

Original Article

Career Choices among Students of Khwaja Yunus Ali Nursing College

Smrity Mony¹, Md. Mahmudul Haque²

Abstract

Background: Nursing is a critical health profession, and understanding the factors influencing students' career choices is essential for workforce planning and professional development. Motivations, family influence, and perception of the profession may significantly affect students' commitment to nursing.

Objective(s): To explore career choices, motivations, family influence, perception of the profession, and future intentions of students at Khwaja Yunus Ali Nursing College.

Materials and methods: A descriptive cross-sectional study was conducted among 115 nursing students at Khwaja Yunus Ali Nursing College, Enayetpur, Sirajganj. Data were collected using a structured questionnaire covering demographic characteristics, reasons for choosing nursing, family influence, perception of the profession, and intention to continue in nursing. Descriptive statistics including frequency, percentage, mean, median, mode, and standard deviation were used for data analysis.

Results: Most respondents were aged 22-23 years (46.1%) with a mean age of 21.02 years. The majority were Muslims (89.6%) and enrolled in the BSc in Nursing program (60.0%). Altruistic motivation, "to serve people," was cited by all respondents (100%) as a reason for choosing nursing, followed by good job opportunities (89.6%) and higher education prospects (86.1%). Family encouragement influenced 80.9% of students. Most respondents perceived nursing as a very respectable profession (80.9%), and 80.0% expressed willingness to continue in the profession, while 13.9% were unsure and 6.1% were unwilling.

Conclusion: Career choice among nursing students was mainly influenced by altruism, career prospects, and family support. Positive perceptions and strong commitment indicate a motivated future nursing workforce. These findings can inform nursing educators and policymakers to strengthen recruitment, student support, and professional development strategies.

KYANCJ 2026; 07 (01): 47-52

Key words: Nursing career, Career choice, Motivation, Family influence, Perception, Nursing students

DOI: <https://doi.org/10.3329/kyancj.v7i1.94207>

Introduction

Career choice is a crucial developmental process that determines an individual's professional path, future aspirations, and level of contribution to society. In the healthcare sector, the career decisions of students, particularly those in nursing, are of great importance, as they directly influence the availability, quality, and sustainability of healthcare services. Nursing is widely recognized as a vital component of the healthcare

system, playing a central role in patient care, health promotion, disease prevention, and rehabilitation. With the increasing global burden of diseases and the expansion of healthcare services, the demand for qualified and committed nurses has grown significantly.¹

In Bangladesh, the healthcare system is undergoing continuous development; however, it still faces challenges related to human resource shortages, especially in nursing. The nurse-to-population ratio in

1. RN, Ex Student, Khwaja Yunus Ali Nursing College, Enayetpur, Sirajganj, Bangladesh.

2. Nursing Instructor, Khwaja Yunus Ali Nursing College, Enayetpur, Sirajganj, Bangladesh.

3. Professor of Community Medicine and Public Health, Khwaja Yunus Ali Medical College, Enayetpur, Sirajganj, Bangladesh.

Correspondence: Md. Mahmudul Haque, Professor of Community Medicine and Public Health, Khwaja Yunus Ali Medical College, Enayetpur, Sirajganj, Bangladesh.
Cell Phone: 01718532959, Email: dr.mahmud@kyamc.edu.bd

the international standard, which hampers the delivery of quality healthcare services.² To address this gap, the government and private sectors have expanded nursing education through the establishment of numerous nursing institutions, including Khwaja Yunus Ali Nursing College. These institutions are playing an essential role in producing skilled nursing professionals to meet both national demands and opportunities in the global healthcare market.

The career choices of nursing students in Bangladesh are influenced by a variety of socio-demographic, economic, cultural, and educational factors. Job security, financial stability, and the opportunity for employment abroad are among the key motivating factors attracting students to the nursing profession. In recent years, overseas employment opportunities, particularly in developed countries facing nursing shortages, have made nursing an appealing career option for Bangladeshi students.³ Additionally, family influence is a significant determinant, as parents often guide or decide the educational and career pathways of their children, reflecting the collectivist nature of Bangladeshi society.

Societal perception and cultural norms also play an important role in shaping career choices. Traditionally, nursing in Bangladesh has been viewed as a female-oriented profession and sometimes perceived as having lower status compared to other healthcare professions such as medicine. These perceptions have historically limited the participation of male students and affected the overall attractiveness of the profession. However, in recent years, there has been a positive shift in attitudes, with increasing recognition of nursing as a respectable and professional career with diverse opportunities for advancement.³

Educational experiences, including classroom learning, clinical exposure, and mentorship, significantly influence students' career preferences and future plans. Positive clinical experiences and supportive learning environments can enhance students' interest and commitment to the nursing profession, whereas negative experiences may lead to dissatisfaction or reconsideration of career choices. Moreover, intrinsic factors such as the desire to serve humanity, compassion, and personal interest in healthcare are also important motivations for choosing nursing as a career.⁴

Despite the growing importance of nursing education in Bangladesh, there is limited research focusing on the career choices of nursing students, particularly in private institutions. Understanding the factors influencing career decisions among students of Khwaja Yunus Ali Nursing College is essential for educators,

policymakers, and healthcare planners. Such knowledge can help in developing effective strategies to improve student motivation, enhance professional commitment, and ensure the retention of qualified nurses within the healthcare system of Bangladesh.

Materials and methods

This study was conducted to assess the career choices among students of Khwaja Yunus Ali Nursing College. A descriptive cross-sectional study design was adopted to obtain relevant information from the respondents at a single point in time. The study was carried out at Khwaja Yunus Ali Nursing College (KYANC), located in Enayetpur, Sirajganj, Bangladesh. The study period extended from July to December 2024.

The study population comprised all students enrolled at Khwaja Yunus Ali Nursing College. A total of 100 respondents were selected using a convenience sampling technique. Students who were currently enrolled in the college and willingly provided informed consent were included in the study. Those who did not provide consent were excluded.

Data were collected using a semi-structured questionnaire designed to capture information related to socio-demographic characteristics and factors influencing career choices. The data collection was conducted through face-to-face interviews, ensuring better understanding and completeness of responses.

After collection, the data were carefully checked, cleaned, and edited to identify any inconsistencies or errors. The processed data were then entered into a computer and analyzed using Statistical Package for Social Sciences (SPSS) software, version 27. The analyzed data were presented in the form of tables and graphs to facilitate clear interpretation and reporting.

The findings of this study have important implications for both academic and administrative purposes. The results can assist educators and institutional authorities in understanding the factors influencing students' career decisions, such as personal interests, financial motivations, family expectations, and societal perceptions. This understanding may contribute to the development of effective career counseling programs, curriculum improvements, and student guidance initiatives. Additionally, the study findings can support policymakers in formulating strategies to encourage balanced workforce distribution in the nursing sector. The results may also help in addressing misconceptions regarding the nursing profession and promoting awareness of diverse career opportunities.

available both nationally and internationally. Furthermore, the study can serve as a baseline for future research and contribute to broader human resource planning in the healthcare sector of Bangladesh.

Ethical considerations were strictly maintained throughout the study. Informed consent was obtained from each participant after clearly explaining the purpose and objectives of the research. Participation was entirely voluntary, and respondents had the right to withdraw at any stage without any consequences. Confidentiality and anonymity of the participants were ensured, and all collected information was used solely for academic purposes. No personal identifiers were disclosed. As the study involved no invasive procedures, there was no risk of physical harm. Care was also taken to ensure that participants did not experience any emotional, psychological, social, or financial distress. The dignity, rights, and autonomy of all participants were fully respected, and ethical standards were maintained during data analysis and reporting.

Results

Table I shows the age distribution of the respondents participating in the study. The majority of the students [53 (46.1%)] were in the 22-23 years age group, followed by 27.0% in the 18-19 years group and 29 (25.2%) in the 20-21 years group. Only a small proportion (1.7%) of respondents belonged to the 24-25 years age group. The statistical analysis indicates that the mean age of the respondents was 21.02 years, with a median of 21.50 years and a mode of 22.0 years, suggesting that most students were clustered around the early twenties. The standard deviation was 1.71, reflecting relatively low variability in age. The age of the respondents ranged from a minimum of 18 years to a maximum of 24 years.

Table I: Age distribution of the respondents

Age (yrs.)	Frequency	Percent	Statistics
18-19	31	27.0	Mean: 21.02 Median: 21.50 Mode: 22.0 SD: 1.7111 Minimum: 18.0 Maximum: 24.0
20-21	29	25.2	
22-23	53	46.1	
24-25	2	1.7	
Total	115	100.0	

Table II: Distribution of the respondents by religion

Religion	Frequency	Percent
Islam	103	89.6
Sanatan	9	7.8
Christianity	3	2.6
Total	115	100.0

The majority of the participants [103 (89.6%)] belonged to Islam, indicating that most of the students were Muslims. A smaller proportion [9 (7.8%)] followed Sanatan (Hinduism), while only 3 (2.6%) of the respondents were Christians (Table II).

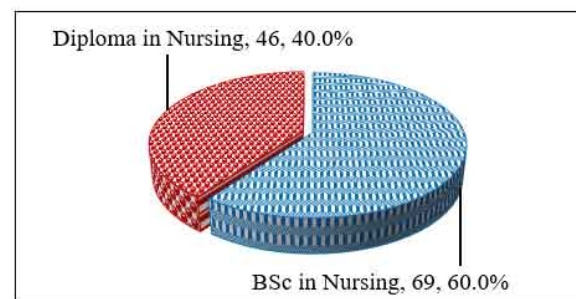


Figure 1: Distribution of the respondents by name of the course (n=115)

Figure 1 shows the distribution of respondents according to their course of study. The majority of the students, 69 (60.0%), were enrolled in the BSc in Nursing program, while 46 (40.0%) were studying in the Diploma in Nursing program.

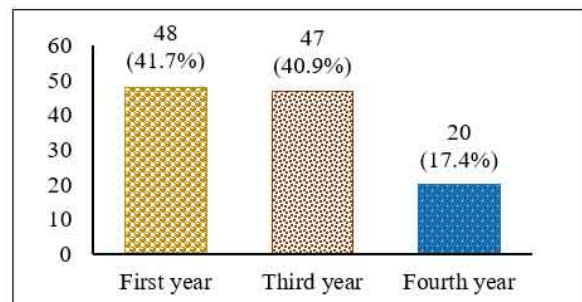


Figure 2: Academic year of the respondents (n=115)

Figure 2 illustrates the distribution of respondents according to their academic year. The highest proportion of students, 48 (41.7%), were in the first year, closely followed by 47 (40.9%) in the third year. A smaller proportion, 20 (17.4%), were in the fourth year.

Table III: Distribution of the respondents by reasons to choose nursing occupation (n=115)

Reason to choose nursing	Frequency	Percent
To serve people	115	100.0
Good job opportunities	103	89.6
Family influence	23	20.0
Financial security	46	40.0
Higher education opportunities	99	86.1
Chance of going abroad	7	6.1
To earn blessings of Allah	5	4.3

*** Multiple responses**

Table III presents the reasons reported by respondents for choosing the nursing profession, where multiple responses were allowed. All respondents, 115 (100.0%), cited "to serve people" as a reason, making it the most universally reported motivation. A large proportion also mentioned good job opportunities, 103 (89.6%), and higher education opportunities, 99 (86.1%), indicating strong career-related motivations. Additionally, 46 (40.0%) of the respondents selected financial security as a reason, while 23 (20.0%) reported family influence. Only a small number of participants mentioned the chance of going abroad, 7 (6.1%), and earning the blessings of Allah, 5 (4.3%), as motivating factors.

Table IV: Family role in choosing a nursing career

Role of family	Frequency	Percent
Encouraged	93	80.9
Was neutral	22	19.1
Total	115	100.0

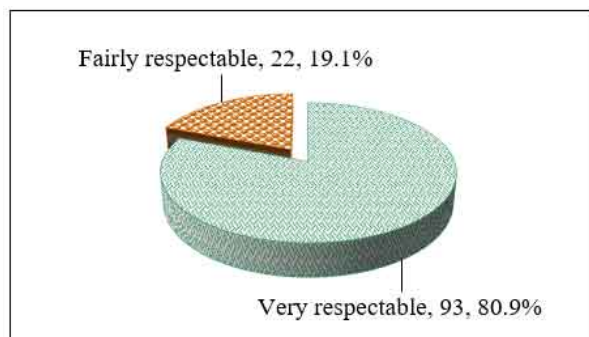
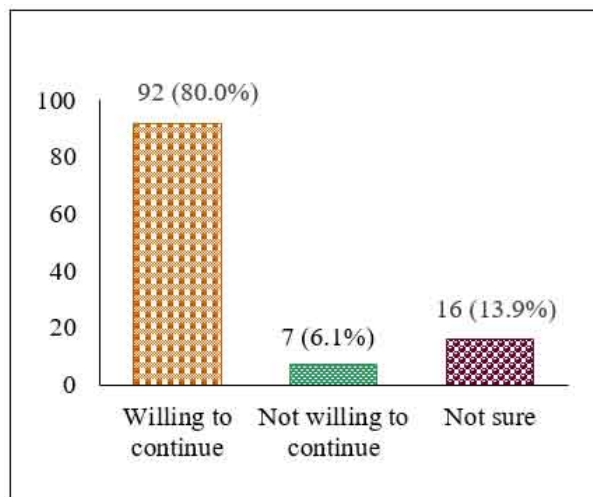
**Figure 3:** Respondents' perception of the nursing profession (n=115)

Table IV shows the role of family in influencing the respondents' decision to choose a nursing career. The majority of the students, 93 (80.9%), reported that their family encouraged them to pursue nursing. In contrast, 22 (19.1%) stated that their family remained neutral regarding their career choice.

Figure 3 depicts the respondents' perception of the nursing profession. The majority of the students, 93 (80.9%), considered nursing to be a very respectable profession, while 22 (19.1%) viewed it as fairly respectable.

Figure 4 illustrates the respondents' intention to continue in the nursing profession in the future. A majority of the students, 92 (80.0%), expressed that they were willing to continue in the profession. A smaller proportion, 16 (13.9%), were not sure about continuing, while only 7 (6.1%) indicated that they were not willing to pursue nursing further.

**Figure 4:** Respondents' intention to continue in the nursing profession

Discussion

This study explored career choices among students of Khwaja Yunus Ali Nursing College, focusing on demographic characteristics, motivations for choosing nursing, family influence, perception of the profession, and intention to continue in the field.

The age distribution of the respondents revealed that most students were clustered in the early twenties, with a mean age of 21.02 years. Similar findings were reported in a study by Sharma et al., where nursing students were predominantly aged between 20 and 23 years, reflecting the typical age range of undergraduate and diploma nursing programs in South Asia.⁵ This suggests that nursing education in Bangladesh, like in neighboring countries, primarily attracts young adults at the start of their professional training.

In terms of religious affiliation, the majority of respondents were Muslims (89.6%), with smaller representations from Hinduism (7.8%) and Christianity (2.6%). This distribution aligns with the overall religious composition of Bangladesh, where Islam is the predominant religion.⁶ Comparatively, studies from multicultural settings such as India reported more heterogeneous religious representation among nursing students.⁷

Regarding the type of course, most students (60.0%) were enrolled in the BSc in Nursing program, while 40.0% were pursuing a diploma. This higher proportion of BSc students is consistent with the trend toward professionalizing nursing and promoting higher education in the health sector.⁸ First- and third-year students constituted the majority of respondents, indicating that early- and mid-level students are more available or willing to participate in such studies, which is similar to findings in prior studies in South Asia.⁹

Altruistic motivations were the strongest drivers for choosing nursing, with all respondents citing "to serve people" as a reason. Career-related motivations, including good job opportunities (89.6%) and higher education opportunities (86.1%), were also highly reported. Financial security (40.0%) and family influence (20.0%) were secondary factors. These findings mirror previous research showing that nursing students are primarily motivated by the desire to help others, while pragmatic considerations such as career growth and financial stability also play significant roles.^{10,11}

Family support was influential in career choice, with 80.9% of students reporting encouragement from their family. This aligns with studies in Bangladesh and India where familial guidance is a key factor in choosing a nursing career, reflecting cultural norms emphasizing parental involvement in career decisions.¹²

The perception of nursing as a respectable profession was strong among respondents, with 80.9% considering it very respectable. Positive perceptions of the profession are crucial in retaining students and enhancing their professional identity, as reported in similar studies.¹³ Correspondingly, 80.0% of respondents expressed a willingness to continue in the nursing profession, indicating a high level of commitment despite challenges commonly associated with the field. The small proportion of students who were uncertain (13.9%) or unwilling (6.1%) to continue reflects potential areas for career counseling and support interventions.¹⁴

Conclusion

The study revealed that students of Khwaja Yunus Ali Nursing College are predominantly young adults, mostly in their early twenties, and come from a Muslim majority background. The majority are enrolled in the BSc in Nursing program and are concentrated in the first and third academic years. Altruism, particularly the desire to serve people, was the primary motivation for choosing nursing, alongside career-related factors such as good job opportunities and higher education prospects. Family support played a significant role in influencing career choice, and the students generally perceived nursing as a highly respectable profession. A large proportion expressed a strong intention to continue in the nursing profession, reflecting commitment and positive professional attitudes.

Overall, the findings indicate that both personal motivations and familial encouragement strongly shape nursing career choices, while positive perceptions of the profession contribute to students' willingness to pursue it long-term. These insights can inform educational planners, policymakers, and nursing educators to support student recruitment, retention, and career development initiatives.

References

1. World Health Organization. State of the world's nursing 2020: investing in education, jobs and leadership. Geneva: WHO; 2020.
2. Ministry of Health and Family Welfare, Bangladesh. Health workforce strategy for Bangladesh 2015-2030. Dhaka: MoHFW; 2015.
3. Rahman MM, Haque SE, Zahan MS. Factors influencing career choice of nursing students in Bangladesh. *Bangladesh J Med Educ.* 2019;10(2):45-50.
4. Price SL. Becoming a nurse: a meta-study of early professional socialization and career choice in nursing. *J Adv Nurs.* 2009;65(1):11-19.
5. Sharma M, Kumar A, Singh S. Age and demographic profile of nursing students: A cross-sectional study. *Int J Nurs Educ.* 2019;11(2):45-50.
6. Bangladesh Bureau of Statistics. Population and Housing Census 2022. Dhaka: BBS; 2023.
7. Rani S, Kaur R. Sociodemographic characteristics of nursing students in India. *Nurs J India.* 2020;111(3):55-60.

8. Ali MN, Hasan MM. Trends in BSc nursing enrollment in Bangladesh. *Bangladesh J Med Educ.* 2021;12(1):22-29.
9. Patel D, Mehta P. Academic year distribution and participation in nursing research. *J Adv Nurs Pract.* 2018;4(2):18-23.
10. Rahman A, Islam S. Motivational factors for choosing nursing as a career: A study among Bangladeshi students. *Asian Nurs Res.* 2020;14(3):200-206.
11. Khan M, Hossain F. Career motivations among undergraduate nursing students in South Asia. *Nurs Health Sci.* 2019;21(1):88-94.
12. Choudhury P, Das S. Family influence on nursing career choices: Evidence from Bangladesh. *Int J Health Prof.* 2021;8(2):33-40.
13. Ahmed S, Rahman M. Perception of nursing as a profession among students in Bangladesh. *Bangladesh J Nurs.* 2020;9(1):12-19.
14. Sultana F, Hossain R. Career intention and retention of nursing students: A cross-sectional study. *J Nurs Educ Pract.* 2019;9(5):45-5.