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FAMILY AS A POWERFUL FACTOR THAT INFLUENCES CAREER CHOICE IN NURSING

Shifra MAOR[1], Stefan COJOCARU[2]

Abstract

Background: Due to the severe shortage of nurses in Israel and in the Western world, there is a need to rethink the factors influencing the decision to choose the nurse profession. The literature found that one of the factors that greatly influences on the student's decision is the family. Career choice is a major decision people make in their lifetimes. The family and close surroundings has and extremely significance in this decision.

Research aims: To identify the factors that shape the world of children and adolescents throughout their years of development and the extent to which they influence the choice to study nursing. And to build a program that will expose them to the nurse profession and its advantages as a profession.

Research Method: The qualitative approach is the first stage of a wider study that was employed on Israeli nursing students' perception of nurses' role in the aspect of communication skills. At this stage, 20 nursing students were interviewed. They shared with the researcher what motivated them and led to choosing the nursing profession.

Findings: Interviewees' statements revealed (1) family as a central influence in their choice, (2) nursing studies as a second choice, (3) External motives - practical motives such as variety in employment and salary, (4) Internal motives - self-fulfillment and altruistic motives, and (5) a personal experience that had led them to choosing nursing studies.

Conclusions: A better understanding of influential factors in choosing nursing profession as one's life profession will enable influencing choice at an early development stage leading to choosing nursing. Exposing children and their families, to nursing through age-appropriate activities will provide a positive and consistent experience of the profession and as such more youth will choose to study nursing. Thus, the number of nursing students will increase.

Keywords: career, motives for choosing a career, motives for choosing a nursing career, shortage of nurses.

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Introduction

Choosing a career is one of a person's most important life decisions. It is a process affected by internal and external sociological factors (Avisar, 2003; Ben Nathan & Becker, 2010; Katzir, Sagi & Gilat, 2004). Nursing is one of those professions that the tendency to undertake it is considered as deriving from coerced intrinsic and altruistic motives. However, current studies describe other influential factors such as the need for employment security, flexibility in working hours, possibilities of varied work in the area and more (Ben Nathan & Becker, 2010). The nursing profession has been influenced over many years by global sociological changes and the role of nurses has also changed over the years from a contained and protected feminine, maternal role to a care management role demanding broad knowledge and education that is sometimes expressed by remoteness from patients' bedsides, however the essence of the profession is still based on caring (Shahaf, 2014).

There is a serious shortage of nurse in Israel and the entire world. Nurses are considered the largest human resource in the health professions (State of Israel, Ministry of Health and Central Bureau of Statistics, 2014). In 2017, the number of nurses under pension age in Israel stands at 49,405 and their rate to population stands at 5.7 per 1000 people (State of Israel Nursing Authority Report, 2016). To increase the rate of nurses to 6.2 per 1000 people, in the coming five years, the Ministry of Health set a target of raising the number of graduates by 3,000 per annum in the next five years (Azulai, 2016). Thus, the Ministry of Health has been assigned the task of finding ways of increasing the number of students studying nursing.

Today 16 schools of nursing operate in the Israeli nurse education system and in 2016, 2007 graduates completed their studies State of Israel Ministry of Health, (2017). One can see that despite efforts made, a discrepancy remains between the number of graduates and target set by the Ministry of Health. Consequently, high priority has been given to the recruitment of candidates wishing to study nursing. The Ministry of Health has been required to identify the most suitable candidates and recruit them to nursing studies. In Israel, advertising is carried out in the media, by word of mouth, independent advertising by each of the nursing schools, as well as the Nursing Authority website providing information about studying for the profession. The question asked here is who are the potential candidates? What factors influence these candidates to choose the profession? Is it possible to identify additional potential candidates who would choose to study nursing?

In the past, it was believed that the decision to become a nurse derived from service, altruistic and philanthropic motives, that is to say, intrinsic motivation. The desire to help, a sense of mission, and self-fulfillment are the key motives for this choice, but today it can be seen that there are other motives, external, such as employment security, good salary, flexibility and variety in the profession are significant motives alongside intrinsic motivation. The literature identifies two principal aspects in the choice process: personality related and developmental.

The personality related aspect is represented by Roe's (1957) theory based on Maslow's (1963) Theory of Needs whereby people strive to meet their needs by choosing a satisfying profession. Roe's theory connects the atmosphere in children's homes, where their personalities are molded and developing needs and choice of profession. Super (1990) represents the developmental aspect dealing with the effect of opportunities open to individuals and their professional development. He enumerated significant sociological factors such as socio-economic changes, socio-economic circumstance, status of profession in the eyes of the public, social status, expanding family, parents, teachers, friends, all of which were found to influence career choice.

This article examines factors influencing nursing students to choose to study nursing as their life profession and how this knowledge can be leveraged to recruit candidates. The article is based on research findings using exploratory sequential mixed methods research (Creswell, 2014) that deals with students' perceptions of communication skills as part of their role as nurses. The qualitative section is the first stage of the research that took place among nursing students studying at a nursing school in central Israel. 20 students were interviewed and asked what motivated them to study nursing. The research findings showed that 45% of those asked responded that the decision to study nursing as a profession was close family influence. 35% responded that they had chosen nursing as a second preference (after health professions); 30% chose it because of secure employment needs, only 25% chose the profession because of a sense of mission and self-fulfillment, and 20% as a result of a personal experience.

Therefore, it can be said that a better understanding of the factors influencing the choice to study nursing will help identify potential candidates and dominant influencers in the lives of children and adolescents. This information will lead both to advertising among potential candidates and building programs that expose the profession indirectly to children, to explain the profession and makes it more accessible to adolescents and their parents during school years, which is likely to increase the number of candidates and likely to lead to narrowing the existing gap between the number of nurses needed today in the state of Israel and the number of those graduating from their nursing studies.

Literature Review

Factors Influencing Career Choice

One of the most significant decisions in people's lives is their life career choice. 'Career' is a basic value in western society and constitutes an important component in individuals' self-identity, determines their status and molds their life style. Herr and Cramer (1992) defined 'career' as people's life path including all their occupational activities, experiences and educational and professional choices essential to development in chosen professions. The way people relate to this value is formulated, in the opinion of many researchers, as a process that begins

during childhood and continues throughout life. Choosing a career, according to Feldman (1992) is a process in which individuals try to adapt their skills, tendencies and personality to the specific demands of their chosen profession by considering values, family and sociological variables. Plume (1995) maintained that career choice was a complex outcome of psychological, intrinsic and extrinsic factors as well. Others (Avisar, 2003; Ben Nathan & Becker, 2010; Katzir, Sagi & Gilat, 2004; Raines, 2011) believe that many considerations are included in the choice process, intrinsic motivations such as: values, love of mankind, sense of mission and self-fulfillment, interest and challenge; and extrinsic motivations such as: sense of economic security, prestige, respect, profitable livelihood. Over the years, different approaches have developed trying to understand the process that people undergo from childhood to choosing a career itself.

One can identify tow key approaches on which career choice is based: Roe's (1957) personality-based approach and Holland's (1985) differential approach, based on personality types, which argues that people's personalities lead their choice, individuals choose their careers according to their personality and that of their work environment, such that they are best able to express themselves and their needs. The developmental approach based on Berger and Luckman's (1972) role theory that maintains that individuals and the environment in which they grow up influence and are influenced by each other, and thus prepare individuals for the transition from childhood to career. According to Feldman (1992), every developmental stage has tasks to be completed and patterns of behavior linked to professional development (Feldman, 1992). In answer to the question what do you want to be when you grow up? Various answers would be received argue Ginzberg *et al.* (1972), because in different age ranges answers are given according to their developmental stage at the time. They enumerated three stages in individuals' lives: (1) Childhood: stage of imagination and fantasy until aged 11, at this age children cannot discern between desire and ability, their range of ambitions are influenced by status or esteem resulting for social influences such as media, literature. (2) The tentative stage between the ages of 12-17 - at this stage awareness of skills, tendencies, values develop and consequently, preferences for certain professions develop. (3) The realistic stage - age 18 and above is when interaction between various factors, tendencies, values, abilities and reality take place and the ability to postpone gratification and compromise develop. Ginzberg *et al.* also stated that time has great meaning in the process (Ginzberg *et al.*, 1972).

Super (1990) referred to a broader developmental approach referred to as 'life-span' theory. Super argued that people develop throughout their lives, thinking about a profession occurs mainly in one's twenties. However, there are cases of intrinsic existential needs, such as economic needs or dissatisfaction. According to Raines (2010), individuals sometimes choose a second career in mid-life, but it is important to note that the motives of students who choose nursing as a second career are different to those of young students. They derive more from intrinsic motivations. Their identified motives were the desire to learn, the need for a sense of satisfaction (Raines 2010) also stated that the age variable has a great effect on career choice.

Super (1990) also referred to the age variable in career choice and described the development of career perceptions in stages: growth stage, age 0-14, exploration stage, age 15-25, establishment stage, age 25-44, maintenance stage, age 45-64 and decline, age 65+. This research deals with stages 1 and 2. In this period of individuals' lives the employment preferences, career choice and commitments are consolidated. Super also argued that external factors such as economic circumstances, family, and environment and life events influence individuals during their development, connect to their perceptions of social role and self-perception and as such influence career choice. In contrast, Crites (1969) and Osipow and Fitzgeral (1973) argued that one cannot point accurately to a time in which career choice is formulated and one cannot examine whether choice is according to a developmental stage or personality and therefore Osipow (1990) recommended uniting the theories. He added that both the personality related factor - intrinsic, and the environmental factor - extrinsic, at various stage of life lead individuals to choose their career.

We have thus seen that career choice is influenced by many factors throughout individuals' lives especially in late childhood and adolescent years (Ginzberg, 1951). According to McNeese-Smith and Crook (2003) the environment in which children grow up and their education also greatly influence career choice. Gottfredson (1981) also proposed differences in role perception against a gender background, personality, education, parents and friends are factors influencing career choice. Hashim and Embong (2015) proposed limiting the factors influencing career choice to two key factors, parents and friends. Ginzberg (1951) sorted career choice influencers into three groups: self, reality and key figures. Super (1957) enumerated influencing factors and divided them into 3 categories: self, role and personality factors such as intelligence, tendencies, values and approaches. Plume (1966) proposed dividing factors influencing career choice into intrinsic factors: skills, tendencies, interest areas, values and approach to others and extrinsic factors: gender, age, cognitive ability, world knowledge, temperament, and accuracy ability, in addition to the influence of key figures, parents, friends, information sources, possibility of assimilation at work.

Pines and Yanai (2001) believed that the parental home, that is to say levels of education, income and parents' professions, is very important influences the environment and discourse to which children, and later, adolescents are exposed and as such directly and indirectly influence decisions regarding life professions. Parental guidance and encouragement to acquire education and learning achievements were found to greatly affect choice of profession. Noble, Calkins and Welki (2006) and Staniec (2004) also argued that parents and family's ethnic origin influence children's social environment, and that they unconsciously choose people of similar status both in their professional occupation and socially. Thus, it emerges that children's peer surroundings that seemingly influence their choices are in fact in a similar environment to that influenced by parental status. Brown (2002) and Yagi (1995) even believed that parents' careers greatly influence their children's choice of life professions, a fact that is even more powerful in traditional societies. According to Mudhovozi and Chireshe (2012), students' choices are influence by parents, teachers and friends. Albek (1988) referred to

the developmental approach choosing a profession that believes parents hold the most influential position. In her words, there is a link between parents' patterns of interest and support for a particular profession, and choice of profession later. She believed that the choice of profession process takes place in parallel with the self-development process, but the decision itself is generally only taken after adolescence. That is to say, throughout adolescents' development there is an influence that at a certain point in time becomes an actual decision.

In contrast, Oyebode (1980) argued that parents do not have sole influence on career choice and that the decision is sometimes based on individuals' own need to establish their self-identity and thus connects to Holland's (1985) model, where personality traits are a factor in career choice. According to Head, 1985; Breakwell and Beardsell (1992), establishing self-identity takes place in early adolescence at approximately 10 years of age. Watson, McMahon and Foxcroft (2010) believed that decisions regarding career choice for life are consolidated long before students arrive at university, that is to say when they are in their imagination and fantasy stage according to Ginzberg *et al.* (1972) and childhood stage according to Super (1990).

Factors Influencing Choosing Nursing as a Career

Before relating to the qualitative research findings, this article deals with the influence of family on students, which is an extrinsic motivation, I will briefly review other motivations that arose from the literature and deal with motivations for choosing a career in nursing. Williams *et al.* (1997) argued that students reported that parental influence was the decisive factor in their choice of the nursing profession. Romem and Anson (2005) also argued that exposure when young to a role model in one's extended family constitutes another significant motive in addition to family support. According to Oppegard *et al.* (2005) in a further study carried out among students who had chosen nursing as a life career, it was found that 58 students (61.7%) answered that their principal motivation for choosing nursing was their parents (Sanad & Awadhalla, 2016). Nursing is not defined as a care profession, but is definitely perceived as such. The intrinsic motivation is the desire to help treat, provide for and be concerned about others is the foundation of decision making processes among those who choose the profession, but is not the only consideration. According to Mooney *et al.* (2008) and Oppegard *et al.* (2005) it was found among those who chose nursing, motivation is influenced extrinsically such as family working in the field, friends and exposure to information about employment conditions, salary and employment security, striving for professional status, and flexibility at work, which are significant motivations for choosing the (Katz *et al.*, 2013; Mooney *et al.*, 2008).

Motives for choosing the nursing profession are varied, and include extrinsic factors such as key figures in the lives of students, remuneration motives such as status, salary and intrinsic motivations such as a strong desire to help. Personal interest in the field of qualitative research carried out in Israel among nursing students in a school of nursing located in the center of the country revealed that the principal motivation for choosing nursing was family (45%) and statements made by students demonstrate this too and therefore despite the fact that additional motivations were identified, this research chose to focus on family as a central influence on choice of profession.

Methodology

This article is the first stage of research using exploratory sequential mixed methods research (Creswell, 2014) dealing with students' perception of the role of nurses in the field of communication skills. The research has two stages: qualitative and quantitative stages. This article is based on the qualitative stage and its aim is to present reliable information about students' motivation for choosing nursing as a profession, which could also shed light on their word view. The research included 20 personal semi-structured interviews with students from 3 study programs for a registered nursing degree, in their first to fourth year of study. The research took place between July - December 2016.

Research process

The sample used was a purposive convenient sample; students were identified by class coordinators as having good language skills who could express their opinions. The research was approved by the Helsinki committee of the medical center where the nursing school is found. The research topic and its aims were presented to each participant and they confirmed their agreement to participate both orally and in writing. The interviews took place in one of the nursing school's classrooms at the end of a day's study. The researcher (who is a member of the nursing school's staff) carried out the interviews. Each interview took between 15 and 40 minutes. The interview was conducted using semi-structured questions, which maintained the interview framework but allowed flexibility (ibid). All interviews were recorded, 16 were transcribed. Questionnaires were numbered and pseudonyms are used for quotations. Thus, interviewees privacy is protected and information remains confidential.

The sample

The *sample populations* consisted of 20 nursing students from a nursing school in central Israel studying on 3 programs for a registered nursing degree, as detailed in the following table:

Table 1: Demographic characteristics

Characteristic	Number	Percentage
Gender		
Male	12	60
Female	8	40
Age group		
19-22	11	55
23-25	6	30
29-36	3	15
Learning Programs		
Professional conversion	3	15
Academic program	6	30
Military academic reserves	11	55
Previous exposure to health profession		
Not exposed	13	65
Volunteering	4	20
Worked in a hospital	3	15

12 men and 8 women participated in this research, which does not represent the gender distribution in the nursing profession in Israel. Only 12% of all nurses in Israel are male, but over years it has been gradually increasing. The dominant age group was between 19-22, represented by 11 military academic reserves students who are characterized by their young age. The next group was aged 23-25 academic program students, most following their military or national service. The third group was on the professional conversion program and is characterized by a career change they chose at a later age.

The research population was distributed over three study programs leading to a registered nursing degree. 15% (N=3) studied on the professional conversion program. 30% (N=6) studied on the academic program of a university in central Israel. 55% (N=11) studied in the framework of the military academic reserves for an academic professional qualification during their military service. These students comprised the majority because they were available when the research was carried out. It can be seen that 13 were never exposed to the health field and despite this, chose the profession. 4 volunteered in a first aid organization and during their military service and 3 worked in hospitals.

Research tools

Semi-structured personal interview. This tool was chosen because it enabled face to face conversation and better understanding of how students viewed the role of nurses in patient-nurse relationships. In other words, enables a better understanding of students' motivations for choosing to study nursing, and the motivations upon which their choices are based such as attitudes, values, thoughts and programs. The qualitative interview was the first stage of a broader mixed research. These interviews included 8 open questions, but in this article, I will only refer to the first two questions dealing with motivations for choosing the profession and demographic details: (1) Tell my about yourself: social demographic details; (2) What motivated you to study nursing?

Findings

Content analysis of interviews was carried out so as to find an interpretive description of the examined phenomenon thus clarifying the influence of close environment on choice of profession. 20 interviews were analyzed according to identity categories whilst maintaining unique reference to each participant, expressing their unique traits in the context in which they were said. In the first analysis stage, participants' statements were coded and broad categories identified in what they said. The second stage based on these categories built and structured, but limited arrangement of themes by clustering categories, such that it is possible to see the reciprocal relations between the categories. Hence an overall mapping of statement was acquired. In the third stage, categories of research interest were identified and chosen (Strauss & Corbin, 1990). This approach constitutes the basis for describing a concentrated picture based on student interviews in addition to theories from the literature including theoretical concepts that support research findings. The mode of operation enables one to return to earlier research analysis stages to examine the process and as such to achieve qualitative validity and reliability. One theme was "motivations for choosing nursing as a profession" which included 5 categories: interviewee chose nursing as a career because of 'family influence', as answered by 45% of participants (N=9). 35% (MN=7) chose 'nursing as a second preference', 'need for economic security' was significant for 30% (N=6) of those asked, choosing the profession as 'a mission and self-fulfillment' suited only 25% (N=5) of research participants and only 20% (N=4) mentioned 'a meaningful personal health experience'.

Discussions

One can see therefore that the importance of 'significant others' i.e. close and extended family, teachers, friends influences individuals' choice of profession (Plume, 1966). The effect of family and close environment on choice of profession among students is highly significant. And this is affected by internalization and identification processes with relatives occupied in nursing or the health field (Williams, Wertenberger & Gushuliak, 1997). Research participants testified to a relative as a figure who drew them closer to choosing to study nursing as can be seen from interviewees' remarks (all names are pseudonyms).

Subject 1 - aged 27, married with one child at the end of her registered nursing studies, who previously had studied health systems management and dealt with sales, but did not feel satisfied at the end of a day's work. Whilst looking for another occupation field, she consulted with her family. She referred to factors that drove her study nursing and pointed out that it was significant pushing from her family to enter the field: "*In my family there are many occupied in the field and they told me to go for it, it's a good field. They said it was a vary varied field, one can be a nurse in geriatrics, internal medicine, children's ward, nursing is a profession that is always in demand and you can find your place there*". It can be seen that even at age 27, the candidate turned to her family for advice and direction. She also said, "*It exactly connected to my need to feel meaningful at the end of the day, to feel as if I had helped*".

Subject 2, a bachelor aged 36 had another profession in another field. He too is at the end of his academic conversion course. In answer to the question what had brought him to studying nursing, he said, "*I come from a family of doctors even in my extended family, I had a conversation about this at home where everyone is a nurse and I have been living with it since year dot. It was clear to them all that that was what they did and I too in the end returned to it even though I had taken a detour outside. I thought about it for a long time and here I am at aged 36 and they are really supportive*". He also added that he was here so as "*to work with people, to help and have meaning, to feel he has done something important*".

Subject 3, aged 32, married with 3 children completed a first degree in informal education and felt she had fully utilized herself in that field. Became a mother and asked herself, now what? She recounted, "*I was looking for a field in which I could push myself and feel useful. I love people, I need a challenge and to be interest. I asked members of my family who were already working in this field. My sister-in-law is a nurse and two of my husband's sisters studied nursing. I got information, support and encouragement from them, I understood it is a wide and interesting world*". In other words, Subject 3 also chose the profession after including her family and getting information from them.

Subject 4 - aged 24, single of Ethiopian origin, whose parents immigrated to Israel in the 1990's and she is the seventh of eight children spoke of her period at high school on the biology course of study and she volunteered at M.D.A. (Magen

David Adom, rescue organization in Israel that provides first aid and ambulance services) and was a medic during her military service. "*I always knew I would turn to an occupation in the health field, what helped me decide was that I have two older sisters who are nurses*". One can see the influence of her family on her professional development from the time she was a young girl, and that the last push came with her family's encouragement, "*When I am a nurse I want to pass on what I got from my parents, what they taught me, never to give up, it doesn't matter how hard it is*".

Subject 5 - aged 22, single, the elder of two sisters absorbed health professions in her childhood, which greatly influenced her childhood and choice of what do study and what do in her free time. She studied on the biology course at high school and was a "*crazy*" volunteer for M.D.A. She said that "*my mother's working environment, to which I was exposed from childhood, in my vacations I would go with her and help with all sorts of things. Mother would tell me all the time about unique cases and circumstances and relationships with patients, which interested me a lot*".

Subject 6 - aged 19 studies in the military academic reserves framework (academic studies as part of military service) in his second year of study. Wanted to work in health professions, but did not meet the requirements to study medicine in psychometric testing. However, he was exposed to family members who worked in nursing and said that when he hesitated, "*It was the family's influence to choose the profession. I have an aunt who is a nurse and a cousin who had just finished her studies*". Despite the fact that as his first preference he had chosen a profession with a higher status, when it became clear he did not meet the requirements, he turned to his family, consulted with them and received support to turn to a nursing career.

Subject 7 - aged 19 who is also in the military academic reserves and in his second year of studies said, "*Let's start with the fact that my mother is a nurse and spoke about her work a lot at home, thus I was exposed to the profession from a young age. Despite the fact that I wanted to study medicine or something in the health professions, because of economic considerations and degree before the army, I'm here*". One can see that extrinsic factors influence choice to study nursing together with exposure to the profession within families lead hesitators to choose studying the nursing profession.

Subject 8 - aged 19 studying in the military academic reserves framework hesitated a lot, in high school she studied practical subjects none of which were connected to the field. "*I spoke with a friend regarding what to study and he suggested I should talk to his mother, who is a nurse, to tell me about the field, and it sounded interesting and important to me so I agreed*". With Subject 8, one can see the influence of extended family, the student preferred to get support from a known figure.

Subject 9 - aged 19 studying in the military academic reserves framework studied biology and chemistry at school and volunteered with M.D.A. for a number of years. "*I chose to study nursing following a conversation with an army officer who told me about military academic reserves studies and this attracted*

me a lot because in my eyes, it is the human side of medicine". She spoke about her extended family with which she consulted; her grandmother is a nurse and her aunt, a doctor, "*so I really had those with whom I could consult. My parents, on the other hand, did not support my decision. They think it's a good profession, but not easy. That is say for me it's a challenge. When they understood that this is what I had decided, they said, 'good, do what you want, we're with you'*". From her story, one can see that if the suggestion to work in the field comes from an external source, the subject comes up for family discussion with an expectation that the decision will be approved and accepted.

Subject 10 - aged 27 and oldest of 4 children in his fourth year of study, just about to finish, a traditional Muslim, explained how a family decision changed his life path. He said, "*I planned on studying accountancy, but at that time, my grandfather was ill and needed a lot of help. With us, we don't put our parents in residential care homes, so when grandfather was released from hospital, it was decided in the family that I would go and live with him and take care of him. And so I did for a year and a half. Caring from my grandfather gave me enormous satisfaction because I saw how he improved and while I was doing this I read a lot and studied and I decided to take an interest in the subject and thus I decided that I wanted to study to be a nurse*". Subject 10 comes from a traditional family where family has a dominant influence on individuals. The literature refers to the strong influence family has on its members.

From a summary of the findings, it emerges that seven of the interviewees dealt with and were expose to the health field through their occupation such as army service or volunteering in a first aid organization. It is important to note that at that stage of their lives, they are directly under the influence of their family of origin, school, and friends. These finding matches what emerged among students in Singapore who chose to study the profession, what contributed greatly, in their words, to their decision to study the nursing profession. It can also be seen that Subject 1, Subject 2 and Subject 3 turned to the nursing profession as a second career as a result of various intrinsic and extrinsic constraints such as economic needs, lack of satisfaction, or need for change. They made their choices with family support after consulting with them. In contrast for Subject 4, Subject 5, Subject 6, Subject 7, Subject 8 and Subject 9, it is their first career choice and they made their choices as a result of exposure to family members in the field or as a second preference choice. One can also see that for Subject 10, who came from a traditional family, the family directs him to choose a career in nursing as a life profession despite the fact that his first choice was accountancy. It also emerged from the interviews that 9 of the 20 interviewees were exposed in one way or another to family members in the profession. This finding is indeed substantiated in the literature through the various approaches dealing with the field.

Conclusions

This article presents what motivated 20 students to choose the nursing profession and the factors influencing their decisions. The researcher proposed identifying those with the greatest influence on groups of relevant aged people (the literature refers to age 11 and above). Therefore, it is recommended that we work towards maximum and high- quality exposure of the nursing profession to candidates themselves and those with greatest influence on them such as parents, teachers and friends. The literary review revealed that it is possible to find a way of influencing young candidates to study any profession by exposing them to the profession at the relevant age (Plume, 1966). As a result of this research's findings and the literary review on the topic of family members' importance in choosing a profession and the understanding that choosing a profession is the end of a process that carries on throughout children's developmental years in their homes. The stage that finalizes this process is choosing a profession for life. Therefore the researcher recommends bringing to the attention of children and adolescents information about the nursing profession and varied nursing roles, to expose them, while they are young, to health activities connected to the nursing profession, in subjects that matter to them such as: marking the international nurses' day in the educational system, actions dealing with health adapted to different ages, preschool age, elementary school and high school, to bring nurses to lecture on various health issues that interest adolescents, using TED[3] or participating in simulations, lifesaving first aid courses, information fairs for year 10 and 11 pupils about various professions, encouraging adolescents to take part in actions connected to health, volunteering in their communities, in first aid organization, in various hospital wards. All this so as to expose them to the nursing profession and its opportunities. The researcher also recommends developing within the framework of national service, a training and study route similar to the military academic reserves, which enables study and working in the field during military service. Hence, it will be possible to reach the Ministry of Health's target to reach 3000 nursing students in the next five years, which will result in an increase in nurses' numbers in Israel. This target can be reached by consistent and positive exposure of the nursing profession to young people who potentially will seek to study this varied, challenging, contemporary, people oriented profession that provides employment security and even includes an academic degree.

[3] TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages.

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