

ORIGINAL ARTICLE

Assessment of Male and Female Nursing Students' Perception of Male Nurses Role at Makkah, KSA

MARAM TAHER ALGHABASHI¹, HALA YEHA SAYED²^{1,2}Assistant professor, Faculty of Nursing, Umm Al Qura University Makkah, Saudi Arabia

Correspondence to: Maram Taher Alghabash

ABSTRACT

Background: More men in nursing are critical to meet predicted global shortages in the nursing workforce, and to promote gender equality in the profession. Male nurses face challenges in their education and practice because of their gender and stereotypes associated with being a male in a female dominated profession. Despite the constant changes that impact healthcare, the sex imbalance of the nursing education remains constant.

Aim: Assess students' perceptions about male nursing and compare students' perceptions about male nursing.

Material and Method: Method: A cross-sectional descriptive design was used in this study. To assess the students' perceptions about male nursing which was contained three sections. The first part of the questionnaire included socio demographic data, second part of the questionnaire included questions about perceptions of both female and male students about position of males in nursing career while questions regarding effects of recruiting males to nursing career were included in the third part. The total sample of the study was 120 male & female nursing students were selected from each class level.

Results: There were highly statistically significant differences of career preferences among students regarding clinics are seen suitable for men to work after graduation in emergency (0.005). In addition, there was statistically significant differences of male & female students' in relation to working place preferences of male students after graduation as administrator (0.03).

Conclusion: Male & female students expectations regarding; working place preferences of students after graduation in emergency primary care, hospital ward, instructor in college, male & female students prefer emergency, operating room, intensive care unit, medical & surgical ward as clinics suitable for men after graduation and male and female perceived that males will change anything in image of nursing, will improve image of nursing, will change anything in the status of nursing and will improve the status of nursing. As well as they refuse the nursing profession to be a female profession.

Recommendations: Faculties of nursing should encourage and organize the admission of men to nursing profession to be fruitful through policies, rules, regulations, determining male role identity, job description, rights.... etc. Admission of men in nursing profession to decrease the severe shortage considering the suitable areas for men to work in. Design and implement orientation training programs about nursing career and profession for men students before admission.

Keywords: Male, female students' perception, male nurse role.

INTRODUCTION

Men are entering the nursing profession in increasing numbers (Ellis, et.al, 2006). However, males continue to account for only a small percentage, approximately 6%, of the nursing profession (Ellis, et.al, 2006). This information has significance for the nursing workforce which is seeking diversity to better serve a diverse population. While the number of male nurses entering the profession has increased by 22.6% since 1980 (Cude

& Winfrey, 2007) this has had little impact on the number of males in the nursing profession. Only 6% of the approximately three million registered nurses in the United States are male (Sanner, et.al, 2010). A campaign recently initiated by the American Association of Male Nurses seeks to increase the amount of men enrolled in nursing schools to 20% by the year 2020. In Arab countries male nurses represent just a small fraction of the nursing workforce. For a long time, there were lack of desire and enthusiasm among male students to study nursing because of the stigma of nursing profession which may plays one of the major obstacles for choosing nursing career (Mohamed,2013). However, Saudi Arabia, unlike western countries, there has been a rapid increase in the number of men choosing nursing as a career. In the past 25 years in western countries there has been little change in the percentage of men in nursing, comprising only 8-10% (Evans, 2014). While, in Saudi Arabia the increase in the number of men in the nursing workforce has been rapid (MOH, 2012). Presently in the Kingdom more than half of Saudi nurses and 25% of the total nursing workforce are Saudi men (MOH, 2013). Nursing is still does not benefit from men as a potential pool of candidates to ameliorate nursing shortages (McLaughlin et.al, 2010). Females remain most students in nursing and of nursing faculty, while males continue to represent only a very small minority in both. There are many factors influencing the professional presence of male in nursing such as health care needs, nurse's shortage, recruitment and employment chances and the advancement in profession. Male nurses are professionals who care the same way as female nurses. (Williams 2006 and Tracey & Nicholl 2007).

Male nursing students face more role strain than their female counterparts, Men in nursing try to diffuse their role strain by gravitating towards low touch specialties such as psychiatric nursing, anesthesiology, and administration. One of the most important things to remember about nursing is that it is a profession; it is not a gender. Stereotypically, however, nurses are most often portrayed as females. As efforts succeed to break down this gender barrier, more men are becoming nurses. The opportunities for men are as widespread as they are for women, but the battle continues to eliminate the feminine image (Wang et.al, 2011). Although the motivations for men and women who enter nursing field are similar like caring, service, and power, but noticeable differences do emerge (Yaling , et al. 2009). But the reasons for the lack of males in the profession were inherent belief in the naturalism of women as nurses, poor working conditions and low pay, inability of males to shake off the low reputation men in nursing had acquired. The nursing community aims to increase the number of male nursing students and practicing male nurses lately (Wilson ,2010). Thus, the current study aims to assess students' perceptions about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia.

Literature Review: Male nurses face challenges in their education and practice because of their gender and stereotypes associated with being a male in a female dominated profession. The reasons that men might be reluctant to pursue a career in nursing range from the personal to the societal. According to 2008 Department of Health and Human Services survey, the number of male nurses doubled over the years that in 2008 they comprised 6.6 percent of the total RN population. With the current nursing shortage, as well as the impending shortage in the nursing workforce because of the aging trend, there is a good reason for males to start thinking of becoming a nurse (Health Resources and Services Administration, 2010). According to the National League for Nursing, in 2011, men made up 15% of enrollments to nursing programs, 8% more than are found in the current workforce (National League for Nursing, 2010). Men in nursing try to diffuse their role strain by gravitating towards low touch specialties such as psychiatric nursing,

anesthesiology, and administration. One of the most important things to remember about nursing is that it is a profession; it is not a gender. Stereotypically, however, nurses are most often portrayed as females. As efforts succeed to break down this gender barrier, more men are becoming nurses. The opportunities for men are as widespread as they are for women, but the battle continues to eliminate the feminine image (Balakrishnan, et al., 2013). Saudi Arabia is investing significant resources in the national health care system, increasing considerably the number of hospital beds and health care facilities in both the government and private sectors. In line with this expansion there is also a need to expand the nursing workforce. The aim is not only to increase the numbers of nurses but importantly, the proportion of Saudi nurses. This change is in keeping with the government's plans of 'Saudization'. The term Saudization is defined as replacing the expatriate workforce in Saudi Arabia with qualified national workers. As a result, there has been a significant increase in the overall number of Saudi nurses and notably the number of Saudi men in nursing is increasing against the global trend (Al-Mahmoud, et al., 2012). Men in Nursing in Saudi Arabia

The large number of men in nursing is a relatively unique phenomenon in Saudi Arabia. Unlike other countries, men comprise 25% of the total nursing workforce and 50% of all Saudi nurses (MOH, 2016). Previously there have been few Saudi nurses, including males in the workforce, when compared with expatriates, until recently when Saudi nationals started to join the profession in large numbers; they now comprise half of the total nursing workforce (MOH, 2016). In the past there were few male Saudi nurses and new graduate male Saudi nurses did not practice nursing, but were rather engaged in administrative responsibilities (Ray, et al., 2010). However, in the last few years, the number of men in nursing has increased significantly. When compared with the first available data, current data show a significant increase in the number of male, Saudi nurses (MOH, 2012; MOH, 2016). Today males comprise half of the total Saudi nursing workforce, and even more than this in Riyadh city (MOH, 2012; MOH, 2016). Although men are also increasingly joining the nursing profession in Western countries, the numbers are not significant. For example, Europe has experienced only a 1.2% increase in male nurses in the ten years since 1999 (Duffin, 2009). This is not comparable to the situation in Saudi Arabia, which has experienced rapid change; half of all local nurses are now men (MOH, 2016). Specific Saudi cultural requirements have resulted in a large number of males entering the profession. For example, every year, during the pilgrimage period, the government of Saudi Arabia provides health and medical services to approximately 3 million pilgrims from all around the world who converge on a small area in Makkah (the holy city of Islam), which is called in Islam Hajj. The Hajj lasts for 15 to 20 days and male Muslim nurses and nursing students are required to participate in providing nursing care for religious and logistic reasons. Cultural and religious barriers limit the participation of female nurses in the Hajj. The Current Situation of Men in Nursing. Some male nurses find it difficult to work in a predominantly female profession in the Western world (Evans, 2014). For example, registered male nurses leave the nursing profession at a rate approximately four times higher than female registered nurses, due to gender issues related to providing close and intimate nursing care for female patients (Milligan, 2011). A study in Western Australia, examining the experience of male nurses providing care to female patients, found that male nurses find it challenging to care for female clients, while the clients experienced increased levels of stress (Inoue, et al., 2012). However, a study conducted in 2002 exploring patients' preference for male or female nurses did not find a significant preference (Chur-Hansen, 2012). According to Inoue et al. (2006), one of the main concerns and challenges male nurses faced daily was the use of the term sister when referring to nurses. A study conducted in Turkey evaluating the opinion of female nursing students to male nurses informed changes in the Turkish Nursing Law in 2007. The study determined that 49.8% of the students had

negative attitudes toward male nurses working in certain areas, such as obstetrics or gynecology, which led to restricting some disciplines to females (Saritas, et al., 2009). There is limited literature in the area of what motivates Saudis to become nurses. A few Saudi Arabian studies found that most Saudis are not motivated to join nursing due to cultural or social reasons (Al-Ahmadi, 2012; Al-Omar, 2014). Saudis have a negative image of nursing and generally do not consider it as career choice, particularly as they do not feel comfortable mixing with the opposite gender in the workplace (Al-Ahmadi, 2012; Al-Omar, 2014). Feeling culturally and socially accepted was found to have a direct impact on Saudi male and female nurses' job satisfaction (Gazzaz, 2009; Simpson, et al., 2006). Nursing literature indicates that opportunities to access higher education and career improvement increase motivation to enter the nursing profession and enhance nurses' control over the development of their field (Brown & Harvey, 2011). There is little motivation for Saudis to embark on a nursing career due to social and cultural obstacles. Therefore, university programs are having difficulty attracting men and women to nursing compared to other more prestigious careers. In the past few Saudi secondary school students were motivated to consider nursing as a possible future career. This attitude of Saudi high school students towards the nursing profession is revealed in a study conducted by Al-Omar (2014) in many high schools in Riyadh. The result of that study indicated that only 5% of respondents were interested in nursing as a future career and few Saudi females were motivated to choose nursing because of cultural values and the image of nursing within the community and their families. Saudi students are not choosing nursing as a primary choice of career. Many end up enrolling in nursing due to insufficient marks to get into other programs. It was found in the literature that enthusiasm for working in a caring profession, and a wish to become a nurse, are often great motives for individuals to choose nursing as profession (Duffield, et al., 2014). In addition, other motivations for entering the nursing profession include, but are not limited to, job security, flexibility, salary, an interest in health care and science, and perceived opportunities for advancement (Duffield et al., 2014; Spouse, 2010; Yang, et al., 2004). Further, a study investigating the relationship between the motives to become a nurse and the intention to leave (Gambino, 2010) found that feelings of obligation and loyalty play an integral part in nursing retention and that older nurses with high levels of normative commitment are also more likely to continue working in nursing. In the past, it was difficult to attract Saudis to nursing because they were not motivated to join the profession. However, recently young Saudis are entering the profession in large numbers. It is believed that rapid development and fast population growth may have an impact on this but there is no evidence to support this. These changes, combined with lack of recent data, have created a gap in the literature on what motivates Saudis to become nurses.

Understanding of the Nursing Role

The recruitment and retention of more males in the nursing profession can help to close the gap of the nursing shortage. More males in the nursing workforce are beneficial to the profession. Many patients prefer male nurses (Fisher and Connelly, 2009). Some male patients are modest and prefer same sex care with intimate procedures such as urinary catheterization, prostatectomy care, and vasectomy care among other procedures. There have been several cases where male patients have sued healthcare entities because of modesty violations. However, El-Gilany and Al-Wehady (2011) conducted a study in some Saudi hospitals to assess the degree of satisfaction of Saudi female nurses with their working conditions and found that the majority of female nurses preferred not to provide care for male patients. In a later study assessing the satisfaction of Saudi nurses in the work environment, it was argued that mixed gender staffing and caring for the opposite gender has caused dissatisfaction amongst many Saudi nurses (Almalki, et al., 2012).

Significance of the Study: Men are increasingly pursuing careers in nursing, attracted by abundant job opportunities, good salaries, and the opportunity to make a difference in people's lives and nursing profession invest this and give many opportunities to male for entering to this female dominated field to overcome its' challenges as: nursing shortages, rapidly changes and reforms in health care, globalization, practitioners should meet consumer demands, specialization, bad image in media, Professionalization, Political & economical forcers, social & cultural forces, evidence-based practice required to maintain accreditation, technology and nursing informatics' impact...etc. So, studying students' perceptions about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia is very important as a step to determine the student's perceptions about male nursing and what areas they prefer to work in and if they will improve the nursing status and image or not.

Aim of the study: To fulfill this, aim the following research objectives will be formulated to:

- Assess students' perceptions about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia.
- Compare students' perceptions about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia.

Research question:

- What are the nursing students' perceptions about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia?
- What are the gender differences perceived by female and male nursing students about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia?
- What are differences perceived by nursing students about male nursing at faculty of nursing Umm Al Qura University in Saudi Arabia?

SUBJECTS AND METHODS

Research design: A cross-sectional descriptive design was used in this study.

Research Setting: The study was conducted at faculty of nursing Umm AL-Qura University.

Research Subjects: The total sample of the study was 120 male & female nursing students were selected from each class level. A stratified proportionate sample from different years of student nurses at faculty of nursing Umm Al Qura University was taken based on the distribution of the different years of student nurses. The investigators were selected randomly the sample size from each stratum using the simple random sampling technique until the required sample size was obtained.

Inclusion criteria: All students enrolled nursing program.

Exclusion criteria: Re- write students

Tools for data collection: Data for the present study was collected using the following tool: A questionnaire sheet was developed by Ozdemir et al (2008) to assess the students' perceptions about male nursing which was contained three sections. The first part of the questionnaire included socio demographic data, second part of the questionnaire included questions about perceptions of both female and male students about position of males in nursing career while questions regarding effects of recruiting males to nursing career were included in the third part .

Preparatory Phase: A review of the past, current related literature covering all aspects of the problem using available book, journals articles and magazines was used to be a quantized with the various aspect of research problem.

Exploratory Phase

Pilot Study: A pilot study was carried out including 10% students to test the study tools in terms of its clarity, applicability, time required, then they were excluded from the study sample. The necessary modifications were done according to the pilot study results.

Field Work: The field work was carried out from 6th September 2018 to 15th October for data collection. The investigators were available 2 days / week in different class and alternatively in different study settings for nurse interns. The nature and purpose of the study were explained to the students. The study tools were filled out by the students. The average time needed for completion of the tools were around (8-10 minutes).

Ethical considerations: The necessary steps were taken to ensure that the rights of all subjects will be recognized and protected throughout the study. Confidentiality with respect to both participants and storage of data was maintained throughout. Ethical approval was granted from the research ethics Committee, faculty of nursing, Umm Al Qura University.

Statistical Analysis: The collected data was analyzed, and necessary statistics was used namely; mean, standard deviation, Chi-square and t-test. Any P- value less than 0.05 was considered significant.

RESULTS

Results of the current study are illustrated in the following parts:

Part 1: Demographic Characteristics of the Studied students (figure 1-3).

Part 11: Frequency distribution of students' expectations about where males should be in nursing & their 'opinions about effects of males on image and status of nursing (table 1- 4).

Part 111: Differences of male and female students' perceptions of working place preferences after graduation (table 5-8)

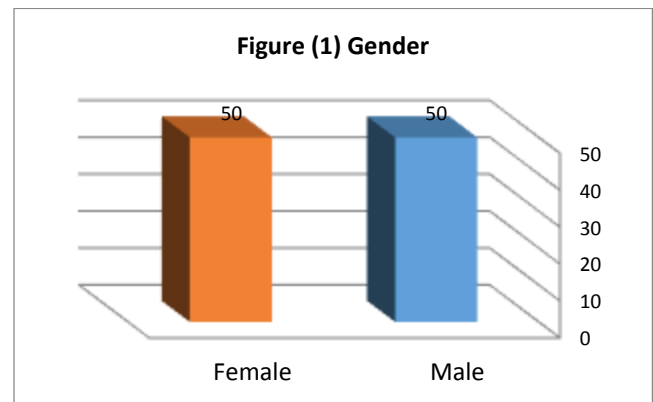


Figure 1: Distribution of the study sample regarding their gender (N=120).

This figure showed that half (50%) of the study sample were male, while (50%) of the rest were and female.

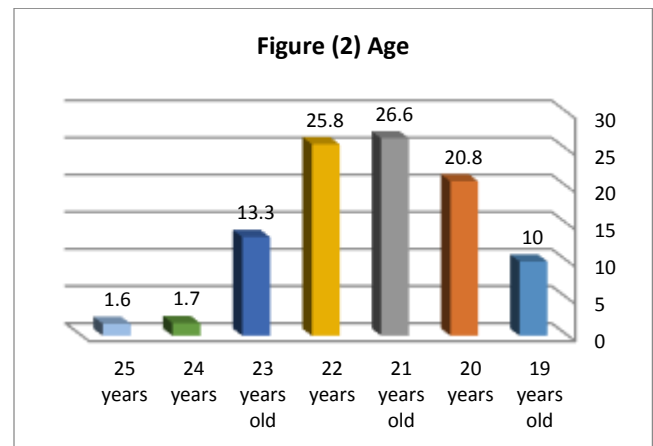


Figure 2: Distribution of the study sample regarding their age (N=120).

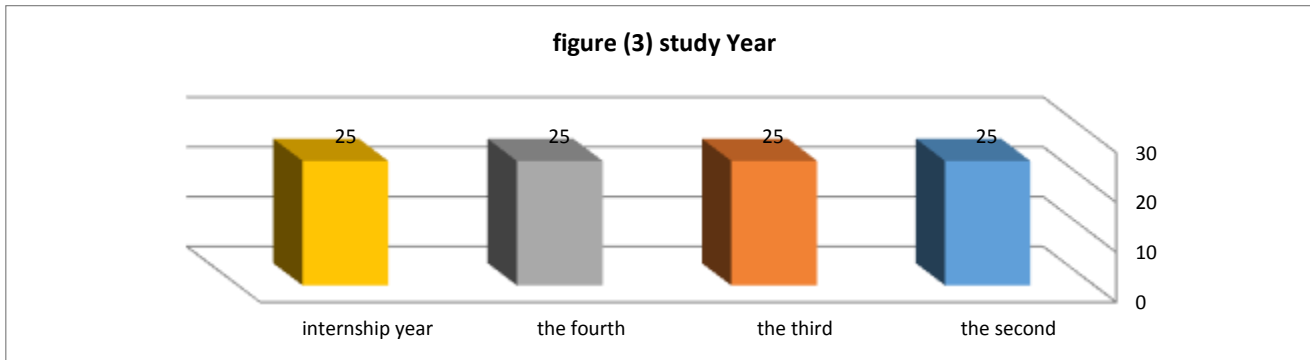


Figure 3: Distribution of the study sample regarding their study year (N=120). This figure indicated that (26.6%) of students were aged 21 years old, and (25.8%) of them were aged 22 years. While (20.8%) of participants were aged 20 years. (13.3%) of study sample were their age 23 years old. This figure clarified that the study year was divided into four stages by (25%) for second, third, fourth, and internship year.

Table 1: Distribution of the frequency distribution of nursing students' perceptions of working place preferences after graduation, suitable for men to work after graduation by both genders, seen fit for males by both genders after their graduation, how will males affect the image of nursing and perceptions of positions are seen fit for males after their graduation (No.=120).

Students' expectations	Strongly Agree	Agree	Sometime	Disagree	Strongly disagree
A-Working place preferences of both female and male students after graduation					
1. Hospital ward.	34.2	56.7	5.8	1.7	1.6
2. Primary care	38.4	37.5	17.5	3.3	3.3
3. Emergency.	23.3	63.3	8.3	4.2	0.9
4. Outpatient clinics.	39.2	25.8	25.8	5.0	4.2
5. Instructor in nursing faculty.	30.8	40.8	19.2	5.0	4.2
B-Clinics are seen suitable for men to work after graduation by both genders					
1. Internal medicine-surgery clinics.	50.8	35.0	11.7	1.7	0.8
2. ICU.	52.5	33.3	10.1	1.8	0.9
3. Operating room.	54.2	28.3	15.8	0.9	0.8
4. Emergency.	60.8	25.8	7.5	4.2	1.7
5. Clinics other than maternity care and pediatrics.	26.7	23.3	33.3	9.2	7.5
6. Every clinic with no exception.	15.0	31.7	34.2	6.6	12.5
C-Positions are seen fit for males by both genders after their graduation					
1. Staff nurse.	45.0	36.7	16.6	0	1.7
2. Administrator.	45.0	36.7	16.6	0	1.7
3. Instructor.	45.0	33.3	20.0	0	1.7
4. In any position available.	37.5	31.6	24.2	5.0	1.7
5. Administrative/ instructor.	35.0	30.8	22.5	0.9	0.8
Effects of males on image and status of nursing :A- How will males affect the image of nursing					
1- Males will not change anything in image of nursing.	21.5	26.7	12.5	22.8	14.5
2- Males will improve image of nursing.	54.2	26.7	12.5	2.5	4.2
3- Males will worsen image of nursing.	6.7	6.7	12.5	26.7	47.5
B- How males will affect the status of nursing					
1- Males will not change anything in the status of nursing.	10.0	11.7	8.3	24.2	45.8
2- Males will improve the status of nursing.	46.7	31.7	15.0	4.2	2.5
3- Males will worsen the status of nursing.	5.0	6.7	20.0	22.5	45.8
C- Should nursing only be a female profession					
1- Yes.	11.7	10.8	7.5	27.5	42.5
2- No.	63.3	10.8	13.3	5.8	6.7

This table clarified that, students strongly agreed that outpatient clinics, primary care, hospital ward, instructor in college and emergency as a working place career preference after graduation (39.2%,38.4%,34.2%30.8 and 23.3%)respectively. While students agreed that emergency, hospital ward, instructor in college and outpatient clinics (63.3%,56.7%, 40.8% 37.5% and 25.8%) respectively as a working place career preference after graduation, also illustrated that, students strongly agreed that emergency, operating room, intensive care unit, medical & surgical ward as clinics suitable for men after graduation (60.8%, 54.2%,

52.5% and 50.8%) respectively. While students agreed that medical & surgical ward, intensive care unit, and every clinic with no exception (35%, 33.3% and 31.7%) respectively, regarding the indicated that students strongly agreed that staff nurse, administrator, instructor (45%) and in any position available (37.5%) as positions fit for males after their graduation, also illustrated that, students strongly agreed that Males will improve image of nursing (54.2%). Also, the strongly agreed male will improve the status of nursing (46.7%). While (63.3%) of them strongly agreed that nursing not only a female profession .

Table 2: Distribution of the differences of male and female students' perceptions of working place preferences, differences of male and female students' perceptions of clinics that seen suitable for men to work, Differences of male and female students' perceptions of positions are seen fit for males after graduation. (No.=120)

Students' expectations	Male		Female		T	P-value
	X	SD	X	SD		
A-Working place preferences of both female and male students after graduation						
Hospital ward.	4.25	.50	4.15	.95	.717	.475

Primary care	4.08	.96	4.00	1.04	.455	.650
Emergency	4.08	.53	4.00	.92	.608	.545
Outpatient clinics	3.95	1.03	3.86	1.18	.411	.682
Instructor in nursing faculty	3.91	.92	3.86	1.14	.263	.793
B- Clinics are seen suitable for men to work after graduation by both genders						
Internal medicine-surgery clinics	4.28	.88	4.38	.73	.672	.50
ICU	4.35	.89	4.28	.92	.401	.68
Operating room	4.43	.87	4.25	.79	1.2	*.02
Emergency	4.63	.66	4.16	1.07	2.8	*.005
Clinics other than maternity care and pediatrics.	3.36	1.2	3.68	1.17	1.4	*.014
Every clinic with no exception	3.18	1.2	3.41	1.13	1.0	*.02
C-Positions are seen fit for males by both genders after their graduation						
Staff nurse	4.33	.81	4.41	.69	.602	.549
Administrator	4.40	.66	4.10	.87	2.106	*0.03
Instructor	4.18	.87	4.25	.77	.443	.659
In any position available	4.05	.94	3.91	1.02	.738	.462
Administrative instructor	4.21	.84	4.15	.89	.418	.676

This table found that there were highly statistically significant differences of career preferences among males and female's students regarding Clinics are seen suitable for men to work after graduation by both genders in emergency (0.005), while the highest mean score was (4.6) for male students. Also, there were statistically significant differences of career preferences among males and female's students in operating room (0.02), while the highest mean score was (4.4) for male students and in every clinic with no exception (0.02), while the highest mean score was (3.4) for female students and in clinics other than maternity care and pediatrics (0.01), while the highest mean score was (3.6) for female students, also showed that, there was statistically significant differences of male & female students' in relation to working place preferences of students after graduation in administrator (0.03) while the highest mean score was for male students (4.4).

This table showed that, there was highly statistically significant differences of male & female students' opinions in relation to effects of males on image and status of nursing among males' and females' students a) How will males affect the image of nursing in: males will improve image of nursing (0.001), while the highest mean score (4.5) was for female students. Also, there was statistically significant differences of males will worsen image of nursing (0.03), while the highest mean score (2.1) was for female students. b) How males will affect the status of nursing in, males will improve the status of nursing and males will worsen the status of nursing (0.04). and there was not statistically significant difference (1.1) concerning should nursing only be a female profession.

DISCUSSION

Men are increasingly pursuing careers in nursing, attracted by abundant job opportunities, good salaries, and the opportunity to make a difference in people's lives. This is in no small part since the nursing profession has worked for years to dispel misconceptions surrounding men in this female dominated field. On the other side of the gender divide, men who enter nursing may still face questions about their masculinity (Sridevy, 2013). The findings of the present study indicated that student' expectations regarding; working place preferences of students after graduation in emergency primary care, hospital ward, instructor in college. These findings are supported by Gaber and Mostafa, (2013) found that preferences among males' and females' students at faculty of nursing Zagazig University (Egypt Students) regarding: Working place preferences of both female and male students after graduation in hospital ward, primary care and emergency (0.041, 0.015, 0.000) respectively and In the same study, there are statistically significant differences of career preferences among males' and females' students at Shaqra University (Saudi students) regarding a) Working place preferences of both female and male students after graduation in: hospital ward, primary care, emergency, outpatient clinics and instructor in nursing faculty (0.000, 0.031, 0.022, 0.019, 0.032) respectively,. Concerning

Students' expectations about where males should be in nursing. This study indicated that concerning students' expectations about where males should be in nursing. This study indicated that both female and male students prefer emergency, operating room, intensive care unit, medical & surgical ward as clinics suitable for men after graduation (60.8%, 54.2%, 52.5% and 50.8%) respectively that could be due to men have physical power and Masculinity characteristics that enable them to work in these hard areas which need handling patients.

These findings are supported by Sridevy,(2013) studied" An Exploratory Study of Student Nurses' Perceptions of Gender" who found that the most of the female students and nearly half of the male students chose emergency units as the most "suitable" area for male nurses. Additionally, these findings similarly with Ozdemir et al, (2008), who stated that ICU, operating room and emergency departments were proper places for males to work after graduation by both genders. On the other hand, maternity and pediatric clinics were not seen as fit places for males to work. Moreover, these findings are supported by (Chung, 2000 and Senses et al., 2001). The places males choose to work in hospitals are ICU and ER which are identified with technical skills and autonomy (Ozdemir et al, 2008). This result matched with those of Rernard Hodes Group (2008), who found that the top nursing specialties among respondent's men include: Critical care (27%), ED (23%) and Med/surg(20%). Other top areas of expertise include Middle Management (19%) and Educator (15%). Moreover, this result is supported by Ericksen, (2007) who noted that men tend to work in emergency, intensive care unit

Concerning positions are seen fit for males by both genders after their graduation. This finding indicated that students prefer administrator, instructor and staff nurse as positions fit for males after their graduation. The present study findings supported with Sridevy, (2013) that show in results of the survey male students prefer administrative/instructional positions after graduation. In contrast, female students said they more often preferred men to assume staff nurse positions

The result of the present study agree with Stoltenberg & Behan, (2011) they concluded that only 50.7% males agree inherent in a nursing career; a career which, as of Services Administration. The result of the present study differs with some researcher, (Ozdemir et al, 2008; Rernard Hodes Group, 2008).

Image of nursing is one of the most important factors in the development of the nursing profession (Ellis & Hartley, 2008). Regarding Students' opinions about effects of males on image and status of nursing. The results of the present study found that there are statistically significant differences between the study samples in which both think that males will change anything in image of nursing, will improve image of nursing, will change anything in the status of nursing and will improve the status of nursing. As well as they refuse the nursing profession to be a female profession. This could be due to male and female students more understand and oriented with the problems of nursing profession as: the shortage in nursing staff, past image of nursing related to culture, the

problems and challenges that facing the females in this profession, the quality of service provided to community if delivered by both male or female. This result was in harmony with Ozdemir et al, (2008), who stated that 64.63 % of the students, reported that men would help to improve the status of nursing. Conversely, the same authors reported that some of the students (19.9 %) thought men would have no effect on status of nursing. However, this finding is not in accordance with some research reports Andrews (2005) who conducted study about, "Perceptions of High School Boys Toward Nursing as a Career Choice" and Cakmakci (2003), who reported that majority 82 % of the male high school students did not prefer nursing as a career and they believed that nursing should only be a female profession, and Hansen (2002) who concluded that females tended to disagree that males are better suited to nursing than women. Conversely, the result of the present study differs with Ozdemir et al, (2008), who noted that male students have a role tension regarding nursing, because almost half of them (48.6%) saw nursing as a female profession. A similar finding was reportedly, Bartfay et al. (2010) who concluded that general perception in canadian society that nursing is more suitable career choice for females than men. Furthermore, Stoltenberg & Behan, (2011) who studied "Perceptions Surrounding Men in Nursing" they found that when asked if women like dating men who are nurses, only 23.33% of males and 18.84% of females agreed. As well, the same researchers recommended that, marketing can be directed at males whose personality types have the highest tendency to select nursing as a career. Finally, Sridevy,(2013) recommended that nursing as a profession can only benefit from a talent pool drawing a proportionate number of men. Nursing schools, health care organizations, and the media should continue to advocate for the profession, portraying positive images of the field and male nurses. A community education campaign to improve the image of nursing could also be initiated. To emphasize a nurse's role identity without any gender segregations, school educators should encourage students to manage gender-related problems.

As the society changes, health care emphasis and lifestyle also change requiring nurses themselves to change (Valizadeh and Ali, 2008). (Gerencher, 2002) reported that if men entered the profession at the same rate as women. Today, there would be no nursing shortage. On the same line Shukri, (2005) mentioned that male-female ratio of practicing nurses has increased rapidly in some Arab countries. For example, the percentage has reached 50/50 in Palestine and 40/60 in Jordan. (O'lynn and Tranbarger, 2003) added that to attract more individuals to the profession, a positive image of nursing needs to be engendered by nurse education and general community

CONCLUSION

The current study concluded the following:

- Male & female students expectations regarding; working place preferences of students after graduation in emergency primary care, hospital ward, instructor in college.
- Male & female students prefer emergency, operating room, intensive care unit, medical & surgical ward as clinics suitable for men after graduation.
- Male and female perceived that males will change anything in image of nursing, will improve image of nursing, will change anything in the status of nursing and will improve the status of nursing. As well as they refuse the nursing profession to be a female profession.

Recommendation: The current study recommended the following:

- Faculties of nursing should encourage and organize the admission of men to nursing profession to be fruitful through policies, rules, regulations, determining male role identity, job description, rights....etc
- Faculties of nursing should encourage admission of men in nursing profession to decrease the severe shortage considering the suitable areas for men to work in.

- Faculties of nursing should design and implement orientation training programs about nursing career and profession for men students before admission
- Further studies to determine the suitable areas and units for men nursing to work in.

REFERENCES

1. Abu-Zinadah, S. (2006). Nursing Situation in Saudi Arabia. Retrieved 2012,
2. Al-Ahmadi, H. (2012). Job satisfaction of nurses in Ministry of Health Hospitals in Riyadh, Saudi Arabia. *Saudi Medical Journal*, 23(6), 645-650.
3. Alboliteeh, M.(2015):Choosing to Become a Nurse in Saudi Arabia and the Lived Experience of New Graduates: A Mixed A thesis submitted as the requirement of the Doctor of Philosophy Degree, Faculty of Health Sciences School of Nursing.
4. AL-Dossary, R., Kitsantas, P., & Maddox, P. J. (2013). The impact of residency programs on new nurse graduates' clinical decision-making and leadership skills
5. Alhusaini, H. (2006). Obstacles to the efficiency and performance of Saudi nurses at the Ministry of Health, Riyadh Region: analytical field study. Riyadh, Saudi Arabia. Ministry of Health.
6. Al-Mahmoud, S., Mullen, P., & Spurgeon, P. (2012). Saudisation of the nursing workforce: Reality and Myths about planning Nurse Training in Saudi Arabia. *Journal of American Science*, 8(4), 369-379.
7. Almalki, M. J., FitzGerald, G., & Clark, M. (2012). The nursing profession in Saudi Arabia: an overview. *International Nursing Review*, 58(3), 304-311.
8. Al-Omar, B. A. (2014). Knowledge, attitudes and intention of high school students towards the nursing profession in Riyadh city, Saudi Arabia. *Saudi Medical Journal*, 25(2), 150-155.
9. Andrews, K. E. (2005). "Perceptions of High School Boys Toward Nursing as a Career Choice." Doctoral dissertation, University of Missouri. UIM number 3167305.
10. Balakrishnan, B ,Sheoran P and Kumar (2013): Perception of Male nursing students towards Obstetrical nursing clinical experience Indian journal of maternal and child health: official publication of Indian Maternal and Child Health Association 15(4), January 2013.
11. Bartfly, W., Bartfly, E., Chow, K., & Wu, T. (2010). Attitudes and perceptions towards men in nursing education [Supplemental material]. Attitudes and perceptions towards men in nursing education, 8(2), 1–7. Located at:
12. Bérubé, M., Valiquette, M., Laplante, É., Lepage, I., Belmonte, A., Tanguay, N., Touchette, S. (2012). Nursing residency program: a solution to introduce new grads into critical care more safely while improving accessibility to services. *Nursing leadership (Toronto, Ont.)*, 25(1), 50-67.
13. Brown, D., & Harvey, D. (2011). An experiential approach to organization development: Prentice Hall.
14. Cakmakci, A.(2003). Senior High School students' perceptions about nursing as career. *Nursing Form*, 6(1), 33-42.
15. Chung,V. (2000): Men in nursing. *Minority nurse* 2000. Available in [http:// www. Minority nurse. com./features/nurse-emp/08-30-00chtml](http://www.Minority nurse.com/features/nurse-emp/08-30-00chtml). Accessed on: 13/10/2012.
16. Chur-Hansen, A. (2012). Preferences for female and male nurses: the role of age, gender and previous experience – year 2000 compared with 1984. *Journal of Advanced Nursing*, 37(2), 192-198.
17. Cude, G., & Winfrey, K. (2007); The hidden barrier gender bias: fact or fiction. *Nursing for Women's Health*, 11(3), 255-265.
18. Duffield, C., Aitken, L. M., O'Brien-Pallas, L., & Wise, W. J. (2014). Nursing: a stepping stone to future careers. *Journal of Nursing Administration*, 34(5), 23- 245.
19. Duffin, C. (2009). Would an increased proportion of male nurses benefit the profession? *Eastern Mediterranean Health Journal*, 7(1), 31-37.
20. El-Gilany, A., & Al-Wehady, A. (2011). Job satisfaction of female Saudi nurses.
21. Ellis, D. M., Meeker, B. J., & Hyde, B. L. (2006); Exploring men's perceived educational experiences in a baccalaureate program. *Research Briefs*, 45(12), 523-27.
22. Ellis, J. & Hartley, C. (2008): Nursing in today's world. Challenges, issues, trends, (9th ed.). Philadelphia: J. B. Lippincott Williams and wilkins, p.40.
23. Erickson, J. I., Holm, L. J., Chelminiak, L. & Ditomassi, M. (2005). Issues in Nursing: WhyNot Nursing. *Nursing* 2005, 35 (7).
24. Evans, J. A. (2014). Men nurses: A historical and feminist perspective. *Journal of Advanced Nursing*, 47(3), 321-328.

25. Fielden, J. M. (2012). Managing the transition of Saudi new graduate nurses into clinical practice in the Kingdom of Saudi Arabia. *Journal of Nursing Management*, 20(1),
26. Fisher, J. A., & Connelly, C. D. (2009). Retaining graduate nurses: A staff development challenge. *Journal for Nurses in Professional Development*, 5(1), 6-10.
27. Gambino, K. M. (2010). Motivation for entry, occupational commitment and intent to remain: a survey regarding Registered Nurse retention. *Journal of Advanced Nursing*, 66(11), 2532-2541.
28. Gazzaz, L. A. (2009). Saudi nurses' perceptions of nursing as an occupational choice: A Qualitative interview study. University of Nottingham.
29. Gerencher K.(2004): Men in white: Nursing field recruiting males with big opportunities. In O'lynn CE. Genderbased barriers for male students in nursing education programs: Prevalence and perceived importance. *Journal of Nursing Education*. 43(5): 229- 35.
30. Hansen, AC (2002): Preferences for female and male nurses: the role of age, gender and previous experience-year 2000 compared with 1984. *JAN*, 37 (2), 192-198.
31. Hodes Research Group. (2005). Men in nursing study. Retrieved April 4, 2005.
32. Inoue, M., Chapman, R., & Wynaden, D. (2010). Male nurses' experiences of providing intimate care for women clients. *Journal of Advanced Nursing*, 55(5), 559-567.
33. Keogh B, O'Lynn C. (2007); Male Nurses' Experiences of Gender Barriers Irish and American Perspectives. *Nurse Educator*. 2, 32(6): 256 9.
34. McLaughlin K, Muldoon O, Moutray M. (2010); Gender, Gender Roles and Completion of Nursing Education: A longitudinal study. *Nurse Education Today*, 30(4): 303-7.
35. Mebrouk, J. (2008). Perception of nursing care: Views of Saudi Arabian female nurses.
36. Miller-Rosser, K., Chapman, Y., & Francis, K. (2011). The use of oral testimony when reconstructing nursing history: A Saudi Arabian experience *Singapore Nursing Journal*, 36(1), 23-34.
37. Milligan, F. (2011). The concept of care in male nurse work: an ontological hermeneutic study in acute hospitals. *Journal of Advanced Nursing*, 35(1), 7-16.
38. Ministry of Health. (2013); Health Statistical Year Book. Riyadh, Saudi Arabia: Statistical Division, MOH.
39. Ministry of Health. (2016). Health Statistical Year Book. Riyadh, Saudi Arabia: Statistical Division, MOH.
40. Mohamed HE, El- Nemer AM. (2013);The Experience of Newly Enrolled Egyptian. Male Nursing Students into Maternity Nursing Curriculum. *Life Science Journal*. 2013; 10(1): 2810-5.
41. National League for Nursing. Findings from latest NLN annual survey of school of nursing administered October through December 2009 confirm reported trends. May 13, 2010
42. O'Lynn CE, Trabarger RE.(2003): Men in nursing: history, challenges, and opportunities. New York. Springer publishing company, LLC. *Nursing Standard*, 23(52), 12.
43. Ozdemir, A., Akansel, N. & Tunk, G. C. (2008). Gender and Career: Female and Male Nursing Students' Perceptions of Male Nursing Role in Turkey. *Health Science Journal*, 2 (3), 153-161.
44. Ray, M., Turkel, M. C., & Marino, F. (2010). The Transformative Process for Nursing in Workforce Redevelopment. *Nursing Administration Quarterly*, 26(2). 1- 14.
45. Sanner, S., Canella, K., Charles, J., Parker, L., & Baldwin, D. (2010); The impact of cultural diversity forum on students' openness to diversity. *Journal of Cultural Diversity*,17, 5661.
46. Saritas, S., Karadag, M., & Yildirim, D. (2009). School for Health Sciences University Students' Opinions About Male Nurses. *Journal of Professional Nursing*, 25(5), 279-284. doi: DOI: 10.1016/j.profnurs.2009.01.013.
47. Senses, M, Eris, N, Agirbas, K, Okten, S, Yıldızoglu, I, Kılınc, A.D. (2001) DunyadaTurkiye'de Hasta Bakiminda Erkeklerin Yeri, *Hemsirelik Forumu* 4(2-3), pp.62-64.
48. Shukri R. (2005): Status of nursing in the Arab world. *Ethnicity & Disease*.15(1Suppl 1): 88-89.
49. Simpson, E., Butler, M., Al-Somali, S., & Courtney, M. (2006). Guiding the transition of nursing practise from an inpatient to a community-care setting: a Saudi Arabian experience. *Nurs Health Sci*, 8(2), 120-124.
50. Spouse, J. (2010). An impossible dream- Images of nursing held by pre-registration students and their effect on sustaining motivation to become nurses. *Journal of Advanced Nursing*, 32(3), 730-739.
51. Sridev, S. (2013): An Exploratory Study of Student Nurses' Perceptions of Gender.
52. Stoltenberg,K.; Behan, D. and Frame, M (2011): Perceptions Surrounding Men in Nursing.
53. Tracey C, Nicholl H. (2007); The multifaceted influence of gender in career progress in nursing. *Journal of Nursing Management*. 15(7): 677-82.
54. Tumulty, G. (2011). Professional Development of Nursing in Saudi Arabia. *Journal Nursing Scholarship*, 33(3), 285-290.
55. U.S. Department of Health and Human Services, Health Resources and Services Administration (2010). The Registered Nurse Population: Initial Findings from the 2008 National Sample Survey of Registered Nurses.
56. Valizadeh L, Ali H.(2008): The process of profession's image among nursing students of bachelor's degree: A Grounded theory study. *Research Journal of Biological Sciences*.3(9):1079-98.
57. Wang H1, Li X, Hu X, Chen H, Gao Y, Zhao H, Huang L.(2011);Perceptions of nursing profession and learning experiences of male students in baccalaureate nursing program in Changsha, China. *Nurse Educ Today*. 2011 Jan;31(1):36- 42.
58. Williams D. (2006); Recruiting men into nursing school. 2006; Available from: <http://www.minoritynurse.com/article/recruiting-men-nursing-school>.
59. Wilson G.(2010); The experience of male sintering nursing: A phenomenological analysis of professionally enhancing factors and barriers. *Contemporary Nurse*. 20: 221- 233.
60. Yaling T, Chen J, Tu Hsiu-C, et al. (2009); Role strain of different gender nursing students in obstetrics practice: a comparative study. *Journal of Nursing Research*.17(1):.
61. Yang, C., Gau, M., Shiau, S., Hu, W., & Shih, F. (2004). Professional career development for male nurses. *Journal of Advanced Nursing*, 48(6), 624-650