors to choose nursing education and intensity to leave. Section (5.4) discuss on the relationship between intensity of leaving and factors to leave (5.5) Recommendations. Sections (5.6) discuss on limitation as well as (5.7) the conclusion.

5.1 Factors to choose nursing education

This study aimed to identify the factors influencing preferences for nursing education among undergraduate nursing students at UNIMAS. The results indicated that personal factors were the most influential, with a mean score of 13.46 (2.38). This highlights that intrinsic motivations such as personal interest, a passion for helping others, and a desire for self-fulfillment are central to students' decisions to pursue nursing. These personal drivers are consistent with the core values of the nursing profession, which often requires deep emotional commitment and compassion. In contrast, the study by Kandil et al. (2021), conducted in Saudi Arabia with 162 female nursing students, found that the perceived image of nursing was the most influential factor in choosing the profession, with a notably higher mean score of 69.89 (16.49). Participants in that study commonly viewed nursing as a caring, noble, and helpful profession. The difference in findings between the two studies may reflect cultural and gender-related influences. In many Middle Eastern societies, including Saudi Arabia, traditional gender roles and cultural expectations often frame nursing as a naturally feminine and socially respected profession for women (Tlaiss, 2015). Therefore, the professional image of nursing may hold greater significance for female students in such contexts. Conversely, the UNIMAS study included a more gender-diverse sample of 163

students, encompassing both male and female participants. In Malaysia's multicultural context, where nursing is increasingly seen as a viable career for both genders, personal motivations may outweigh societal perceptions or gendered expectations. This broader acceptance may allow students to focus more on their individual aspirations and values rather than societal image alone.

The second category of factors identified as influencing students' preference for nursing education was social factors. In this domain, UNIMAS undergraduate nursing students reported that their decision to pursue nursing was influenced by the fact that most of their friends had applied for medical or nursing programs 3.44 (1.14), as well as by having family members who work as nurses 3.28 (1.25). This result may be attributed to the fact that a significant portion of participants, 70 students (42.9%), reported having a family background in healthcare, which could positively influence their inclination to pursue nursing as a career. These findings align with existing literature that underscores the important role of family and social influences in shaping students' career choices. For instance, Teresa-Morales et al. (2022) and Lindberg et al. (2020) note that relatives, friends, and social class can affect the decision to pursue a nursing degree, both positively and negatively. In support of this, Lundell Rudberg et al. (2022) found that in Sweden, 13% of nursing students aged 30 to 34 have at least one parent who is a registered nurse, further emphasizing the global relevance of familial influence in nursing career decisions.

Moreover, the results indicated that economic considerations ranked as the third most influential factor affecting students' preferences for nursing education. This finding aligns with the socioeconomic background of the respondents, where a significant proportion (38.7%) reported a household income above RM 4000. However, a considerable number of

students came from lower income brackets, including 20.9% earning between RM 1001–RM 1999 and 11.7% earning below RM 1000. The variation in income levels suggests that while some students may have greater financial stability, economic factors still play a critical role in shaping educational decisions particularly for those from lower-income households who may be more sensitive to the cost and perceived return on investment of pursuing nursing education.

This is further supported by a study by McKenna et al. (2023), which found that only a small proportion (2.07%) of Indonesian nursing students cited financial reasons as their primary motivation. Cultural aspects may help explain this trend, as the most influential factors among Indonesian nursing students were related to personal values. Specifically, the desire to make a difference in others' lives either by helping the broader community or supporting their own families was reported by 50% of Indonesia nursing students as the main motivating factor. These findings contrast with a Norwegian study, which reported that nursing students from immigrant backgrounds were more motivated by salary, social status, and work flexibility compared to their non-immigrant peers (Woods-Giscombe et al., 2020). This contrast highlights the cultural variability in motivational factors and suggests the need for further research into how cultural values shape career decisions in nursing. Apart from that, work etiquette was the least influential factor in choosing nursing education among UNIMAS undergraduate students. While professionalism, including discipline and punctuality, is vital in nursing, it appears to play a minor role in students' initial career choices. Students likely begin to appreciate the importance of professional conduct more fully once they enter clinical practice, rather than during the early decision-making phase. In summary, the objective of the study to determine the factors to choose nursing education has been answered.

5.2 Intensity of leaving and factors to leave

The current study found that most UNIMAS nursing students had minimal to moderate intentions of leaving the program, with a mean score of 3.98 (1.82). Similarly, findings by Lay Lay Myint et al. (2023) showed a positive trend, with 68.5% of nursing students demonstrating a strong intent to stay in their programs. In contrast, a study by Kandil et al. (2021) reported a significantly higher intention to leave among female nursing students in Saudi Arabia, with 55.6% expressing a desire to leave the program, primarily due to a lack of passion for nursing (70%). These contrasting results highlight how cultural and motivational factors can significantly influence students' commitment to nursing education across different contexts. High motivation and passion among UNIMAS undergraduate nursing students to choose nursing primarily due to personal reasons compared to other study explained why the attrition rate is higher.

The factors influencing the intention to leave nursing education among UNIMAS undergraduate students were assessed across several domains, with the highest mean score reported for workplace and environment factors. Within this domain, academic-related challenges such as high academic overload 3.49 (0.91) and lack of flexibility in academic schedules 3.41 (1.00) emerged as key reasons students considered leaving. These quantitative findings align with qualitative data from another study, which revealed that 2nd- and 4th-semester nursing students experienced higher levels of academic burnout, particularly in the exhaustion dimension. This burnout was attributed to the demanding workload compared to other semesters, as nursing students are required to complete 130 educational units across theoretical classes and training programs (Ghods et al., 2022).

Moreover, the current study shows that professional and societal influences, ranked as the second most influential factor contributing to UNIMAS undergraduate nursing students' intention to leave the nursing program. A key challenge within this domain is the difficulty students face in developing a strong professional identity as nursing students, as indicated by a mean score of 3.04 (1.04). This suggests that many students may struggle to fully embrace the nursing role or feel uncertain about how they are perceived by society and the healthcare community. This finding is supported by previous studies, which have reported that nursing students often face uncertainties and struggle with professional responsibilities. These challenges may include managing academic and clinical workloads, coping with emotional and physical stress, and acquiring essential leadership and communication skills, all of which are critical in shaping their professional identity (Aryuwat et al., 2024; Flaubert, 2021). Such difficulties can lead to decreased motivation, a weakened sense of belonging within the profession, and ultimately, doubts about continuing in the nursing field.

Next, the third factor identified was personal and psychosocial factors. Within this domain, students reported experiencing notable stress related to nursing coursework and clinical practice, reflected by a high mean score of 3.36 (0.80). These findings align with previous research by José Luis Gómez-Urquiza et al. (2023), which highlighted that academic burnout is primarily caused by excessive workload which forces students to juggle multiple responsibilities throughout their training. The persistent pressure to perform contributes to elevated levels of stress, guilt, and emotional exhaustion among nursing students.

Apart from that, the results revealed that Organizational and management factors were rated the lowest. This suggests that, compared to other domains, issues related to institutional policies, administrative support, or leadership practices may not be perceived as immediate

or critical reasons for students' intention to leave the nursing program. One possible explanation is that undergraduate students, especially those in earlier semesters, may have limited direct interaction with higher-level organizational or administrative structures, and thus may be less aware of or affected by these factors. Their concerns may be more focused on academic challenges, personal stress, or societal perceptions, which have a more immediate and visible impact on their daily experiences. Thus, these results indicate that UNIMAS undergraduate nursing students have a strong motivation to remain in the program, despite facing academic stress and heavy workloads. Therefore, the objective of identifying the intensity and factors influencing the intention to leave nursing education has been successfully addressed.

5.3 Relationship between demographic characteristics and factors to choose nursing education and intensity to leave

Gender

The current study's results indicate significant gender-based differences in social factors, while no significant differences were found in personal, economic, and work etiquette factors. Males reported slightly higher scores in social factors compared to females with a statistically significant difference. The slightly higher mean score reported by males in social factors compared to females, despite being a modest difference, suggests that male students may be more influenced by social encouragement or approval when deciding to pursue nursing. This could be because nursing is traditionally perceived as a female-dominated profession, and for men, positive reinforcement from peers and family may play a more crucial role in validating their choice (Masibo et al., 2024). As such, men may place greater weight on social acceptance and support to overcome societal stereotypes or gender expectations associated with nursing. Similarly, previous studies have shown that approval and support from family and friends positively affect men's decisions to enter nursing, with many participants acknowledging the influence of high school counsellors, friends, and parents (Juliff et al., 2016). In conclusion, social influences appear to play a more prominent role in shaping male students' decisions to pursue nursing. These findings highlight the importance of supportive social environments in encouraging non-traditional career choices, particularly for men entering a female-dominated profession.

Year of study

The results of the current study indicate that there were no significant differences across year groups (Year 1 to Year 4) in the factors influencing the decision to pursue nursing education. These factors include social, personal, economic, and work etiquette considerations, and all *p*-values exceeded the significance level of 0.05. This suggests that these factors remain consistent throughout the students' years of study. This finding contrasts with previous research, which reported differences in motivations between first year and fourth-year nursing students. For example, Macdiarmid et al. (2021) found that first-year students often chose nursing due to a desire to feel good by helping others. By the fourth year, however, while the desire to help others remained, it was more closely associated with helping in a professional capacity. Such a shift in motivation may be attributed to the students' academic progression and experiences during clinical placements (Liaw et al. 2016; Raymond et al. 2018; Hoeve et al. 2017).

Any family members in healthcare

A significant difference was found in the social, and economic factors, indicating that family involvement in healthcare significantly influences social and economic considerations when choosing nursing education. This finding is consistent with a previous study, which reported that being advised by a family member or having an acquaintance working in healthcare is associated with selecting nursing as a first-choice course ($p = .011$). This supports the idea that having family members in health professions can influence students in two distinct ways. Some students feel it is natural to follow in their parents' footsteps, while others initially choose a different path but later reconsider and change their decision (Marzia Lommi et al., 2024). Moreover, those who had family members working as healthcare staff often cited the

high salary and job security as benefits of becoming a nurse, which influenced their decision to choose nursing for economic reasons (Fedele, 2017).

Roles in healthcare

The results revealed no significant differences across the groups for any of the factors. Thus, it can be concluded that the type of healthcare role does not significantly influence the factors considered when choosing to pursue nursing education. This suggests that students' motivations for entering the nursing profession remain generally consistent, regardless of whether they have personal or familial connections to healthcare. This finding is further supported by the study conducted by Marzia Lommi et al. (2024), which found that although 68% of the students had a family background in nursing, this did not significantly affect their decision to choose the profession, as indicated by a p -value of 0.06. This reinforces the idea that having a healthcare-related background may not be a determining factor in nursing career decisions.

Parents household income

The results revealed that personal factors in choosing nursing education were significantly influenced by household income, whereas social, economic, and work etiquette factors, showed no significant differences. Bonferroni's post-hoc analysis indicated that students from the RM1001–RM1999 group reported significantly higher influence from personal factors compared to those from the RM3000–RM3999 group, with a mean difference of -2.44485 ($p = .006$). These findings suggest that lower-income families may provide students with greater autonomy and intrinsic motivation in their career choices, emphasizing personal interests and values over external influences.

Number of family members supported financially by parents

The results showed no significant differences across the groups for any of the factors. This indicates that the number of family members financially supported by the parents does not significantly influence these factors in the decision to pursue nursing education. These findings are consistent with a previous study conducted in Saudi Arabia, which reported no significant relationship between the number of financially supported family members and the overall factors influencing nursing education choices. These factors included ability, optimism, the image of nursing, parents' image of nursing, peers' image of nursing, and nursing preference, all of which had *p*-values greater than 0.05. This suggests that the financial responsibility parents carry in supporting multiple family members does not substantially shape a student's motivation or influence factors toward choosing nursing as a career. One possible interpretation is that the decision to enter nursing education may be more deeply rooted in personal interest, intrinsic motivation, or cultural values rather than immediate financial pressures or familial economic structure.

Intensity of leaving

The result of the current study shows that there was a very weak positive correlation between the intensity of leaving and all factors in choosing nursing education. This is also supported by a previous study that explained that intent to leave was significantly associated with the overall factors influencing students' preferences for nursing education using an independent sample t-test. The factors include ability, $t(162) = 6.09, p < 0.001$, optimism, $t(162) = 7.36, p < 0.001$, the image of nursing, $t(162) = 4.12, p < 0.001$, parents' image of nursing, $t(162) = 4.11, p < 0.001$, peers' image of nursing, $t(162) = 4.51, p < 0.001$, and nursing preference, $t(162) = 9.32, p < 0.001$. While the findings of both the present study in Malaysia and the previous study in Saudi Arabia show consistent patterns regarding the factors influencing students' preferences for nursing education, it is important to consider the demographic and cultural differences that may shape these outcomes. Sociocultural values, educational systems, and public perceptions of the nursing profession vary significantly between regions, potentially influencing how students interpret and respond to social, personal, and professional pressures.

In Malaysia, nursing may be perceived through a different cultural lens compared to the Arab context. For instance, in some Arab societies, cultural or gender norms may have a stronger influence on career choices, particularly in professions like nursing, which is sometimes undervalued or associated with specific gender roles (Tlaiss, 2015). Therefore, while organizational, professional, and personal factors showed weak but significant associations with the intention to leave, the low overall intent among UNIMAS nursing students suggests that early perceptions, rather than workplace conditions, play a more prominent role at this stage of their careers.

5.4 Relationship between intensity of leaving and factors to leave.

The results showed that there was a weak positive correlation between the intensity of leaving and all factors to leave which include workplace and environment, organizational and management, professional and societal, and personal and psychosocial factors. These results suggest that while these factors are significantly associated with students' intent to leave, the strength of the relationships is weak. This aligns with the overall low mean score for intention to leave among UNIMAS undergraduate nursing students ($M = 3.89$, $SD = 1.82$), indicating a generally low tendency to discontinue their nursing education. Significant correlations imply that all factors may influence students' perceptions and intentions, despite their limited exposure to the realities of professional nursing practice. These students have yet to experience the demands of working as licensed registered nurses or managing clinical responsibilities, which may explain the weak correlations observed. Students often begin their nursing education with idealistic views, driven by a desire to help others, but only gain a realistic understanding of the profession through clinical experience (ten Hoeve et al., 2017). Early in their training, they may not fully grasp workplace challenges such as administrative demands or emotional stressors, which can influence their intent to leave (Lindberg et al., 2020). This limited exposure may explain the weak associations between such factors and students' intention to leave, as their views are still shaped more by academic ideals than practical experience (Lundell Rudberg et al., 2022).

5.5 Recommendations

Based on the findings of this study, which revealed a generally low intention to leave among UNIMAS undergraduate nursing students, it is recommended that proactive steps be taken to maintain and strengthen this positive outlook. Understanding the key motivations, beliefs, and influences that led these students to choose nursing is essential in reinforcing their commitment throughout their academic journey. Universities should implement support programs that promote a strong sense of professional identity, belonging, and confidence in career prospects. To sustain this low turnover intention, institutions can introduce mentorship programs that connect students with experienced nurses or senior peers to offer academic and emotional support. Academic workshops focusing on study techniques, time management, and clinical preparation can enhance students' confidence and reduce academic-related stress. Mental health and wellbeing services, including stress management and counselling, are also vital in supporting students' emotional resilience.

In addition, career development seminars should be offered to expose students to the wide range of opportunities within nursing such as roles in leadership, education, and research, helping them see a clear and rewarding future in the profession. Creating peer support groups and engaging alumni in career talks can foster a sense of connection and long-term commitment. Guidance on scholarships and financial planning can also reduce financial stress, further minimizing the risk of early dropout. While these recommendations are tailored to the context of UNIMAS, they may also benefit other institutions with similar nursing student populations. Maintaining a supportive, engaging, and motivating academic environment is key to preserving the low intent to leave and preparing students for a stable transition into the workforce.

5.6 Limitation

There are several limitations identified in this study. The first limitation is its geographic focus on undergraduate nursing students at University Malaysia Sarawak (UNIMAS), which may limit the generalizability of the findings to other institutions, regions, or countries with different educational systems and cultural contexts. The sample size and demographic diversity may also limit the breadth of the findings, as it may not fully represent all nursing students at UNIMAS, particularly those from underrepresented groups.

Additionally, the use of self-reported data introduces the possibility of bias, as participants may provide socially desirable responses or misrepresent their true motivations and intentions. The study's cross-sectional design captures data at a single point in time, which does not account for potential changes in students' preferences or intentions as they progress through their studies.

Moreover, by focusing only on undergraduate students, the study excludes insights from diploma or postgraduate students, who may have different motivations and experiences that could impact their preferences and retention in nursing education.

5.7 Conclusion

This study has identified key factors that influence both the decision to pursue nursing education and the intention to leave it among undergraduate students. Personal motivation was the most common reason for choosing nursing, while workplace and environmental challenges were the main reasons associated with the desire to leave. Although the overall intensity to leave was low, weak yet significant associations were found between the intention to leave and all categories of contributing factors. These findings highlight the need for targeted strategies that not only support students' initial motivation to enter the profession but also address the challenges they face throughout their education. Educational institutions should focus on strengthening personal support, improving learning environments, and enhancing organizational management to promote retention and long-term commitment in the nursing field.

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APPENDICES

APPENDIX A: ETHICAL APPROVAL APPLICATION LETTER

Pejabat Akademik
Fakulti Perubatan dan Sains Kesihatan
Academic Office
Faculty of Medicine & Health Sciences
☎: 581000 samb 7768
📠: 665152

UNIVERSITI MALAYSIA
SARAWAK
94300 Kota Samarahan

MEMORANDUM

Reference : UNIMAS/NC-21.05/03-03 Jld. 8(108)

To : Mohammad Fadzwan Bin Alamansa (80105)
Bachelor of Nursing with Honours
Faculty of Medicine and Health Sciences

From : Dean
Faculty of Medicine and Health Sciences

Date : 05 March 2025

Subject : **Final Year Project - Research Approval: Factors Affecting Preference for Nursing Education and Intent to Leave Among UNIMAS Undergraduate Nursing Students**

The above matter is referred.

The Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak (UNIMAS) has granted the **RESEARCH APPROVAL** for this Final Year Project research based on the appraisal by the Department of Nursing, Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak (UNIMAS) on 24 February 2025. The Final Year Project research details stated below:

Student Name : **Mohammad Fadzwan Bin Alamansa**

Student ID : **80105**

Programme : **Bachelor of Nursing with Honours**

Research Title : *Factors Affecting Preference for Nursing Education and Intent to Leave Among UNIMAS Undergraduate Nursing Students*

Supervisor Name : **Dr Ong Mei Fong**

Supervisor H/P : **+60 16-937 7562**

All records and data are to be kept strictly **CONFIDENTIAL** and can only be used for the purpose of this study. All precautions are to be taken to maintain data confidentiality. Permission from the all relevant heads of departments/units where the study will be carried out must be obtained prior to the study.

Please note that the approval is valid from **February 2025** to **November 2025** only. The reference number for this letter must be stated in all correspondence related to this study to facilitate the process.

Thank you with regards and well wishes.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Asri bin Said', written in a cursive style.

Professor Dr. Asri bin Said
Dean

c.c : Deputy Dean of Undergraduate
: Head of Nursing Department
: Bachelor of Nursing with Honours
: MDJ4653 Final Year Project 1 Course Coordinator

APPENDIX B: PARTICIPANT INFORMATION SHEET



PARTICIPANT INFORMATION SHEET/ *MAKLUMAT KAJIAN PESERTA*

- 1. Title of the study/ *Tajuk kajian*** : Factors affecting preferences for nursing education and intent to leave among UNIMAS undergraduate nursing students.
- 2. Main Researcher/ *Penyelidik utama*** : **Mohammad Fadzwan Bin Alamansa**
- 3. Supervisor/ *Penyelia*** : a) Course coordinator: **Shalin Lee Wan Fei**
b) Main research supervisor: **Dr Ong Mei Fong**
- 4. Institution/ *Institut*** : **Department of Nursing**
Faculty of Medicine & Health Sciences
Universiti Malaysia Sarawak
- 5. Name of sponsor/ *Nama Penaja*** : **No external funding/ *Tiada penaja luar***

PARTICIPANT INFORMATION SHEET AND INFORMED CONSENT FORM

(for adult subjects)

6. Introduction:

It is important that you understand why the research is being done and what it will involve. Please take your time to read through and consider this information carefully before you decide if you are willing to participate. Ask the study staff if anything is unclear or if you would like more information. After you are properly satisfied that you understand this study, and that you wish to participate, you must sign this informed consent form.

Your participation in this study is voluntary. You do not have to be in this study if you do not want to. You may also refuse to answer any questions you do not want to answer. If you volunteer to be in this study, you may withdraw from it at any time. If you withdraw, any data collected from you up to your withdrawal will still be used for the study. Your refusal to participate or withdrawal will not affect any medical or health benefits to which you are otherwise entitled.

This study has been approved by the Medical Research and Ethics Committee, Ministry of Health Malaysia.

7. What is the purpose of the study?

The aim of this study is to understand why nursing students at UNIMAS choose to pursue nursing education and their intent to leave the program. This study will also explore how their backgrounds and experiences relate to these decisions. The findings of this study will provide valuable insights for improving nursing education and support systems, ensuring student success and retention in their studies.

This research is crucial for enhancing the understanding of the motivations and challenges faced by nursing students. The study will be conducted over six months, from 25/01/2025 to 30/06/2025, with an expected total of 163 participants.

8. Who can participate in this study?

In this study exploring factors influencing nursing students' preferences for nursing education and their intent to leave, the inclusion and exclusion criteria have been carefully established to define eligible participants. Inclusion criteria comprise first- to fourth-year undergraduate nursing students from Universiti Malaysia Sarawak (UNIMAS) who are willing to participate in the study after understanding its objectives and providing informed consent. These students must be currently enrolled in the nursing program at UNIMAS.

Conversely, exclusion criteria are outlined to eliminate participants whose circumstances might confound the study's objectives. This includes students from other courses, faculties, and universities, as well as postgraduate students, as the study specifically focuses on undergraduate nursing students. Additionally, students who were recruited for the pilot project but opt not to participate in the main study are excluded. These criteria ensure a focused and representative participant pool, enhancing the validity and relevance of the research findings to the intended population.

9. What are my responsibilities when taking part in this study?

It is important that you answer all of the questions asked by the study staff honestly and completely, which will take about 15-20 minutes of your time. You will be given an online survey form to complete, which contains three sections. These sections will generally ask about your demographic information, the factors that influence your preference for nursing education, and your intentions regarding leaving the nursing program.

10. What are the potential risks and side effects of being in this study?

Participation to this study will not affect your treatment, and the risk is minimal. You are free to decline to answer any of the questions that you feel uncomfortable with.

11. What are the benefits of being in this study?

There may or may not be any benefits to you. Information obtained from this study will help improve the understanding of factors influencing nursing students' preferences for nursing education and their decisions to stay in or leave the program. The findings will guide strategies to enhance student recruitment, retention, and support services, leading to higher success rates in nursing education. Additionally, the results will assist academic institutions like UNIMAS in improving retention strategies, curriculum adjustments, and mental health support, ultimately benefiting the future nursing workforce and addressing the growing demand for registered nurses in Malaysia.

12. Who is funding the research?

This study does not receive any external funding, is fully sponsored by the main study researcher. You will not be paid for participating in this study. There are also no plans to develop commercial products through this study.

13. Will my medical information be kept private?

All your information obtained in this study will be kept and handled in a confidential manner, in accordance with applicable laws and/or regulations. When publishing or presenting the study results, your identity will not be revealed without your expressed consent. Individuals involved in this study, qualified monitors and auditors, and governmental or regulatory authorities may inspect the study data, where appropriate and necessary.

14. Who should I call if I have questions?

If you have any questions about the study or if you think you have a study related injury and you want information about this study, please contact the study doctor, Mohammad Fadzwan Bin Alamansa at telephone number 019-782 5782.

If you have any questions about your rights as a participant in this study, please contact: The Secretary, Medical Research & Ethics Committee, Ministry of Health Malaysia, at telephone number 03-3362 8407/8205/8888.

APPENDIX C: INFORMED CONSENT FORM

Title of Study: *Factor affecting preferences for nursing education and intent to leave among UNIMAS undergraduate nursing students.*

By signing below I confirm the following:

- I have been given oral and written information for the above study and have read and understood the information given.
- I have had sufficient time to consider participation in the study and have had the opportunity to ask questions and all my questions have been answered satisfactorily.
- I understand that my participation is voluntary and I can at anytime free withdraw from the study without giving a reason and this will in no way affect my future treatment. I am not taking part in any other research study at this time. I understand the risks and benefits, and I freely give my informed consent to participate under the conditions stated. I understand that I must follow the study doctor's (investigator's) instructions related to my participation in the study.
- I understand that study staff, qualified monitors and auditors, the sponsor or its affiliates, and governmental or regulatory authorities, have direct access to my medical record in order to make sure that the study is conducted correctly and the data are recorded correctly. All personal details will be treated as STRICTLY CONFIDENTIAL
- I will receive a copy of this subject information/informed consent form signed and dated to bring home.
- I agree/disagree* for my family doctor to be informed of my participation in this study.
(*delete which is not applicable)

Subject:

Signature:

I/C number:

Name:

Date:

Investigator conducting informed consent:

Signature:

I/C number:

Name:

Date:

Impartial witness:

Signature:

I/C number:

Name:

Date:

APPENDIX D: QUESTIONNAIRE

SECTION A: Socio-demographic data

Please complete the following information. Kindly tick (/) or fill in your answer in provided

Area

1. Matric number : _____

2. Age : _____

3. Gender :

male

female

4. Year of study :

year 1

year 2

year 3

year 4

5. Does anyone in your family members are working as a healthcare personnel?

Yes

No

Not sure

6. If yes, what is their designation?

Doctor

Nurse

Allied health professional (e.g., physiotherapist, pharmacist)

Support staff (e.g., technician, administrative)

Other (please specify) : _____

7. What is your parent(s)' household income?

Below RM 1,000

RM 1,001 - RM 1,999

RM 2,000 - RM 2,999

RM 3,000 - RM 3,999

RM 4,000 and above

8. How many other family members, besides yourself, are financially supported by your parent(s)?

Three or more

Two

One

None

SECTION B: Factors affecting preference for nursing education

Section B consists of 21 questions. Please answer all the questions below

(I) Social Factors

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	You have a family member who works in the profession, this influenced your decision.	1	2	3	4	5
2	Most of your friends have applied for medical/ nursing studies.	1	2	3	4	5
3	Specialization in the nursing field is suitable for both men and women.	1	2	3	4	5
4	The nursing profession is classified as among the most reliable professions by the population.	1	2	3	4	5
5	The nursing profession is classified among the most respected professions by the population.	1	2	3	4	5

(II) Personal factors

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The nursing profession has been your dream since childhood.	1	2	3	4	5
2	You like challenges and working in varied environments.	1	2	3	4	5
3	Your personal experience at the hospital, whether as a patient, visitor or during an operation, has left its mark on you and reinforced your desire to help others.	1	2	3	4	5
4	Since you were not accepted into medicine, you have considered nursing as your last resort.	1	2	3	4	5
5	You are inspired by the role of nurses in improving the patients' quality of life.	1	2	3	4	5

(III) Economic factors

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The nurses' salaries are relatively competitive compared to other fields.	1	2	3	4	5
2	This profession offers stability in the future with little risk of finding yourself unemployed.	1	2	3	4	5
3	Most of the employments' opportunities are offered after graduation.	1	2	3	4	5
4	The nursing degree provides opportunities for nurses to work abroad.	1	2	3	4	5
5	Nursing offers potential supplemental income through overtime shift.	1	2	3	4	5
6	Nursing provides potential additional roles/job advancement.	1	2	3	4	5

(IV) Work Etiquette factors

No	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Schedule flexibility is a factor that interests you.	1	2	3	4	5
2	Freedom to choose your specialty is an attractive aspect of the nursing profession.	1	2	3	4	5
3	You are determined to achieve a respected and fulfilling position in your professional career.	1	2	3	4	5
4	Nurses possess the flexibility and opportunity to transition between jobs with ease.	1	2	3	4	5
5	The opportunity to make a meaningful difference in patient's lives is a motivating factor in your nursing career.	1	2	3	4	5

SECTION C: Factors for intent to leave

Section C consists of 20 questions. Please answer all the questions below

1. On a scale of 1 to 10, how strong is your intention to leave the nursing program?

1 2 3 4 5 6 7 8 9 10

(Circle the number that best represents your current intention)

Descriptions:

- 1-3: I have very minimal intention of leaving
- 4-6: I have moderate intention of leaving
- 7-10: I have a greater intention of leaving

(I) Workplace Environment Factors

No	Items	Never	Rarely	Sometimes	Often	Always
1	Lack of welfare facilities provided for nursing students.	1	2	3	4	5
2	High academic workload.	1	2	3	4	5
3	Work shift or night shift during clinical practice.	1	2	3	4	5
4	Lack of flexibility in academic schedules	1	2	3	4	5
5	Limited access to necessary learning resources in clinical settings.	1	2	3	4	5

(II) Organizational and Management Factors

No	Items	Never	Rarely	Sometimes	Often	Always
1	Lack of appropriate support from faculty or management.	1	2	3	4	5
2	Inequality or discrimination among students during clinical placements.	1	2	3	4	5
3	Insufficient financial aid or scholarships.	1	2	3	4	5
4	Lack of involvement in decision-making processes in student affairs.	1	2	3	4	5

5	Inadequate mentorship or guidance during clinical practice.	1	2	3	4	5
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(III) Professional and Societal Factors

No	Items	Never	Rarely	Sometimes	Often	Always
1	Low perception of nursing compared to other healthcare professions.	1	2	3	4	5
2	Negative societal attitudes towards nursing students.	1	2	3	4	5
3	Feeling undervalued within the healthcare team during clinical placements.	1	2	3	4	5
4	Challenges in establishing a professional identity as a nursing student.	1	2	3	4	5
5	Limited opportunities to participate in professional development activities.	1	2	3	4	5

(IV) Personal and Psychosocial Factors

No	Items	Never	Rarely	Sometimes	Often	Always
1	Stress due to nursing coursework or clinical practice.	1	2	3	4	5
2	High personal pressures outside of nursing studies.	1	2	3	4	5
3	Concerns about safety and risk during clinical placements.	1	2	3	4	5
4	Experiences of bullying or harassment during studies or placements.	1	2	3	4	5
5	Difficulty maintaining a healthy work-life balance during nursing studies.	1	2	3	4	5

APPENDIX E: PERMISSION TO USE QUESTIONNAIRE

Permission for the questionnaire from Section B

Mohammad Fadzwan <alamansafadzwan@gmail.com>
kepada edujournal ▾

2:08 PTG (56 minit lalu) ☆ 😊 ↶ ⋮

Dear Prof Kourosh Amini

I am Mohammad Fadzwan Bin Alamansa, a final year nursing student from a local university in Malaysia which goes by the name of University Malaysia Sarawak (UNIMAS). I am currently in the process of completing my final year research regarding "Factors affecting UNIMAS undergraduate nursing students' preferences for nursing education and their intent to leave"

The objectives of this research are:

1. To examine the factors that influence UNIMAS undergraduate nursing students' preferences for nursing education.
2. To determine the UNIMAS undergraduate nursing students' intentions to leave nursing program
3. Is there any relationship between factors that influence UNIMAS undergraduate nursing students' preferences for nursing education and their intent to leave the program?

I am writing this to request your permission to use and adapt the questionnaire from your article "Nurses' Intention to Leave the Profession and Its Related Factors: A Cross-sectional Study". Your permission will help me tremendously in completing my final year research and it would be an honour to have your remarkable questionnaire as the primary reference of my research paper. Moreover, it would be an utmost pleasure if you are able to share with me a complete set of your questionnaire along with the answers for my own reference.

I greatly appreciate your consideration and assistance with this request. Your support will mean so much to me in finalizing my final year research . Please let me know your decision at your earliest convenience.

Thank you for taking the time to read my email.

kind regards,
MOHAMMAD FADZWAN BIN ALAMANSA,
Final Year Nursing Student,
University Malaysia Sarawak,
Malaysia



Mohammad Fadzwan

Isn, 18 Nov 2024, 6:41 PTG ☆

Dear Driss Ait Ali, I am Mohammad Fadzwan Bin Alamansa, a final year nursing student from a local university in Malaysia w...



DRISS AIT ALI <driss.aitali@usmba.ac.ma>

Isn, 18 Nov 2024, 8:14 PTG ☆ 😊 ↶ ⋮

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Thank you for your interest in the article.

We approve the use of the questionnaire and attach the tool as an attachment.



2 Lampiran • Diimbis oleh Gmail ⓘ



Permission for the questionnaire from Section C



Mohammad Fadzwan <alamansafadzwan@gmail.com>
kepada edujournal ▾

Isn, 6 Jan, 2:08 PTG



Dear Prof Kourosh Amini

I am Mohammad Fadzwan Bin Alamansa, a final year nursing student from a local university in Malaysia which goes by the name of University Malaysia Sarawak (UNIMAS). I am currently in the process of completing my final year research regarding "Factors affecting UNIMAS undergraduate nursing students' preferences for nursing education and their intent to leave"

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I am writing this to request your permission to use and adapt the questionnaire from your article "Nurses' Intention to Leave the Profession and Its Related Factors: A Cross-sectional Study". Your permission will help me tremendously in completing my final year research and it would be an honour to have your remarkable questionnaire as the primary reference of my research paper. Moreover, it would be an utmost pleasure if you are able to share with me a complete set of your questionnaire along with the answers for my own reference.

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Thank you for taking the time to read my email.

Kind regards,
MOHAMMAD FADZWAN BIN ALAMANSA,
Final Year Nursing Student,
University Malaysia Sarawak,
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Kind regards,

Professor Kourosh Amini

APPENDIX F: GANTT CHART

ACTIVITY	MONTHS									
	2024				2025					
	SEP	OCT	NOV	DEC	JAN	FEB	MAC	APR	MAY	JUNE
Determination of research title										
Literature review										
Meeting with supervisor										
Submission of proposal defense slides										
Ethical approval										
Submission of the first draft										
FYP 1: Submission of research proposal										
Data collection										
Data analysis										
Writing up report										
Submit final draft										
FYP 2: Submission of final report										

APPENDIX G: PROPOSED BUDGET

Items	Amount
Printing for proposal defense presentation	RM 14
SPSS Software	RM 5
Poster printing	RM 39
Printing and binding FYP	RM 50
Total	RM 108

APPENDIX H: TURNITIN REPORT

FYP II_80105_ Mohammad Fadzwan

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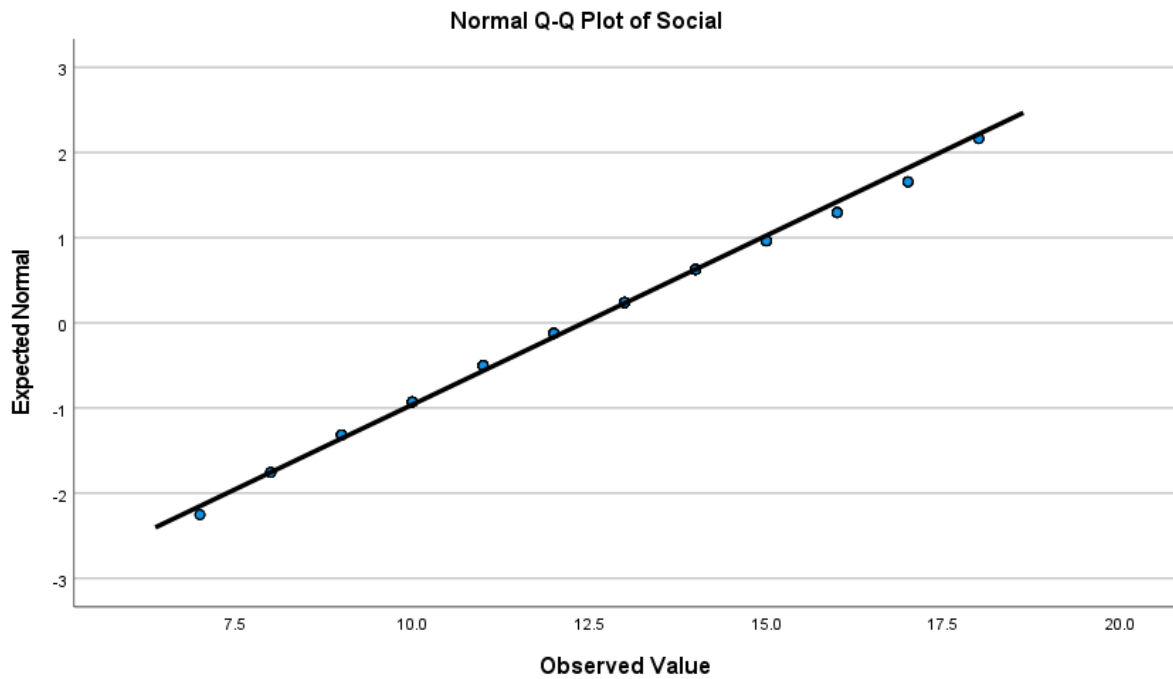
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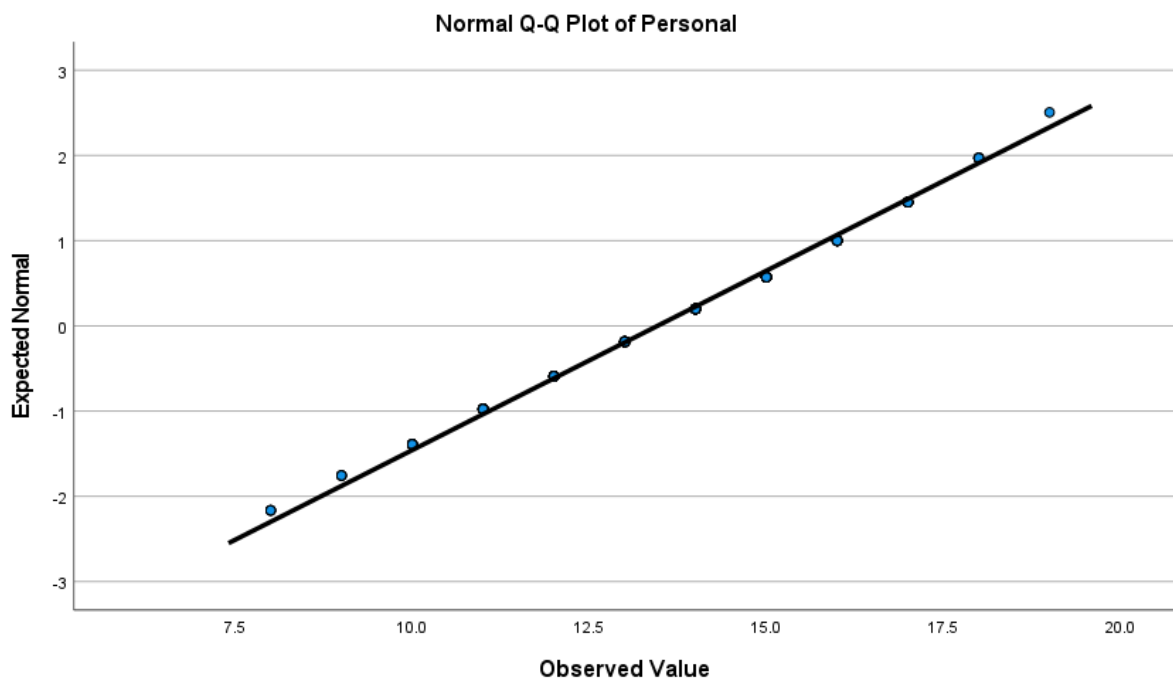
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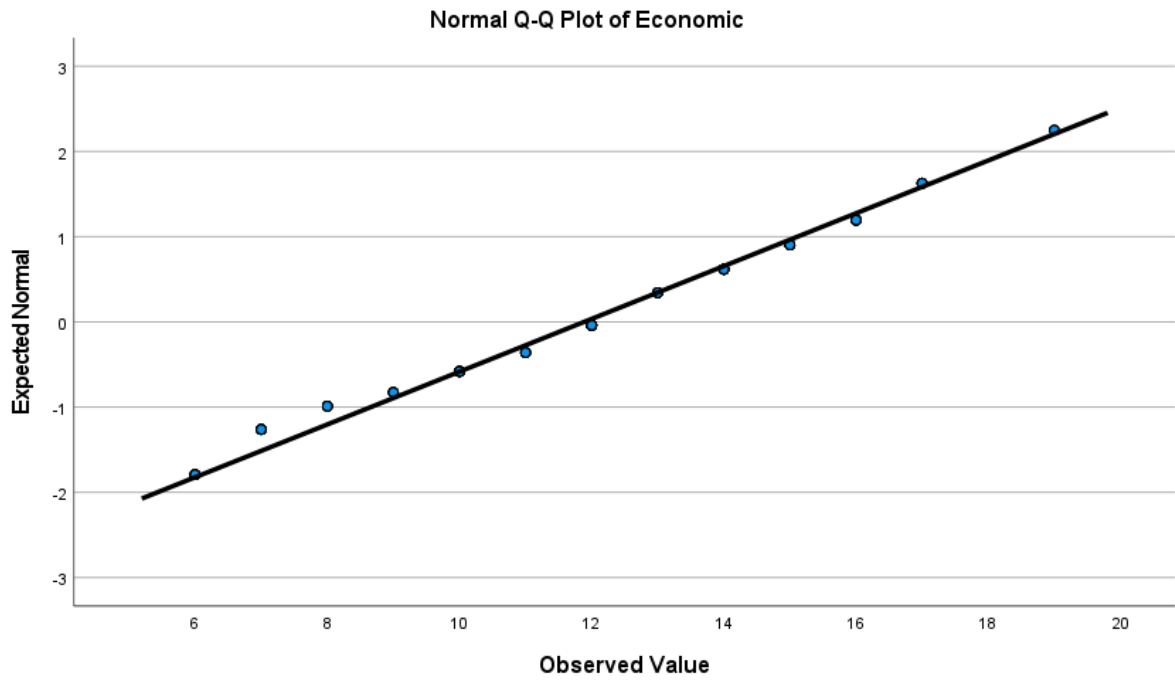
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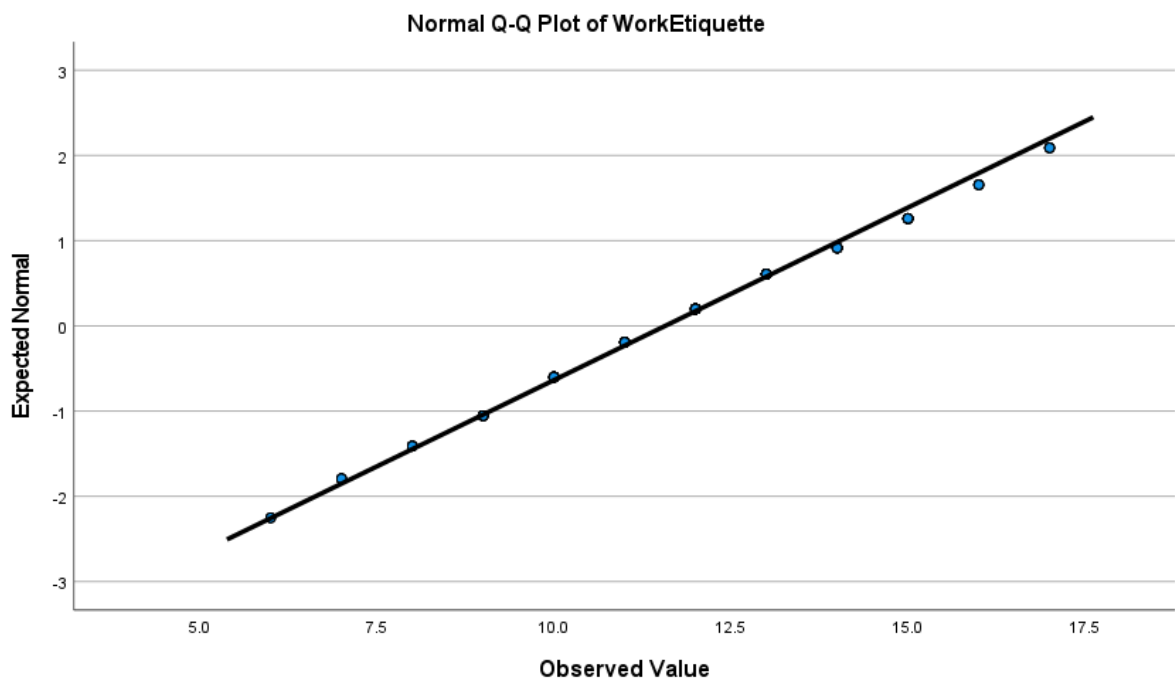
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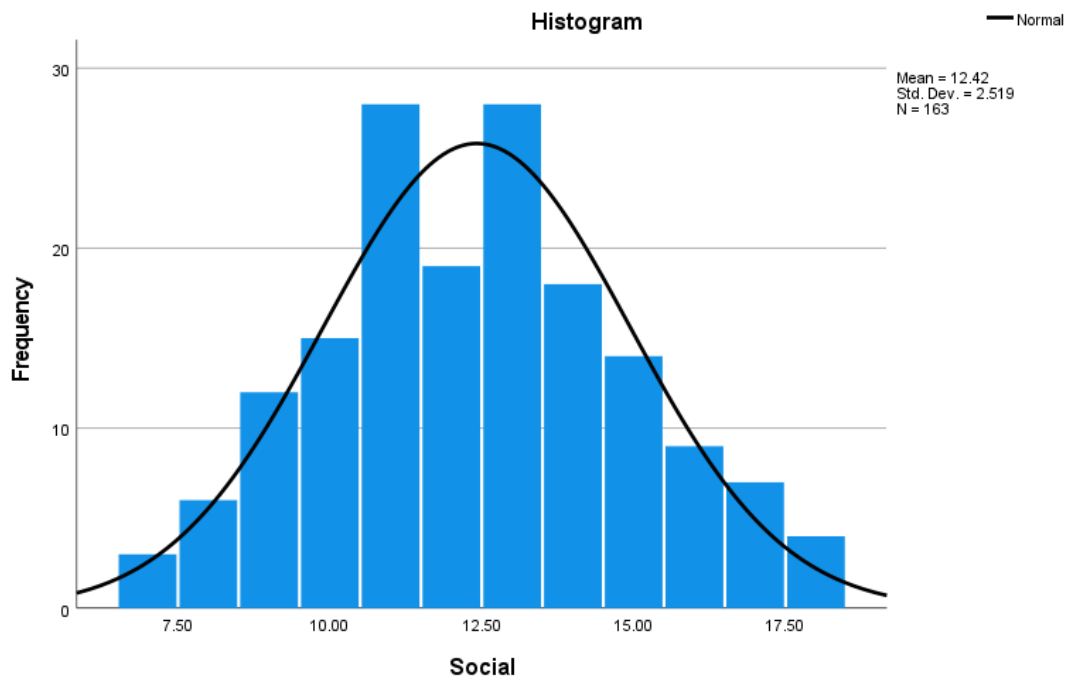
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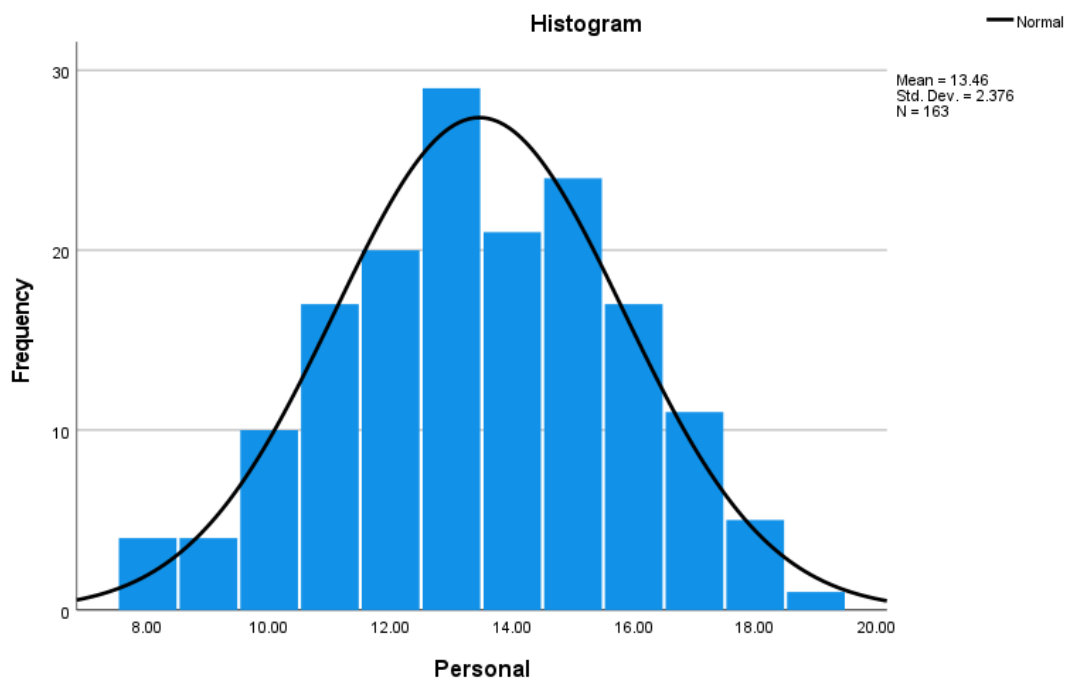
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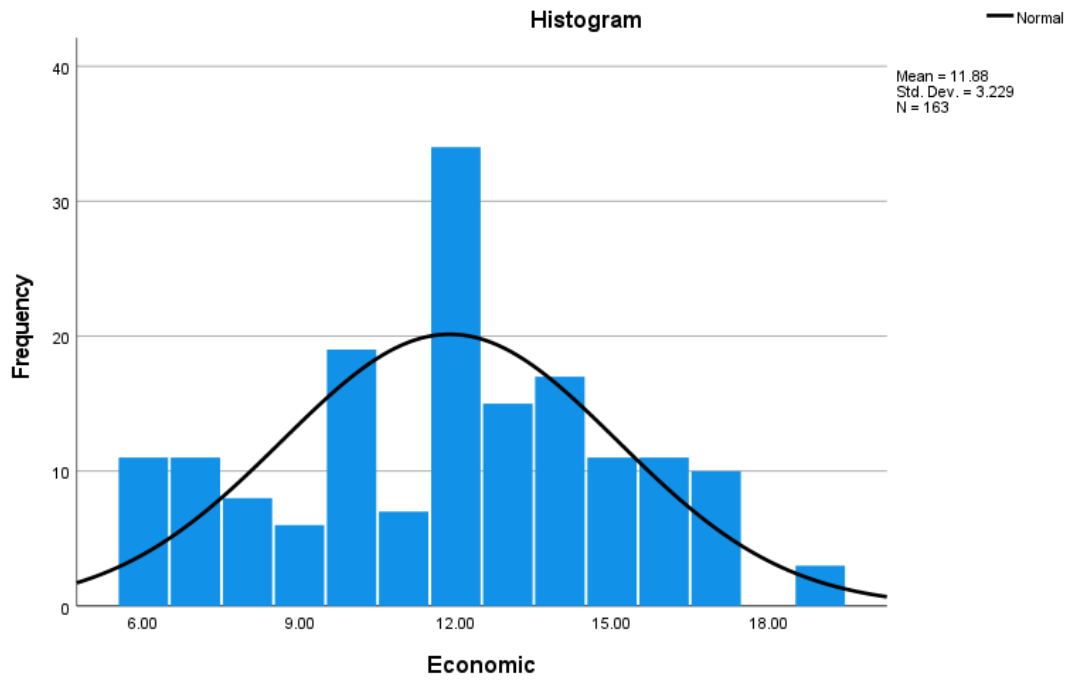
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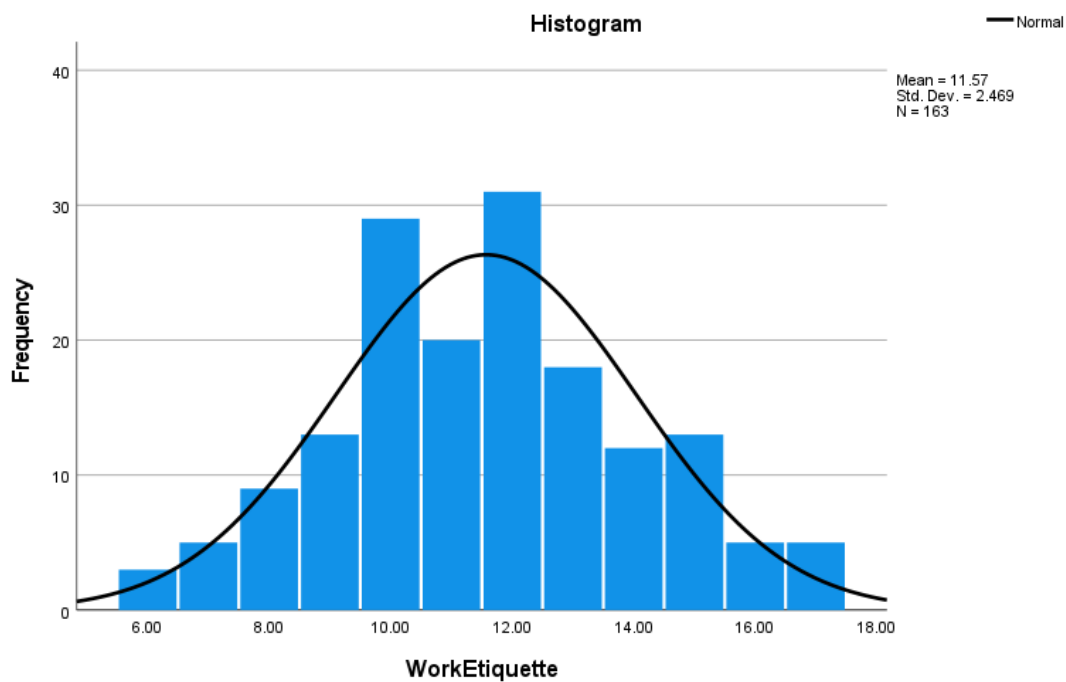
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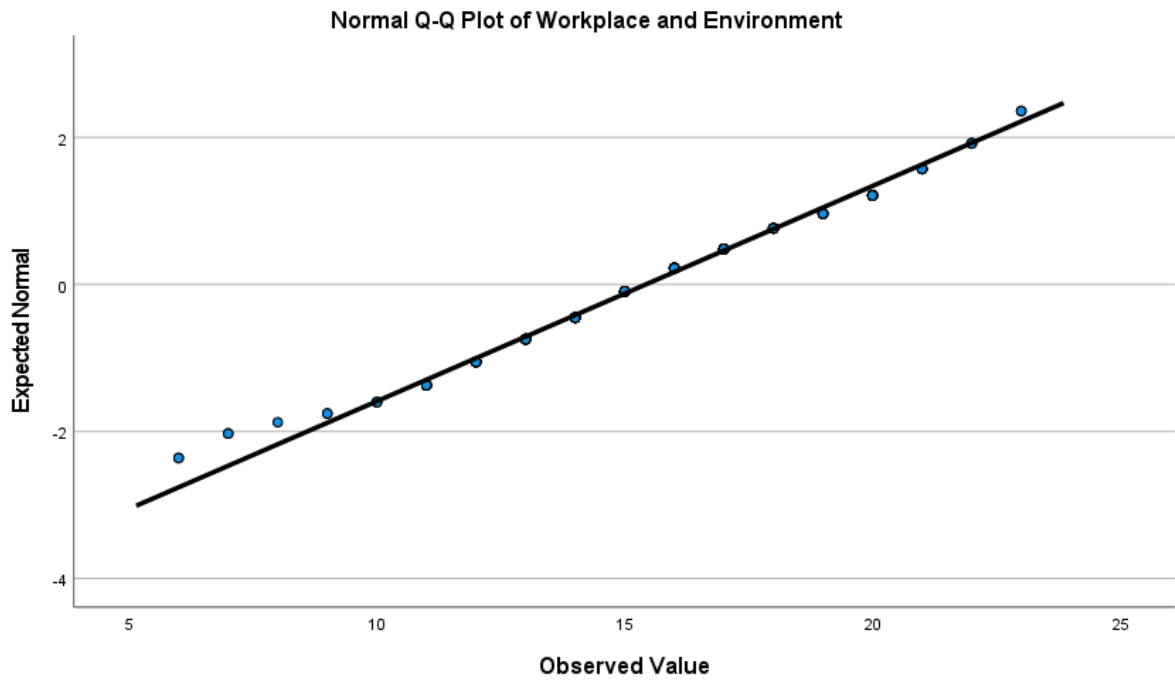
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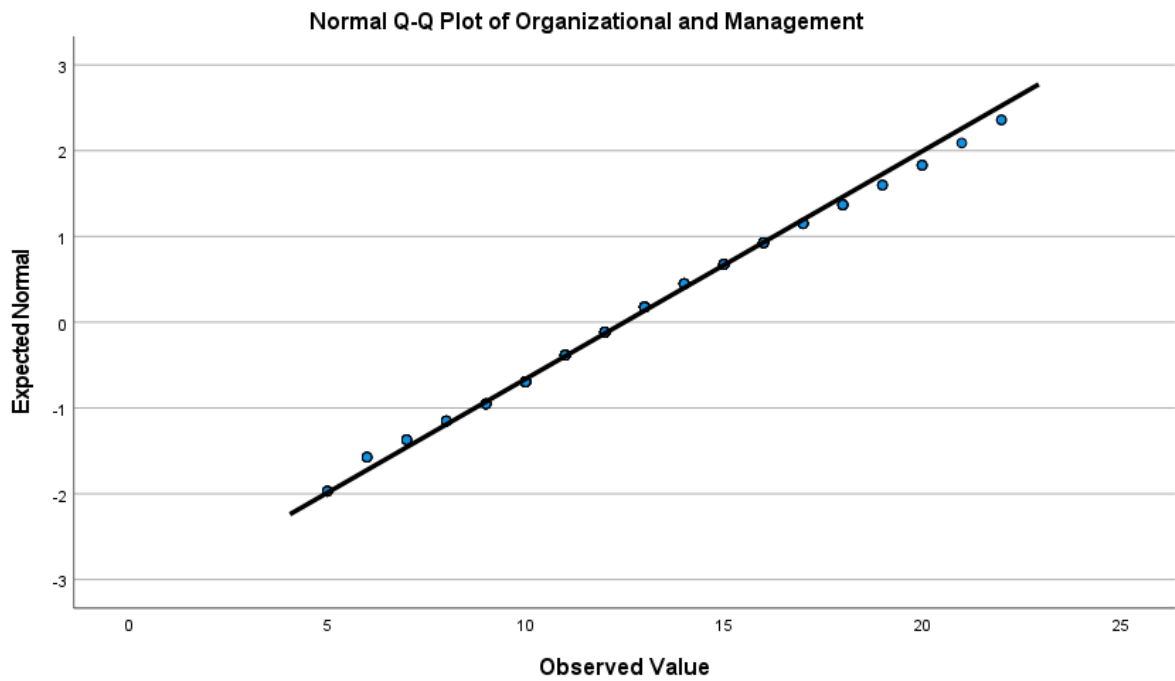
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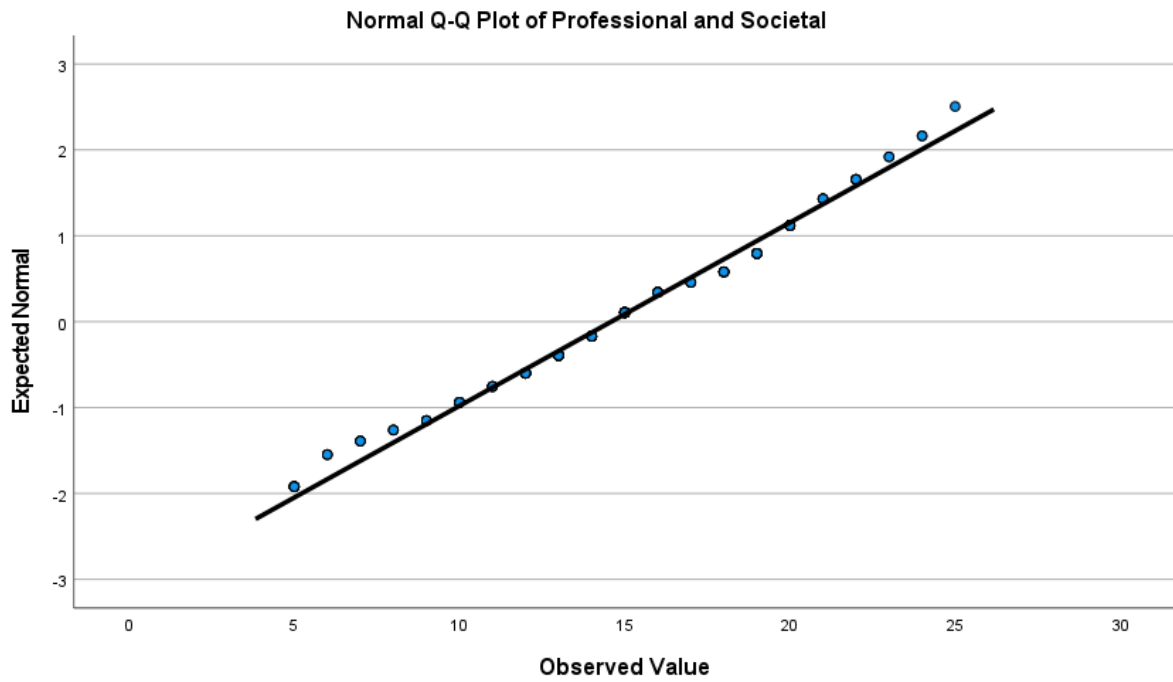
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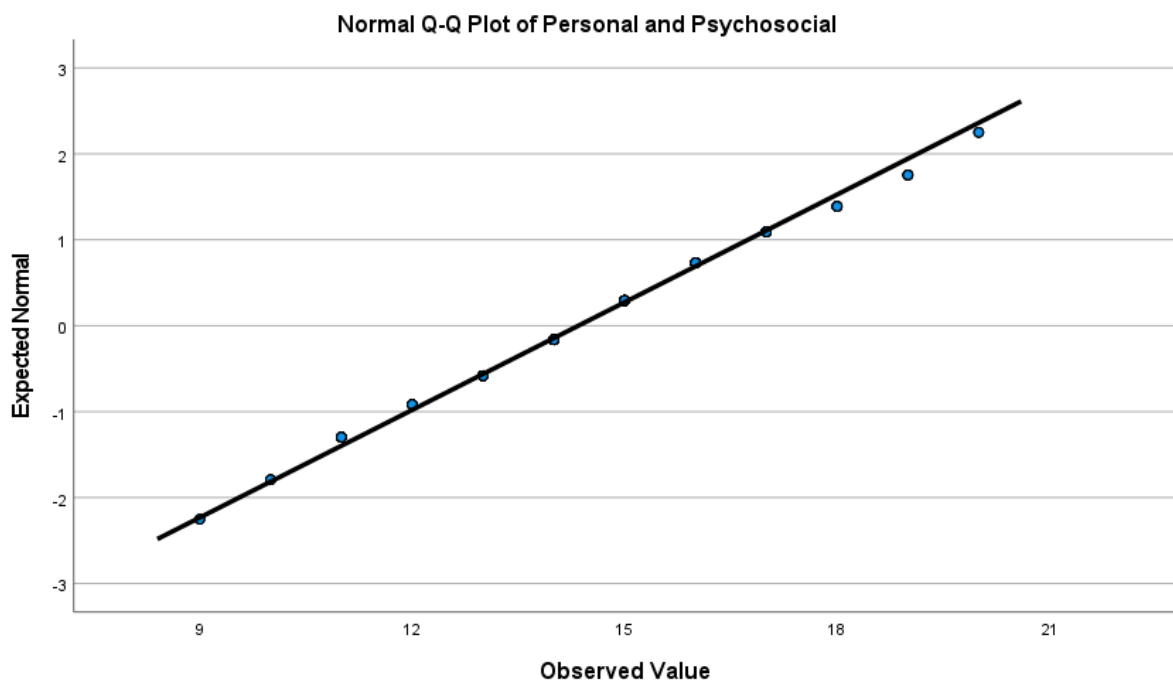
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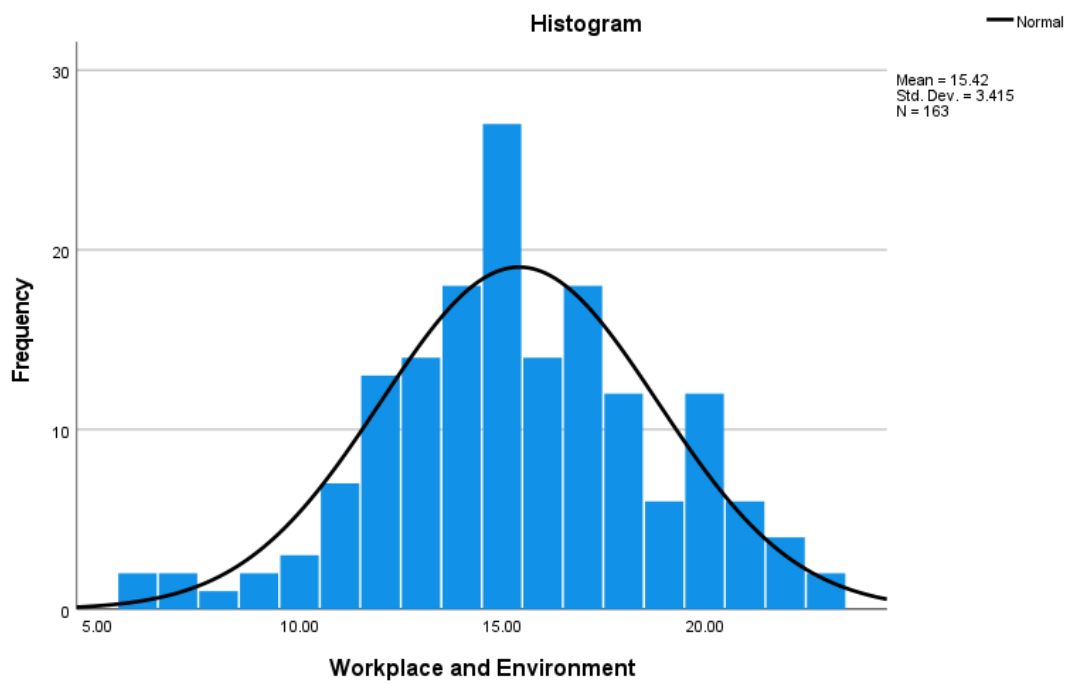
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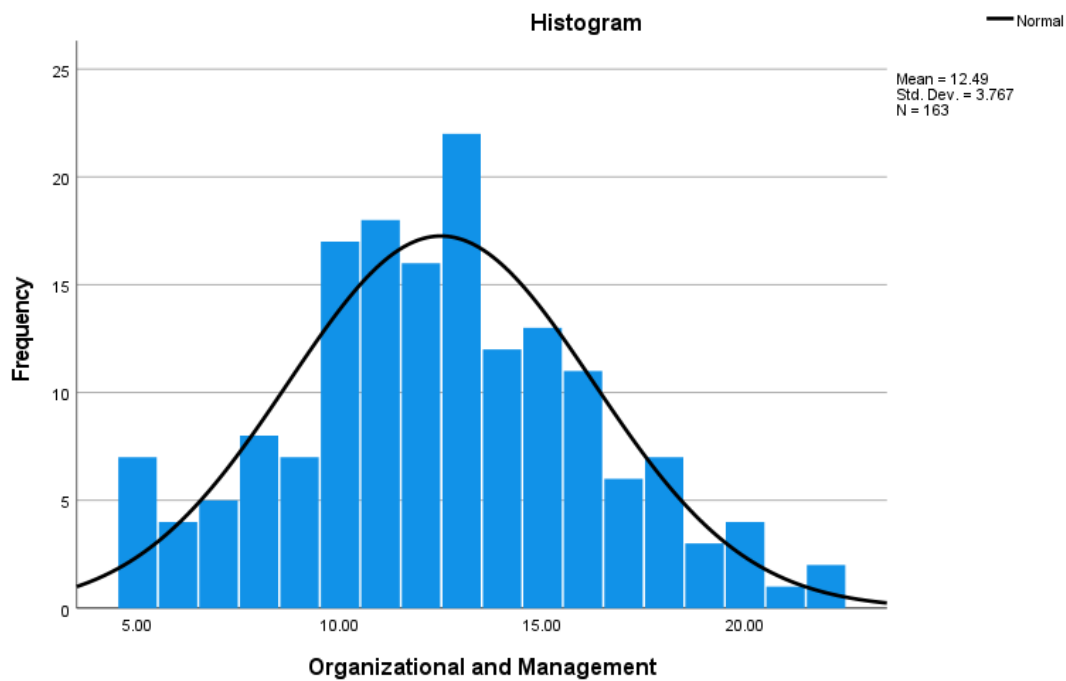
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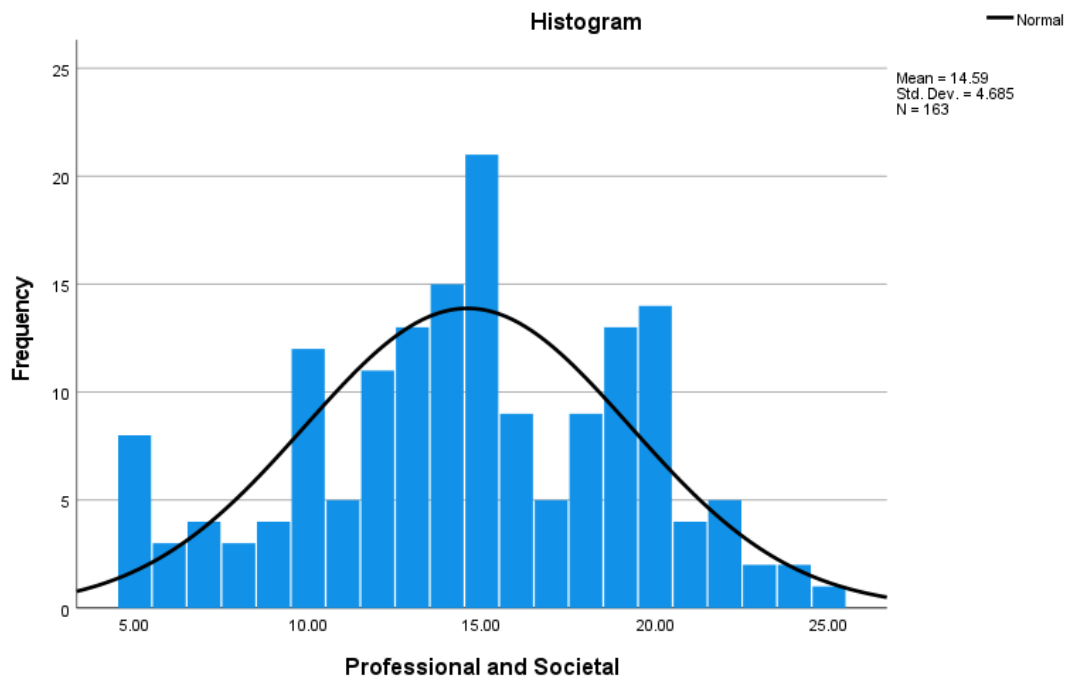
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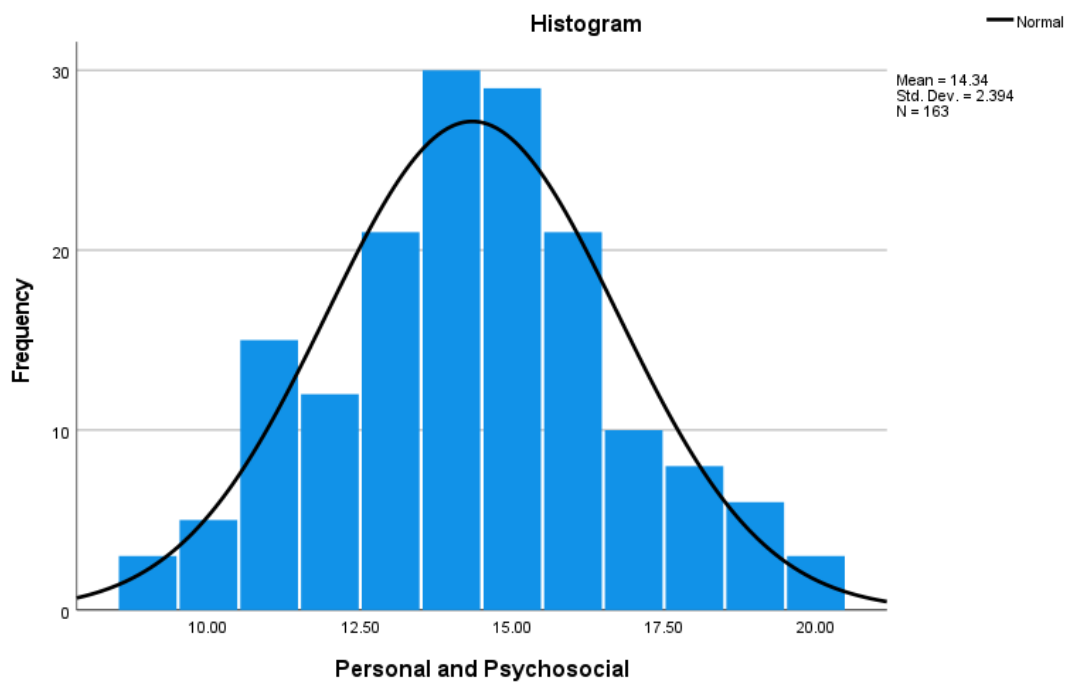
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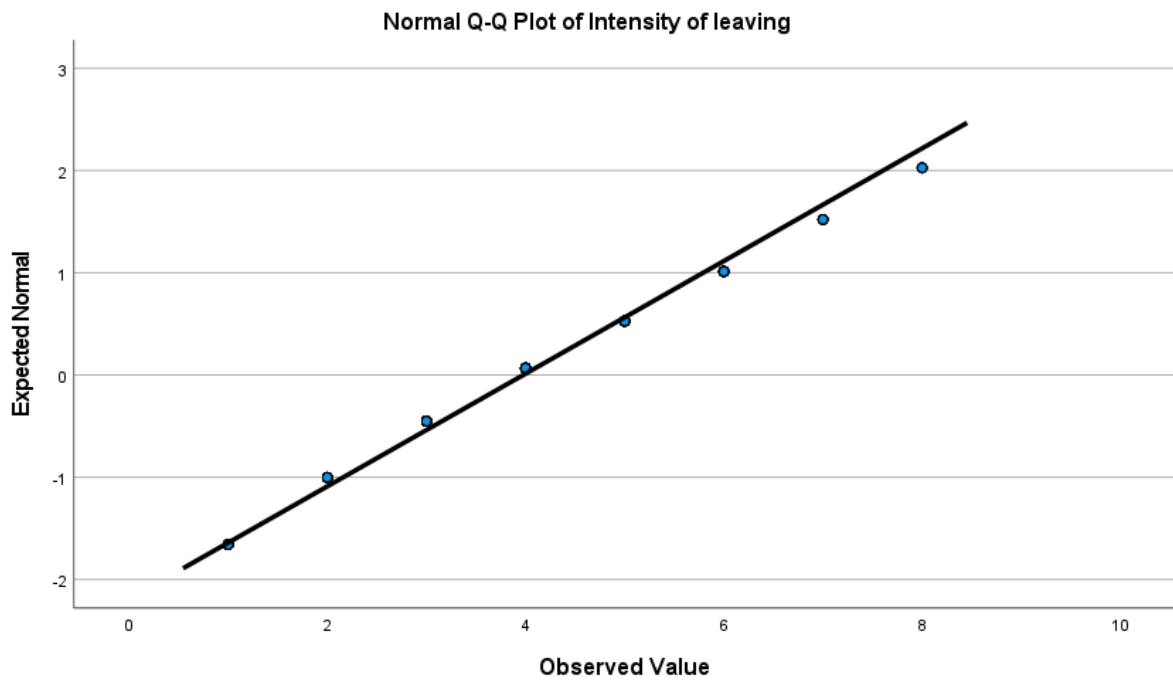
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Histogram for Personal and Psychosocial



Normal Q-Q plot for Intensity of leaving



Histogram for Intensity of leaving

