

**INVESTIGATING FACTORS THAT MAY CONTRIBUTE TO  
ABSENTEEISM AMONG BURSARY STUDENTS AT A SELECTED  
NURSING CAMPUS IN KWAZULU-NATAL**

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**Master's Degree in**

**Nursing Management**

**By**

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## DECLARATION

I declare that I am the original author of this study, **‘Investigating Factors That May Contribute to Absenteeism among Bursary Students at a Selected Nursing Campus in KwaZulu-Natal’**. This study is entirely my own hard work. It is being submitted for a Master’s Degree in Nursing (Nursing Management) at the University of KwaZulu-Natal, Durban, South Africa. It has never been submitted before for any other degree. All sources used in this study have been acknowledged by means of referencing.

**Student’s signature.....**

**Date.....**

**Supervisor’ signature..... Date.....**

## DEDICATION

This study is dedicated to my late biological mother, Christina Gwala, who was called to rest on the 15<sup>th</sup> of July 2013. I felt like giving up on this study, even though it was almost complete, but persevered because deep down in my heart I knew that she was going to be the happiest person on earth on my graduation day, and because nobody's happiness and love will ever match hers. **“Mom, this study is for you.”**

My second dedication is to my father-in-law, Mr Sikhulwana Alson Zuma, who was tragically called to rest on the 6<sup>th</sup> of June 2012. He was always dreaming of accompanying me on my graduation day. **“Baba, thank you for the genuine love and support you gave me and my family while you were still with us, you will always be remembered”**. May their souls rest in peace.

My final and most important dedication goes to my loving husband and friend Thulani, and to my children. I say, **“Thank you guys for your endless love and support throughout my though years of study. I know that I was not there for you most of the time when you needed me the most, but you guys were awesome and incredibly understanding, I love you more”**.

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## **ABSTRACT**

### **AIM**

The purpose of this study was to investigate factors that may have contributed to absenteeism among bursary students undertaking a four-year Nursing Diploma course (R425), and the extent to which these factors impacted on students' absenteeism at a selected nursing campus in KwaZulu-Natal.

### **METHODOLOGY**

The study adopted a quantitative approach, utilizing a non –experimental descriptive design. Data were collected by means of self-administered questionnaires consisting of closed and open-ended questions. Data analyses were done using the Statistical Package for Social Sciences version 21(SPSS- 21). One hundred and twenty-six bursary students from the first year to the third year of training participated in the study.

### **FINDINGS**

The study revealed that absenteeism at the nursing campus under study existed at all levels of student training, and that it occurred more in the clinical area than in the college area. Clinical factors identified included escorting very ill patients without indemnity, working late shifts (19h00) before a day off, allocation to one work area without rotation, and a lack of appreciation for a job well done and criticism. College factors such as stipend, transport problems, and lecturers and their teaching methods did not have any impact on student absenteeism.

**KEY CONCEPTS:** Absenteeism, Bursary Students Nurses, KwaZulu-Natal College of Nursing (KZNCN).

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## CHAPTER 1

### 1.1 INTRODUCTION

In the nursing profession, student nurse attendance during training is mandatory since it forms an integral part of their training. During their training, students attend classes for theoretical instructions and are occasionally placed in different clinical areas according to their level of training, for practical exposure, in order to correlate theory and practice. In order to meet the requirements of training, they are expected to attend a certain percentage of hours of both theory and practical training, in accordance with the South African Nursing Council (SANC) which is the Education and Training Quality Assurance Body for nurses, the South African Nursing Act (33 of 2005) which governs Nursing Education in South Africa, and the related South African Nursing Council Regulation (1045). In this study, the researcher will be focussing on SANC Regulation 425 of 1985 as amended (Leading to qualification and registration as a nurse- General, Community, Psychiatry and Midwife).

According to Timmins & Kaliszer (2002), the Irish Nursing Council (An Bord Altranaís) requires students to attend 94% of the programme, thus allowing 6% non- attendance or absenteeism, and 95% attendance is required in Finland, with a 5% non- attendance allowance in order to fulfil the requirements of the course. In South Africa, student nurses are required to attend a minimum of 80% of both academic and clinical portions of their training programme, thus allowing 20% non- attendance (SANC Regulation 425 of 1985).

Although student nurses' attendance is a requirement of the South African Nursing Council, the monitoring and control of student nurse attendance remains the responsibility of the colleges and schools of nursing concerned (South African Nursing Council Act, 2005 as amended; SANC R425). Paredes & Ugarte (2011:194) argue that policy makers consider

attendance policy as a tool to induce learning. However many researchers, namely Wadesango & Machingambi (2011); Kearney (2008); Weideman, Goga, Mayet & Barry(2007)and Timmins & Kaliszer(2002) agree that regular attendance has a positive effect on students' academic performance.

### **1.1.1 Definition and Types of Absenteeism**

Motsepe (2011:34) defines absenteeism as any time taken away from the workstation including arriving late at work, leaving before time, taking extended tea, lunch and toilet breaks, doing shopping and attending to a private business during working hours, unexplained absences from the workstation and absenting one's self without authorized leave. In this study absenteeism shall mean any single day missed by a bursary student, whether in the academic (theoretical) or in the clinical placements.

Davey, Cummings, Newburn-Cook & Lo (2009) and Booyens (2008) corroborate on two types of absenteeism, namely unavoidable (legitimate) and avoidable (illegitimate) absences. According to these authors, unavoidable (legitimate) absenteeism may emanate from illness of self or crisis at home, weather changes (natural disasters) or any other unavoidable situation that is beyond one's control. Avoidable (illegitimate) absenteeism emanates mostly from personal factors such as the employee's willingness to be absent due to reasons known to the employee.

Nursing and non-nursing literature on absenteeism concur that absenteeism is a substantial and expensive global problem which is present within all business sectors. In Canada, the workplace absences resulted in the economy losing an estimated 2.4 % of the gross annual payroll, or an estimated \$16.6 billion based on 2012 incomes, (Reuters, 2013).

While on the other hand, Canadian nurse absenteeism increased by 33.6% within three years from 2005 to 2008 costing the country overtime payment of \$879 million per year, (Canadian Federation of Nurses Union, 2011).The Chartered Institute of Personnel Development (CIPD), (2009) reported that absenteeism in the United Kingdom is higher among public sector (costing €940 per employee per year) as compared to private sector (costing €798 per employee per year) totalling to €27 billion per annum.

In South Africa, employees' absenteeism could be costing the country's economy more than R12 billion per annum. This amount includes actual cost of sick leave salaries and costs of alternative labour sourced by companies in the absence of an employee, (Rudd, 2012).United Kingdom, Canada and South Africa share the same challenge of absenteeism being worse in the government sector than in private sector. In South Africa over a third of public sector workers (33.6 percent) are absent from work for health reasons during a year, compared to 9.2% from the private sector. The number of absentees trebled between years 2000-2011 rising from 0, 7 million to 3, 4 million costing the health sectors an equivalent loss of R3.9 billion per year, (Rudd, 2012).

South African Health Care System is currently experiencing serious crisis and a challenge of shortage of nurses especially in the public health institutions. This crisis stems mainly from staff turnover, migration of trained nurses to overseas countries and nursing profession itself not chosen by young people as their first career choice, (Nursing Strategy for South Africa, 2008). Booyens (2008) is asserts that absenteeism of nursing staff contributes to an already existing challenge of staff.

### **1.1.2 An Overview of Student Nurse Absenteeism**

Several empirical studies by Singh (2012); Davey, Cummings, Newburn-Cook & Lo (2009); Mudaly(2009) and Nyathi(2005) dealing with nurse absenteeism in literature focus primarily on permanently employed nursing staff, but very little has been done in literature, in terms of absenteeism among student nurses. O' Regan (2005) argues that authors tend to ignore this pivotal community of nurses who bear dual status, that of a 'learner' and that of a 'worker'. She further argued that both student statuses come with responsibilities, expectations and challenges which may contribute to absenteeism. Timmins & Kaliszer (2002) and O'Regan (2005) are in agreement that student nurses form part of the working force and play a pivotal part in the delivery of health care service to the public; therefore their absence reduces productivity and profitability in the clinical area.

In attempts to uncover the factors that are related to student nurses' absenteeism or the causes thereof, Timmins & Kaliszer (2002) conducted a quantitative study on absenteeism among Diploma students in Ireland, to ascertain whether student absenteeism was a 'fact or fiction'. The study revealed that there was indeed a problem of absenteeism among Diploma nursing students. Reasons for students' absenteeism cited highlighted personal factors such as physical illness, and transport problems to take them to different placements. Clinical factors included complaints regarding shift work, being scared of very sick and dying patients and college factors included the heavy work load and deadlines they had to meet while in the clinical placement, as well as the fact that they were also expected to submit an assignment at college.

Timmins & Kaliszer (2002) conducted this study with the assumption that students' absenteeism might have been related to the transformation of training in the Irish Nursing Council. The researcher is also of the opinion that bursary students' absenteeism may be

related to the phasing out of the persal system and the introduction of the new stipend payment.

The South African Nurse Training System has transformed significantly over the past decades. In January 1986, nurse training transformed from a three year Diploma programme, which lead to registration as a General Nurse to the introduction of the four year comprehensive Diploma nursing programme (SANC-R425), which lead to a qualification as a Nurse General, Community, Psychiatry and Midwife. Students on training since then had a dual status, that of a 'learner' and that of an 'employee'. They were employed on a persal system where they were paid salaries for the work done in the clinical areas and enjoyed all of the benefits under the Public Service Act (Act 103 of 1994, as amended), similar to the permanent staff until the recent transformation.

Recently, the four year Diploma nursing programme has been transformed from a persal system to a Bursary System at the KwaZulu-Natal College of Nursing. The Bursary System of nurse training is part of this transformation and is a new phenomenon at this College, as per the KZNCN Guidelines for Implementation of Bursaries for Nurse Trainees (2009), and the KwaZulu- Natal Department of Health (KZN-DOH Study Leave Agreement (2005), as amended).

## **1.2 STUDY BACKGROUND**

### **1.2.1 What is a Bursary System?**

A Bursary System of nurse training, as stated above, is a new phenomenon at the KwaZulu-Natal College of Nursing (KZNCN). It came into being in July 2010, as per the KZNCN Guidelines for Implementation of Bursaries for Nurse Trainees (2009) and the KZN-DOH

Study Leave Agreement (2005), as amended. In this system, students are awarded a learner tuition fee as a lump sum. This fund is divided into twelve equal parts and paid monthly into a learner's bank account as a stipend, to help the learner to purchase books, uniforms, food, pay for transport to and from college and to pay for campus accommodation or pay for rent if residing off of campus.

### **1.2.2 What Were the Reasons Behind the Bursary System Implementation?**

According to the presentation by Makhathini, the Acting Principal of the KZNCN regarding the reasons for the implementation of the new bursary system in June 2010, the major drive behind the implementation of a bursary system for nurse training was the KZNCN College's over-expenditure of R67 million during the 2009 financial year. Addressing all stakeholders, she further highlighted that 70% of the total KZNCN College budget was exhausted on students' salaries and the benefits they received, and that this figure was increasing each year. She concluded that this system hoped to achieve saving of between R34 to R50 million by the end of the 2010 financial year (Makhathini, 2010).

### **1.2.3 How do Bursary Holders differ from Persal System students?**

In Table 1 below, the researcher tabulated some of the different benefits entitled to the two types of students while on training, in attempts to highlight factors that might contribute to bursary students' absenteeism. The identified differences were adopted from the following legal framework and guidelines which guide the training of nurses in KwaZulu-Natal:

- KZNDOH Study Leave Agreement (2005), as amended
- KZNCN- Guidelines For Implementation of Bursaries for Nurse Trainees (2009)

- Public Service Act, (Act 103 of 1994 as amended)
- Basic Conditions of Employment Act (Act 75 of 1997), as amended
- Labour Relations Act, (Act 66 of 1995), as amended

**Table 1: Comparison between Bursary Students and Persal Students**

<b>Bursary Students</b>	<b>Non-Bursary( Persal Students)</b>
<p><b>Employment Contract:</b></p> <ul style="list-style-type: none"> <li>• Non-public service contract (Learners receive a monthly stipend without benefits).</li> </ul>	<p><b>Employment Contract:</b></p> <ul style="list-style-type: none"> <li>• Public service contract (Learners receive a salary and full conditions of service benefits as employees of the Department of Health.</li> </ul>
<p><b>Status:</b> Supernumerary (Single, Learner status).</p>	<p><b>Status:</b> Dual (Learner and ‘employee’ statuses).</p>
<p><b>Clinical Placements:</b></p> <ul style="list-style-type: none"> <li>• Work shifts as per <b>hospital</b> ‘on duty schedule.</li> <li>• They are supernumerary in the clinical area and not employees.</li> </ul>	<p><b>Clinical Placements:</b></p> <ul style="list-style-type: none"> <li>• Work shifts as per <b>hospital’</b> on duty schedule.</li> <li>• They are employees in the clinical area.</li> </ul>

<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Fixed monthly stipend without benefits.</li> <li>• Stipend is frozen (student is not paid) for six months should the student fail and have to join a more junior group.</li> <li>• <b>No</b> thirteenth cheque.</li> <li>• <b>No</b> Free health care services rendered.</li> <li>• <b>No</b> Indemnity in case of injury or contracting of a disease while on duty.</li> </ul>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Monthly salary with all benefits according to Public Service Act and Basic Conditions of Employment Act.</li> <li>• Salary continues even if the student failed and joins a more junior group.</li> <li>• Entitled to thirteenth cheque annually.</li> <li>• Free health care services available to students.</li> <li>• Entitled to indemnity in case of injury or contracting a disease on duty.</li> </ul>
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In the article ‘Bring Back Persal’, Gumede (2012:59) argues that the bursary system of nurse funding has brought back poverty in the democratic era. He goes on to say that the bursary system negatively affects recruitment and retention of nurses (priorities of the South African Nurse Strategy, 2008). Gumede further argues that people who are interested in nursing are decreasing in number because of this system. The persal system was attracting nurses and alleviating poverty among families and communities, according to Gumede (2012:59). In provinces such as the Free State, nurses on this system absconded and a student died recently

after contracting an infection in the hospital because he could not get better health services as a result of the bursary system (Gumede, 2012:59).

It was with this background in mind that the researcher found it relevant to conduct this study on bursary students, in order to shed some light on the perceived factors that contribute to bursary students' absenteeism. Wing (1999) argues that the causes of absenteeism among nurses are not all known, and that punitive measures applied by managers to absentees have not succeeded in solving this problem. Nyathi (2005) expands further and insists that knowledge and understanding of the specific factors underlying nurse absenteeism is imperative to managers and policy makers, in their attempts to curb absenteeism.

In an attempt to describe the factors that are perceived to contribute to absenteeism among bursary students in a selected nursing Campus in KwaZulu-Natal, the researcher adopted a quantitative, non-experimental simply survey design. The study was further guided by the conceptual framework of Taunton, Hope, Woods & Bott (1995: 218), the 'Predictors of Nurse Absenteeism', adapted from Mudaly (2009: 8). Since no previous study has been conducted at the selected campus regarding bursary students' absenteeism, the researcher was interested in undertaking this study, in order to unpack the students' perceived personal factors, and describe the perceived factors in the clinical area and at college, that predispose bursary student to absenteeism.

### **1.3 PROBLEM STATEMENT**

Kousalya, Ravindranath & Vizayakumar (2006:1) maintain that students' absenteeism is a major problem at colleges and universities, and that it attains more importance in educational institutions, especially those that offer professional courses, since their learning is anecdotally directly related to it. Kousalya et al (2006:1-2) further argue that student absenteeism is

always discussed in academic circles but that very few studies are conducted on this phenomenon. The selected nursing campus in KwaZulu-Natal is no exception to the above statement.

Absenteeism among bursary students in the four year diploma course (R425), leading to a qualification as a Nurse- General, Community, Psychiatry & Midwife, is increasing at the selected Nursing Campus where the researcher is employed, regardless of the rules and policies in place to curb such behaviour (KZN College of Nursing- Learner Guide and Rules, 2005, as amended). It is coupled with the withdrawal of students from examinations due to hours owing, either in the theoretical or practical components of their training, or both. Should the student fail to achieve 80% attendance in these areas, or exceed the 20% allowance mandated, demotions and termination of training become inevitable (KZN College of Nursing- Learner Guide and Rules, 2005, as amended).

There is, however, a considerable variation in absenteeism rates between bursary and non-bursary students at the selected Nursing Campus. The researcher examined the students' leave records for both bursary and non- bursary students concurrently. The leave records revealed a difference of more than 50% absenteeism among bursary students when compared to non- bursary students (persal system). College absences among non-bursary students were 2.5% as compared to the 6.6% noted among bursary students (a difference of 4.1%). In the clinical area, an alarming 11% difference was noted, with 5% absenteeism among non-bursary students and 16% absenteeism among bursary students per day (Selected Nursing Campus leave records, 2012).

The issue of students' absenteeism has also been raised on several occasions by the managers from various departments in the clinical area during meetings with College management. Recently, the principal of the selected Nursing Campus provided the staff with feedback from

the meeting of the KZN College of Nursing, which was held at the selected Nursing Campus. She reported that there was an outcry in the KZN CN colleges regarding absenteeism among bursary students. Principals from various campuses raised concerns about this problem at the meeting. They then put forward an abscondment policy for bursary students, which was subsequently adopted by the meeting's chairperson in an attempt to reduce absenteeism among bursary students (KZN CN meeting, 26 June 2012), thus making this study relevant.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study was to describe the factors that might contribute to absenteeism among bursary students at a selected Nursing Campus in KwaZulu-Natal, and to identify possible strategies that may be implemented to combat absenteeism.

#### **1.5 OBJECTIVES OF THE STUDY**

- To describe the perceived personal factors of the student that may contribute to absenteeism among bursary students.
- To describe the perceived factors in the clinical area that may contribute to bursary students' absenteeism.
- To describe the perceived College factors that may contribute to bursary students' absenteeism.
- To forward possible recommendations to management to combat absenteeism among bursary students.

## **1.6 RESEARCH QUESTIONS**

- To what extent do the students' personal factors contribute to absenteeism?
- Do the identified factors in the clinical area contribute to bursary students' absenteeism?
- To what extent do the College factors contribute to bursary student's absenteeism?
- What possible recommendations could be forwarded to management to combat absenteeism among bursary students?

## **1.7 SIGNIFICANCE OF THE STUDY**

### **1.7.1 Significance to Management**

Nyathi (2005:1) states that nurses are the backbone of the health care delivery system globally. She goes on to say that in order for institutions to function effectively and deliver quality care to patients and communities, a sufficient number of nurses is required. Nurse absenteeism puts strain on an already limited number of nurses in South Africa, (Nyathi, 2005:1). O'Regan (2005) and Timmins & Kaliszer (2002) agree that student nurses form part of the nursing workforce and that their absences compromise patient care delivery.

The results of this study will therefore inform managers and policy makers of the factors that predispose students to absenteeism. This may, in turn, lead them to review the absenteeism policy guidelines, and to make any necessary amendments in the students' rule book in order to improve patient care delivery.

### **1.7.2 Significance to Student Nurses**

According to the SANC and to the SANC Act (33 of 2005), student nurses are mandated to attend 80% of the specified hours allocated to both the theoretical and practical portions of their training in order to integrate theory and practice. Studies done on student absenteeism by Wadesango & Machingambi (2011); Kousalya et al.(2009); Kearney(2008), and Timmins & Kaliszer (2002) have identified the existence of a relationship between students' regular attendance and academic achievement. Therefore, students' clinical skills, competences and academic performances might be improved as they will be present for both components of their training. Demotions and termination of students might be reduced and their self-esteem improved, leading to the achievement of their goal to become future professional nurses.

### **1.7.3 Significance to Research**

Researchers (Singh, 2011; Kousalya, Ravindranath and Vizayakumar, 2006; Nyathi, 2005 & Wing, 1999) are consistent in their statements that the reasons for nurse absenteeism are not all known and that very little has been done on student nurses' absenteeism. Therefore, the findings and recommendations from this study could serve as a baseline data for further research on student nurses' absenteeism and other matters related to students' behaviour.

## **1.8 OPERATIONAL DEFINITIONS**

**Absenteeism**-According to the Labour Relations Act (66 of 1995, as amended), absenteeism is an unauthorised leave by an individual who intends to return to work. The Oxford Advanced Learner's Dictionary of Current English(2008) defines absenteeism as the fact of being frequently away from work or school without good reasons. In this study,

absenteeism shall mean a single day missed by a student, whether at college or in the clinical area, without permission.

**Bursary Students**–In the context of this study, it refers to nurse learners in a four year diploma course (R425), training under a Non-Public Service contract and receiving a fixed tuition fee per year, which is awarded as a stipend paid into the learner’s bank account on monthly bases throughout the course of training.

**KZNCN** – KwaZulu-Natal College of Nursing, comprising of eleven Nursing campuses and fourteen nursing sub-campuses throughout the province of KwaZulu-Natal, South Africa.

**R425** –The South African Nursing Council regulation related to the approval of and the minimum requirements for the education and training of a Nurse-General, Community, Psychiatry and Midwife, as defined according to the SANC & the Nursing Act, (Act 33 of 2005, as amended. In this study, R425 shall refer to bursary students studying for a Diploma in Nursing.

## **1.9 CHAPTER CONCLUSION**

This chapter covered the introduction and background to the study, which highlighted types of absenteeism, and an overview of the history of the bursary system of nurse training in the KwaZulu –Natal College of Nursing. The aim of the study, problem statement, research question, objectives and significance of the study were also highlighted. Operational definitions were outlined.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter will present literature and background information around the proposed study. A literature review is an organised, written presentation of what has been published on a topic by scholars, with the purpose of conveying to readers what is currently known about the topic being studied (Burns and Groves, 2010).

Various informative sources in the electronic databases such as the Cumulative Index of Nursing and Allied Health (CINAHL), Google scholar, Medline and Pub Med libraries were visited by the researcher in search of existing knowledge on the proposed study. The following key words: ‘absenteeism’, ‘non-attendance’, ‘causes’, ‘contributory factors’ ‘student nurses’ and ‘nursing students’ were used. The literature search was guided by the chosen conceptual framework of Taunton, Hope, Woods & Bott (1995).

The researcher’s literature search focussed on articles reporting on the causes of absenteeism and factors contributing to it among student nurses and other absenteeism related literature. The literature review has been presented under titles and subtitles (students’ personal factors, factors in the clinical area and College factors) according to the study’s conceptual framework.

Literature focussing specifically on absenteeism among student nurses is very scant yet important, because students form part of the work force and their learning is anecdotally based on regular attendance (O’Regan, 2005). Very little was found locally pertaining to students’ absenteeism. Most studies were found in the international literature, and most of

those studies were undertaken in Ireland, Finland and the United Kingdom (UK). Local authors may have touched on this subject but not yet published.

The researcher modified the framework of Taunton et al. (1995) and arranged it in such a way that the students' personal factors, College factors and those factors in the clinical area that may have caused absenteeism were put together with their characteristics. Absenteeism may have been caused by the characteristics of the student's personal factors, such as age, gender, years of training, accommodation, pay or remuneration, physical illness, family responsibilities and transport problems. Factors in the clinical area may have included the type of unit, the nursing care delivery model, staff attitudes, shift work, students' experiences, mentoring and their role as students. College factors may have included a dislike of lectures and the lecturers' teaching methods, the learning environment, workload, rules or policies and motivation (Wadesango & Machingambi, 2011).

## **2.2 STUDENTS' PERSONAL FACTORS**

### **2.2.1 Age**

Age in this study refers to the number of years a student has lived since his or her birth. Several literatures have revealed that younger employees tend to be more frequently absent from duty than older ones (O' Regan, 2005 and Buchan & Seccombe, 1995). In the study conducted by Buchan & Seccombe (1995) on managing absenteeism among nurses in the United Kingdom, the authors reported that younger employees under the age of twenty-five were most frequently absent from work as compared to older employees between ages forty-five and above.

Similarly, O' Regan (2005) maintains that younger nurses are more frequently absent from the workplace due to work-related stress. On the contrary, the findings from the study by Isah, Omorogbe, Orji, & Oyovwe (2008) revealed that younger workers are more energetic and enthusiastic about their jobs and are therefore less absent from work. The age factor in relation to absenteeism was supported by Buchan & Seccombe (2005) who also identified age in their study as a common contributory factor to absenteeism. The researcher was therefore eager to find out from this study whether age was indeed a contributing factor to absenteeism among bursary students at a selected nursing campus in KwaZulu-Natal.

### **2.2.2 Gender and Family Responsibility**

Gender is defined by the Oxford Advanced Learner Dictionary (2008) as the fact of being male or female. Literature has revealed that female nurses are frequently absent from work due to family related matters. Buchan & Seccombe (1995) stated that female employees devote most of their time to family matters in spite of being full time employees, which predisposes them to frequent spells of absenteeism. Gupta (2000) agreed that the female absenteeism rate is generally higher than in males, but noted, however, that males' absenteeism is higher between the ages of 18-25 years old and lower in the ages of 40- 65.

Madide (2003) concurred with Buchan & Seccombe (1995) that female workers with families, especially young workers, have other concerns to cater for such as family responsibility and social commitments on top of being employees and that that contributes to absenteeism. Doyle et al. (2007) confirmed that the common reasons cited for student nurses' absenteeism were related to family responsibilities and social commitments.

Buchan & Seccombe (1995), in their study, indicated that absenteeism was high among females with young children of school going age, which proved that females would be absent from work to take care of children rather than being physically ill. As student nurses comprised of both males and females, married and single, and some were bread winners taking care of their families, the researcher was encouraged to discover whether gender and family responsibility contributed to the bursary students' absenteeism.

### **2.2.3 Years of Training/ Experience**

Literature has revealed that absenteeism decreases with work experience and expertise. Nyathi (2005) revealed that professional nurses are more satisfied with their work than sub-professional nurses and that the rate of absenteeism among them was lower. However, the study conducted by Timmins & Kaliszer (2002) on absenteeism among third year Irish nursing students attested that absenteeism among students did not depend on students' years of training and experience, but was present among all levels of nurse training.

The researcher had noticed that absenteeism was present at all levels of training at the selected nursing campus, but was not certain whether it increased or decreased with the level of training and experience. This background made this study relevant to find out whether years of training were indeed contributory factor to the bursary students' absenteeism.

### **2.2.4 Transport Problems and Accommodation**

Booyens (2008) distinguished between avoidable and unavoidable absences. Unavailability of transport forms part of unavoidable absence. Mudaly (2009) indicated a link between nurses' absenteeism and public transport. She argued that nurses could be absent from work

due to strikes in the public transport industry and bad weather. Similarly, Singh (2012) further argued that transport problems, as well as the distance that nurses live from work, contribute to absenteeism.

Madide (2003) stated that transport problems among nurses is a serious management issue that warrants urgent attention, since the majority of nurses do not have their own transport and have to travel by public transport far distances to work. Nurses living on the work premises have less absenteeism compared to those nurses using public transport or those who walk to work (Singh, 2012). According to the findings of the study by Doyle et al. (2007) on the evaluation of an attendance monitoring system for undergraduate nursing students in Ireland, the reasons cited for student absenteeism included travelling long distances between clinical placements.

Some bursary students do not reside on campus, they either live at their homes or rent a room somewhere and thus use public transport to and from the campus and between clinical placements. With this in mind, the researcher was keen to establish whether transport and accommodation problems had any influence on the bursary students' absenteeism.

### **2.2.5 Remuneration**

Singh (2012) refers to remuneration as pay received for a specific job done. Excessive workload and low remuneration increases absenteeism, according to Prado & Chawla (2006). O' Regan (2005), in her study on student perspectives on stress, argued that students need to be paid a reasonable salary for caring for the sick and dying individuals in the clinical area, in order to meet their most basic needs including adequate food, clothing and rent. She goes on to say that inadequate student financing results in major repercussions such as absenteeism, drop-out, depression and psychosomatic disorders.

With regard to students' remuneration, Mahlangu (2011:44) highlighted that student nurses are unfairly treated when it comes to payments. She states that student nurses are made to work night shifts and holidays, but are not paid for such work done and that that increases absenteeism.

Camp & Lambert (2005) suggest that the employee may use absenteeism as a way of getting back at the organization because of low wages, while Singh (2012) supports the notion that the higher the rate of pay, the lower the absenteeism rate among employees.

O'Regan (2005:17), in discussing student nurses' financial problems, states that "financial problems are a significant stress factor in the life of a student. Many students struggle to meet the demands of rising costs in rent, bills, textbooks etc..."

Since the introduction of the bursary system, student nurses are no longer remunerated for the contribution they render to patients in the clinical area, they only receive a stipend or study grant on a monthly basis to cater for their academic needs. The stipend does not compare favourably with the salaries of the traditional Persal-system students (non-bursary) thus making the current students poorer (KZN Study Contract, 2005, as amended). O'Regan (2005) argued that strategies should be put in place to assist students with financial problems. This study was to ascertain whether or not remuneration had any bearing on bursary students' absenteeism at a selected nursing campus.

### **2.2.6 Physical Illness**

Several studies in the literature (Booyens, 2008; Weideman et al., 2007; Johnson et al., 2003 and Timmins & Kaliszer, 2002) have frequently cited physical illness as the most dominant and complex cause of absenteeism among workers and students globally. Weideman et al. (2007) conducted a study on causes of absenteeism among South African learners and found

that physical illness due to the impact of HIV/AIDS on children and parents was common in most cases of absenteeism. On the other hand, in the studies by Johnson et al. (2003) and Timmins & Kaliszer (2002) conducted on reasons for student nurses' absenteeism, minor ailments like flu, headache and backache were frequently cited and dominated other reasons given for absenteeism like social problems, family responsibilities and work related and personal stressors.

Johnson et al. (2003) contends that absence as a result of sickness cannot be entirely condemned as disease, and that illness and accidents cannot be predicted. However, ill health does not always lead to inability to work and coming to work depends on an individual's capability and willingness to work, according to Booyens (2008) and Johnson et al., (2003). Booyens (2008) further argues that illness could be feigned, reported as legitimate when in reality it could just be an excuse not to come to work.

## **2.3 FACTORS IN THE CLINICAL AREA**

### **2.3.1 Type of Unit**

There is a perception that student nurses are allocated in demanding units and made to perform heavy duties under the impression of training and acquiring of skills to fulfil the requirements of their training. Research by Timmins & Kaliszer (2002) has linked this type of unit with absenteeism. O'Regan (2005) and Timmins & Kaliszer (2002) identified large workloads, students nursing very sick and dying patients, a lack of support from the senior nursing staff and poor work conditions to be related to student absenteeism.

Excessive workload leads to job dissatisfaction, poor quality of care for patients and an increase in absence due to sickness (Nyathi, 2005). Nel, Van Dyk, Haasbroek, Schultz, Sono,

& Wemer. (2004) and Booyens (2008) maintain that absenteeism is a withdrawal behaviour used to escape from an undesirable working environment. This study will explore whether or not there is a relationship between the type of unit that the student is allocated to and students' absenteeism.

### **2.3.2 Nursing Care Delivery Model and Staff Attitudes**

The current model of patient care delivery in South Africa and globally is one of teamwork. The study by Engelbrecht (2000), cited in Singh (2012), revealed that when staff are working in teams, they become more committed to their work and work is more enjoyable. The amount of conflict drops, thus dropping absenteeism drastically. On the contrary, however, O'Regan (2005) and Timmins & Kaliszer (2002) reported that during teamwork, students feel inadequate and experience conflict with their seniors due to a lack of skills and inadequacies and that as a result of this, staffs carry the attitude that students are lazy.

Almost (2005) maintains that conflict among nurses does occur in the hospital work environment, emanating from differences in responsibilities, goals and needs, and that this results in increased absenteeism. Prado & Chawla (2006) also assert that the size of a unit affects teamwork. They expand on this further by adding that the larger the unit, the weaker the group cohesion and the higher the absenteeism rate.

### **2.3.3 Shift Work**

Evidence has pointed out that student nurses' absenteeism could be caused by the way in which the nursing shifts are designed. O' Regan (2005) and Timmins & Kaliszer (2002)

concluded in their studies that shift work contributed to a students' absenteeism in the clinical placements.

In Timmins & Kaliszer (2002) and O'Regan's (2005) studies, they stated that students feel exhausted after working night shift and that it becomes difficult for them to meet their academic demands.

Shift work, however, forms part of student training and is a requirement of the South African Nursing Council, (SANC Regulation 425, 1985 as amended). Mahlangu (2011) argued that student nurses are allocated night shifts and have to work on public holidays without proper remuneration. Bursary students in the selected campus work the same shifts as the permanent nursing staff. Their shifts include both night and day shifts, including those day shifts starting at 07h00 and ending at 19h00 or starting at 13h00 and ending at 19h00. The researcher's question was, 'does shift work contribute to bursary students' absenteeism?'

#### **2.3.4 Mentoring**

The Oxford Advanced Learner dictionary (2008) defines mentoring as an act whereby an experienced person renders help and advice to the less experienced person for a period of time. This definition supports the South African Nursing Council's requirement that student nurses be exposed to different clinical placements for a specified period of time, or for a specified number of hours during training, in order to correlate theory and practical knowledge and be regarded as competent nurse practitioners (SANC Regulation 425 of 1986, as amended).

Historically, great emphasis was placed on patient care and task accomplishment rather than theoretical learning, and student nurses were regarded as an ‘extra pair of hands ‘instead of learners with learning needs (Van Niekerk, 2006). Students from the selected campus confirmed that they were not mentored in the clinical area. Instead, clinical supervisors always complained of having little or no time to mentor them as they were either too busy, short-staffed, they were short of equipment or had inadequate facilities to mentor them. The students are therefore still being deprived of the necessary clinical skills and competencies.

Similarly, in the study conducted by Gray & Smith (2000), students raise concerns of poor clinical mentorship. They state that mentors lack the knowledge and skills for teaching, that there is no structure to their teaching, they do not keep promises, and that they are not consistent. The students go on to say that poor mentors are over-protective of them, students are then disadvantaged as they are assigned tasks that they are not adequately trained for.

Nurse educators are responsible for ensuring that students in the clinical area are mentored and accompanied, but because of the academic workload, it becomes impossible for nurse educators to accomplish such tasks alone, according to Van Niekerk (2006). Tang (2005) agrees that it is the duty of the clinical facilitators to mentor students in the clinical areas to enable students to integrate theory and practice, since they are with the students most of the time. This study therefore aims to uncover the reality of whether or not mentorship has any impact on student absenteeism at the selected nursing campus.

### **2.3.5 Students’ Dual Role**

Empirical evidence has shown that student nurses bear dual statuses, that of a worker and that of a learner and that this role ambiguity inflicts tremendous stress on the students. As a result

of this, absenteeism sets in (Mahlangu, 2011; O' Regan, 2005 and Rhead, 1995). Mahlangu (2011), O' Regan, (2005) and Timmins & Kaliszer (2002) assert that students experience role ambiguity in that they are learners in the academic side and workers in the clinical area, but not adequately paid for their work done. O'Regan (2005) and Rhead (1995) concur that, due to the students' dual role, they become physically exhausted and mentally drained thus resort to absenteeism.

Similarly, Johnson and Indvik (1997) stated that absenteeism is rooted from the efforts put in by the individual nurse trying to complete tasks against deadlines. Students might have tasks assigned for completion by certain deadlines in the clinical area and also have assignment and test deadlines to meet for their academic training (O' Regan, 2005, and Timmins & Kaliszer, 2002).

Rhead (1995) conducted a comparative study between nursing students and registered general nurses to find out the intensity of their stress levels experienced at work. He concluded that nursing students were more stressed than the registered general nurses, and that their stress originated mostly from the clinical side of their training rather than the academic side, as was hypothesized. Rhead (1995) also determined that the extent to which this stress affected student nurses was not adequately appreciated by senior staff and that this stress then manifested as absenteeism.

According to the SANC (R425) student nurses have a single status, that of a 'learner', which is why bursary students are only paid for studies offered by the campus. This is despite the fact that they are required to work the various shifts in the different clinical placements in the

clinical area and attend normal college hours, similar to the traditional Persal system students who are also paid for their services rendered in the clinical area.

## **2.4 FACTORS AT COLLEGE**

### **2.4.1 Dislike of Lecturers and Teaching Methods**

Wadesango & Machingambi (2011:93) state that the issue of student absenteeism in the South African Higher education landscape has become a complex educational and social problem that is generating increased interest among educators, researchers, and policy makers. Empirical evidence on students' absenteeism and students missing classes in higher education has largely been associated with subject dislike, dislike of unfriendly and very strict lecturers, boring teaching methods, and lecturers showing favouritism and unequal treatment towards certain students (Timmins & Kaliszer, 2002).

In the study conducted by Wadesango & Machingambi (2011) to identify factors that contributed to students' absenteeism among three universities in South Africa, the study revealed that lecturers had a significant contribution to students not attending lectures. The study revealed that 58% of students were not attending lectures due to lecturer' attitudes, lecturers' boring teaching methods, their inability to teach, and favouritism displayed towards certain students. From the findings it emerged that demeaning teacher attitudes often lead to students' absenteeism.

Similarly, in a study by Hunter & Tetley (1999), cited in Wadesango & Machingambi (2011), 168 full-time students were interviewed about their reasons for attending and not attending

lectures. Students identified lectures that they would not miss as those that were interesting and facilitated by good lecturers who had knowledge of the subject content and who involved students in teaching and learning. They further stated that they would also attend difficult lectures, those that were hard to make up and those that they considered important for their course. The researcher was therefore interested to find out whether the quality and nature of the lecturers at the selected campus had any bearing on bursary students' absenteeism.

#### **2.4.2 Learning Environment and Workload**

Awases (2006) views the environment as the interplay between the physical layout and psychological conditions. She goes on to say that physical layout includes cleanliness and comfort while psychological conditions include work pressures and stress. Wadesango & Machingambi (2011) reveal that 60% of students are absent from lectures for reasons including the catching up of academic work like assignments and preparing for tests. These students indicate that during their absence from lectures, they will identify a quiet place such as a library, a free lecture theatre or any other quiet place where they can try and complete any outstanding work.

Timmins & Kaliszer (2002) included among the reasons for students missing classes: long boring hours of learning and the bad timing of lectures. This bad timing included early morning and late afternoon lectures, and lectures on Mondays and Fridays. A participant in the study by Wadesango & Machingambi (2011:92) highlighted their lecturers' contribution to students missing lectures as follows: "Teaching techniques, if poor, may contribute to absenteeism. Some lecturers come late and some overlap their lectures with time for other lectures. If the lecture is too long it becomes boring. Lectures must be short and precise

because we end up sleeping and it will be of no use to come and sleep every now and again. Short and precise lectures are number one” p. 92.

A robust relationship between long hours of learning and lectures given on early Monday mornings and late Friday afternoons was also identified in the study by Timmins & Kaliszer (2002) as having a bearing on students’ absenteeism during lectures. Students of the selected campus commence their lectures at 07h15 on a daily basis and finish at 16h00, and they write tests almost every Friday. Segal (2008) also asserts that absenteeism has a significant adverse effect on the overall wellbeing of the class. It distracts the whole structure and processes of teaching and learning. This literature made the researcher wonder if the workload and teaching environment at the selected nursing campus has any influence on the bursary students’ absenteeism.

### **2.4.3 Motivation**

Kottasz (2005) identified motivation as one of the causes of absenteeism arguing that there is a great difference between a motivated student and an unmotivated one who feels compelled to go to school. Paredes & Ugarte (2011) state that incentives lead to enhanced motivation, effort, and performance. On the same lines, Singh (2011) affirm that incentives can be given to attending employees to keep them motivated to be at work thus reducing absenteeism.

Kottasz (2005) raised an important issue that incentives can have dysfunctional effects. When rewards are contingent on performance, workers usually raise issues of fairness. Reward distribution that is perceived as unfair can lead to significant problems. Prado & Chawla (2006) suggest that good employee attendance should be rewarded by paying for every

unused sick leave day or by giving an employee a bonus reward as an incentive for uninterrupted attendance.

Paredes & Ugarte (2011) touched on incentives as a strategy to enhance students' attendance and further pointed out that this strategy has materialised well in Chile where students were given vouchers for good attendance. Lipscomb & Snelling (2009) indicated that absenteeism is occasionally raised as an issue by attending students who see others getting away with non-attendance, meaning that this habit could be copied and subsequently spread if no incentives are given to attending students.

#### **2.4.4 Attendance Policy**

A range of literature on nursing and non-nursing students suggests that non-attendance or absenteeism should be closely monitored, discouraged, controlled and even enforced through the use of policies and disciplinary procedures (Lipscomb & Snelling, 2009; Kearney, 2008 and Nyathi, 2005). Several nursing bodies worldwide including the United Kingdom, Ireland and South Africa suggest that student nurses should attend a for a specific percentage of the time in the clinical and theoretical areas, in order to be fully qualified as a registered nurse.

Timmins & Kaliszer (2002) stated that An Board Altrainais, the regulatory body for nursing in Ireland, is responsible for ensuring that nursing schools have attendance policies in place. This nursing body only allows 6% of student absence. The South African Nursing Council (SANC) is also responsible for ensuring that all nursing schools and colleges have

attendance policies that are adhered to. The SANC allows for 20% student absences, (SANC R425, as amended).

Doyle, O'Brien, Timmins, Tobin, O'Rourke, and Doherty (2007) associate absenteeism with unprofessional conduct, inadequate socialisation and poor academic performance. Contrarily, Lipscomb & Snelling (2010) argue that evidence associating regular attendance and improved academic performance is less convincing. They further argue that enforced attendance potentially undermines the concept of adult learning, specifically encouraged in higher education institutions like colleges and universities. Paredes & Ugarte (2011) assert that there is no clear and stable relationship between learning and attendance, but that the differences among the various policies and the lack of research regarding their effects suggest that much work has yet to be done.

According to Enomoto (1997), when students perceive that lecturers do not care enough to follow up on absences, their motivation for attendance tends to decrease and absenteeism sets in. Booyens (2008) insists that policies and disciplinary procedures dealing with absenteeism should be fair and consistent, and Nyathi (2005) and Timmins & Kaliszer (2002) contend that good policy supervision is required to avoid discrepancies and dissatisfaction. Singh (2012) agrees that inconsistency of policies and procedures might create job dissatisfaction and thus perpetuate absenteeism. Bracy (2010) reports that research on student's views and perceptions of school rules is very scant, yet important, and Brown and Rodriguez (2009) agree that the student's own perspectives on the perceptions of school rules remains largely hidden, with the role of the school on dropout rates remaining unexplored.

## **2.5 CONCEPTUAL FRAMEWORK**

One of the objectives of doing research is to build and test theory (Burns & Groove, 2010 and Polit & Beck, 2008). A theoretical framework helps to guide the methods and interventions appropriately. Polit and Beck (2008) define a theoretical framework as the overall conceptual underpinnings of the study. This study was shaped around and guided by the conceptual framework adapted from Taunton, Hope, Woods & Bott (1995:218) which lists the Predictors of Nurse Absenteeism.

The framework initially focuses on four constructs; the Nurse, Nurse Manager, Work and Organization and their characteristics which may contribute to absenteeism (Taunton et al., 1995: 218). Nurse characteristics include age, gender, physical illness, family responsibility, income, transport problems, commitment to work, qualifications and, opportunities outside the work place. Nurse Manager's characteristics include the type of leadership style a manager utilizes in a particular unit, whether autocratic or participatory. Work characteristics include group cohesion, routine work and autonomy. Organization's characteristics include staffing (manpower), promotion opportunities, incentives, absenteeism policy, career development, decentralisation and facilities like equipment (Taunton et al., 1995:218).

Although students are not employees, they are also nurses who bear a dual status, that of a nurse-learner and that of an employee in the clinical area, and share some characteristics of the employees as per the conceptual framework by Taunton et al. (1995:218). The researcher therefore adapted the constructs of the framework and arranged them in such a way that they are in line with the study. The adapted model therefore depicts the causes of students absenteeism as three tiered. It can be based on the personal factors of the student, factors in the clinical area and factors at college and their characteristics, as illustrated in Figure 1 below.

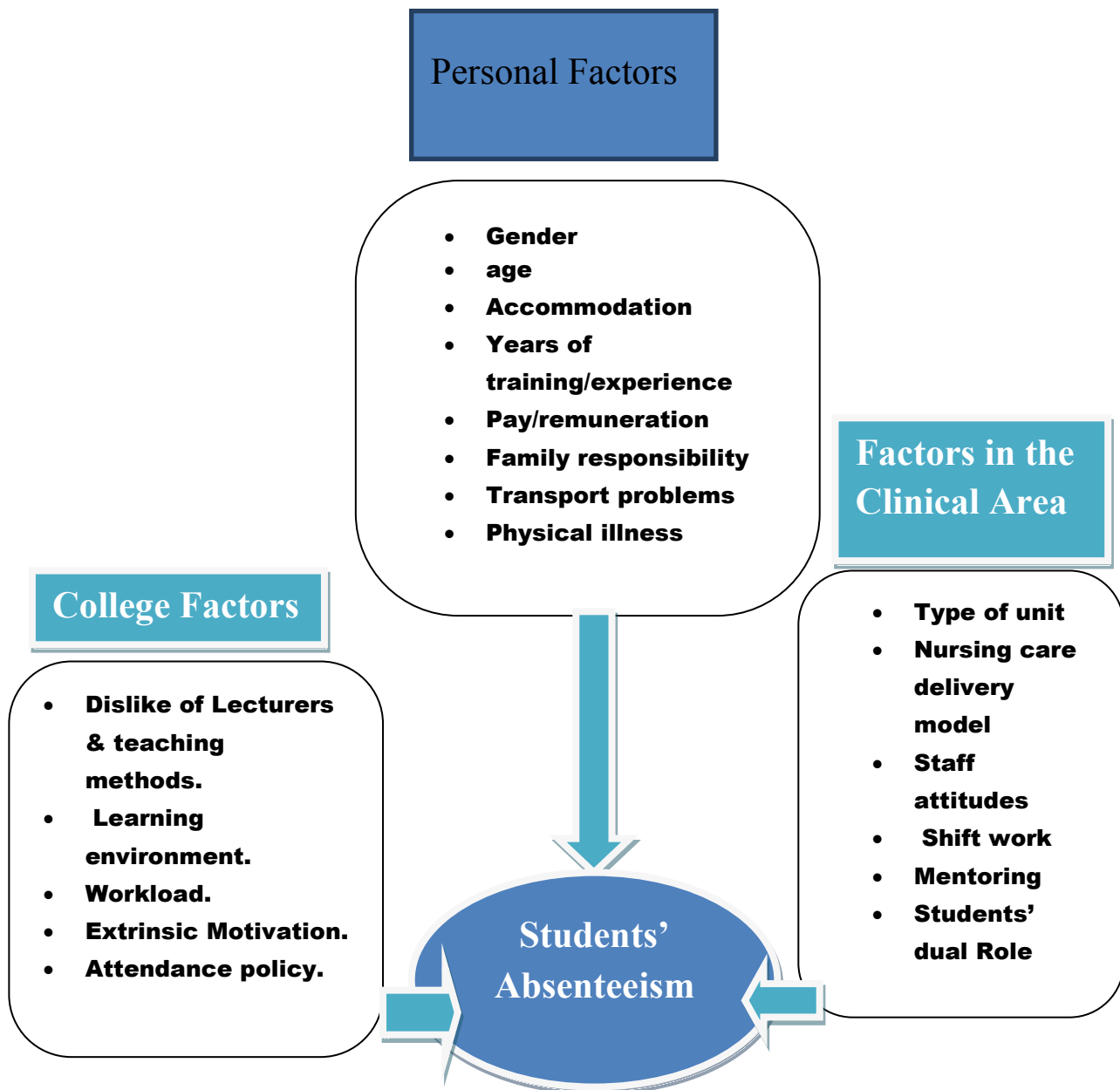


Figure 1: Conceptual framework of "Predictors of Nurse Absenteeism"

(Modified version of Taunton, Hope, Woods & Bott (1995))

### **2.5.1 Application of the Conceptual Framework to the Study**

The study focussed on all the constructs of the framework and their characteristics, as illustrated in Figure1. The study objectives, literature review, discussion of the study and the questionnaire for this study were shaped along the parameters of this framework, to help the researcher to describe the factors that were perceived to contribute to the bursary students' absenteeism.

Figure1 depicts that absenteeism among bursary students may have been contributed to by the student and some characteristics that he or she held such as age, gender, years of training, pay or remuneration, accommodation, physical illness, family responsibility and transport problems. Factors in the clinical area may have included the type of unit, nursing care delivery model (work allocation), staff attitudes, shift work, mentoring and the students' role. College factors may have included a dislike of lectures and lecturers' teaching methods, the learning environment, workload, extrinsic and intrinsic motivation and the attendance policy.

### **2.6 CHAPTER CONCLUSION**

The above chapter on the literature review highlighted and discussed all factors of the student outlined in the conceptual framework that may contribute to absenteeism. It focused on all of the independent variables and their associated characteristics that may contribute to bursary student-nurses' absenteeism. These factors included the students' personal factors, factors in the clinical area and college factors.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter focuses on the research design and methodology employed by the researcher when undertaking the study. It provides details on the paradigm underpinning the study, population, study setting, sampling and sampling procedure, the data collection methods and data analysis utilized. It further highlights the validity and reliability of the study and ethical considerations involved.

#### **3.2 RESEARCH PARADIGM**

The researcher adopted a positivist paradigm to undertake this study. Positivism is rooted in the 19<sup>th</sup> century thought and is guided by philosophers such as Newton, Locke, Comte and Mil (Polit & Beck, 2008). A positivist paradigm is a traditional paradigm underlying a scientific approach. Positivists' fundamental assumption is that there is a fixed, orderly and unbiased reality that can be objectively studied and uncovered, and is often associated with quantitative research (Polit & Beck, 2008).

The researcher administered questionnaires as a data collection tool to ensure the objectivity of the information. To ensure unbiased, real information as per the chosen paradigm's assumption, the researcher utilized a research assistant that is not familiar to the students to assist with the data collection.

### **3.3 RESEARCH DESIGN**

The researcher employed anon-experimental descriptive design. Descriptive designs are used to obtain information on the current status of the phenomenon so as to describe what exists with respect to current conditions, identify problems with current practice, justify current practice or determine what others in similar situations are doing (Burns & Grove, 2010, and Polit & Beck, 2008). Therefore, descriptive designs provided the researcher with the descriptions of the variables in order to answer the research questions (Polit & Beck, 2008).

### **3.4 RESEARCH APPROACH**

The study adopted a quantitative approach. According to De Vos, Strydom, Fouche & Delport (2011), quantitative research is a formal, objective, and systematic process for generating information. It can precisely and vigorously measure and quantify the incidence and prevalence of the phenomenon and it incorporates the deductive reasoning approach (Burns & Grove, 2010; De Vos et al., 2011 and Polit & Beck, 2008).

This chosen approach enabled the researcher to describe the perceived factors formally and logically from the little that was known about students' absenteeism. The researcher then progressed systematically through a series of steps until the required information was generated and obtained (Burns & Grove, 2010; De Vos et al., 2011 and Polit & Beck, 2008).

### **3.5 STUDY SETTING**

The researcher conducted the study at a selected nursing campus of the KZN CN in the UMgungundlovu District in KwaZulu-Natal. It is one of the largest Nursing Campuses in KwaZulu-Natal (KZN). It is a former white tertiary institution before the first South African

democratic elections in 1994. It is currently a multiracial campus with student capacity of more than 600 (Demographics of selected Campus as at April 2012).

The selected nursing campus offers different nursing courses at different course levels, namely a four-year Diploma programme leading to registration as a professional nurse (SANC Regulation 425), a one year Post Basic Diploma in midwifery programme (SANC Regulation 254), a bridging course from enrolled nurse to registered nurse (SANC Regulation 683) and a two year bridging programme from enrolled nurse auxiliary to enrolled nurse (SANC Regulation 2175).

### **3.6 STUDY POPULATION**

Population refers to the entire aggregation of cases or set of individuals with characteristics in which a researcher is interested (Dawson, 2009). The target population for this study included all bursary students (N=126) (SANC Regulation 425) enrolled for training from July 2010 to July 2012 at the selected nursing campus. It included the students from the first year to the third year level of training, since there were no fourth year students on the bursary system. The non-bursary students (traditional persal system) who had commenced their SANCR425 training before July 2010 and other bursary students in the two year programme SANC R217 were excluded from the study.

### **3.7 SAMPLE AND SAMPLING PROCEDURE**

The non-probability purposive sampling technique was utilized to select participants for the study. Fox & Bayat (2007:60) and Polit & Beck (2008:343) recommend this technique as the most important type of non-probability sampling where a representative sample of the

population can be obtained. They maintain that in purposive sampling, the researcher relies on her experience and knowledge about the population characteristics to deliberately hand-pick sample members that are knowledgeable about the issue under study and are representative of the relevant population.

This sampling technique was influenced by the researcher's limited time to complete the study and the convenience of access to the identified population group. De Vos, Strydom, Fouche, & Delpont (2011); Dawson (2009) and Polit & Beck (2008) maintain that with care in sample selection, non-probability studies usually work reasonably well since they are cost effective, do not require sophisticated skills and are convenient. The researcher found this technique suitable for this study since all levels of bursary students in training could be represented in the sample.

### **3.7.1 SAMPLE SIZE**

Since the population was relatively small, the researcher included the entire target population in the study. De Vos et al. (2011) maintain that the larger the sample, the more representative of the population it is likely to be. Similarly, Burns & Grove (2010) agree that generalization of findings is better on larger samples.

### **3.8. DATA COLLECTION INSTRUMENT**

The researcher utilized a self-developed questionnaire guided by the conceptual framework of Taunton et al. (1995), study objectives, the literature reviewed and an existing questionnaire by Mudaly (2009). The researcher adopted the structure of this tool and adapted

the factors and characteristics of the students, clinical area and college that were perceived to be related to bursary student absenteeism, in keeping in line with the framework.

The questionnaire featured structured and unstructured types of questions in the form of close-ended and open-ended questions, to allow students to give additional views on the proposed study other than those examined in the tool. According to Burns & Grove (2010) & Polit & Beck (2008), a questionnaire is an effective tool for collecting data on a large scale. It allows participants to write their responses and views in a way suitable to them, and in their spare time, without being intimidated by the researcher.

The format used in the questionnaire is standard for all participants and is not dependent on the researcher's mood (Burns & Grove, 2010). The questionnaire was an appropriate tool to use for this study since the researcher was collecting data from a large group of students.

### **3.8.1 The Questionnaire Layout :( Annexure: C)**

The questionnaire was divided into four sections (sections A-D) as follows;

- **Section A**—covered **five** items on the students' demographic information.
- **Section B**—was made up of **seven** items related to the students' personal factors that may contribute to their absenteeism (6 closed-ended questions and 1 open-ended question),
- **Section C**—covered **ten items** related to factors in the clinical area that may contribute to students' absenteeism (9 closed-ended questions and 1 open-ended question), and
- **Section D**—covered **ten** items related to College factors that may contribute to students' absenteeism (9 closed-ended questions and 1 open-ended question).

### **3.9. DATA QUALITY-VALIDITY AND RELIABILITY**

Burns & Grove (2010) and Polit & Beck (2008) define validity as the degree to which an instrument measures what it is supposed to measure. Reliability of the instrument refers to the degree to which the instrument can be depended upon to yield consistent results repeatedly over time on the same phenomenon, even if used by other researchers (Polit & Beck, 2008). The researcher therefore used face validity and content validity to ensure data quality.

#### **3.9.1 Face Validity**

According to Polit & Beck (2008), face validity refers to whether the instrument appears to measure what it is supposed to measure. Burns & Grove (2010) state that the validity of the instrument can be established by looking at its structure and this procedure is useful in the process of developing the researcher's own instrument.

#### **3.9.2 Content Validity**

Content validity refers to the ability of an instrument to measure all the target attributes of the study and its consistency, according to Burns & Grove (2010). The researcher could not find any previous study of a similar nature to adapt a research tool. The tool was self-developed around the literature reviewed and was guided by the conceptual framework. The tool was therefore piloted before use in the main study to assess how well the instrument represented all of the components of the variable to be measured (Polit & Beck, 2008). Table 2 below represents the summary of content validity.

**Table 2 Summary of Content Validity**

<b>Research Objective</b>	<b>Conceptual Framework</b>	<b>Measurement (Questionnaire)</b>
To describe the perceived personal	<b>Students' Personal Factors:</b>	<b>Section A-questions 1-5.</b>

<p>factors of the student that may contribute to absenteeism among bursary students.</p>	<p>age, gender, accommodation, years of training or experience, remuneration, physical illness, family responsibility, transport problems</p>	<p><b>Section B-</b> questions 1-7.</p>
<p>To describe factors in the clinical area that may contribute to absenteeism among bursary students.</p>	<p><b>Factors in the Clinical Area:</b> Type of unit, nursing care delivery model, staff attitudes, shift work, mentoring, students' dual role.</p>	<p><b>Section C-</b> questions 1-9.</p>
<p>To describe the college factors that may contribute to absenteeism among bursary students.</p>	<p><b>College Factors:</b> Dislike of lecturers and teaching methods, dislike of subject content, learning environment, workload, extrinsic motivation, and attendance policy.</p>	<p><b>Section D-</b> questions 1-10.</p>

### 3.10 PILOT STUDY

The pilot study was conducted to ensure the validity of the content and the reliability of the research tool. Burns & Grove (2010) and Polit & Beck (2008) are of the same opinion that conducting a pilot study will assist the researcher to test the suitability of the research design used, test the stability of the tool and identify flaws that could be present in the tool, thus

allowing the researcher to refine the study before conducting the main study(De Vos et al., 2011; Burns & Grove, 2010 and Polit & Beck, 2008).

The study was piloted among six bursary students, selecting a representative sample of two students from each academic year (first, second and third year of study).Students were given questionnaires to complete and the form for comments on its clarity (Mudaly, 2009).On return of the tool from the students, the researcher made the alterations and other necessary amendments as suggested and as required. The students who participated in the pilot study were excluded from the main study, as per Burns & Grove (2010) and Polit & Beck (2008).

### **3.11 ETHICAL CONSIDERATIONS**

The researcher had an obligation to conduct the research study in an ethical manner, since it involves human beings (the participants) who warrant protection and continuous respect (De Vos et al., 2011; Dawson, 2009 and Fox & Bayat, 2007). The study adhered to the fundamental research principles of approval of the study by an ethics committee, voluntary participation, informed consent, avoidance of harm or beneficence, privacy, anonymity, confidentiality and the right to protection from exploitation.

#### **3.11.1 Ethical Approval**

The research proposal for this study was submitted to the research ethics committee of the University of KwaZulu-Natal and was approved (Annexure: E). The permission to conduct the study was then sought out from the KwaZulu-Natal Department of Health Ethics Committee (Annexure: G), the KwaZulu-Natal Campus Principal (Annexure: F) and the principal of the selected nursing campus (Annexure: H), all of whom approved the study.

### **3.11.2 The Right to Self –Determination**

In accordance with De Vos, Strydom, Fouche, & Delpont (2011); Burns & Grove (2010); Polit & Beck (2008) and Fox & Bayat (2007), the participants were informed that they were not forced to participate in the study, that participation was completely voluntary and that non- participation would not involve any penalty or influence negatively on their studies. Participants were also informed of their right to withdraw from the study at any time they wanted to without fear of prejudice (Annexure: A).

### **3.11.3 Beneficence or Avoidance of Harm**

The researcher ensured an on-going respect for the participants' individual autonomy. The participants were informed that the study would cause no physical, emotional or psychological harm, either to them or to the institution in which the study would be carried out. No invasive experiments would be carried out on participants, and they were only required to answer questions (Fox & Bayat, 2007).

### **3.11.4 Right to Privacy, Confidentiality and Anonymity**

Fox & Bayat (2007) identified confidentiality and anonymity as two standards to be considered in the protection of privacy of the research participants. The researcher ensured that the confidentiality of all information was maintained. Information given was not made available to anyone except the researcher and her supervisor. To guarantee anonymity, no names were required to appear on the data collection instrument and no space on the tool (questionnaire) was provided for such details. Students were coded using numbers instead of their real names and the campus used for the study was referred to as a '**selected nursing campus**'.

### **3.11.5 Right to Protection from Exploitation**

The researcher had an obligation to protect the participants from exploitation and to avoid placing the participants at a disadvantage or expose them to situations which they had not been prepared for (Polit & Beck, 2008:171). The researcher ensured that participants were not manipulated or intimidated by the researcher's status to participate in the study, and as a result, consent for participation was willingly provided. Data was also collected by a research assistant in order to avoid exploitation. The participants were given the assurance that the data collected from the study would not be used against them in any way (Polit & Beck, 2008:171).

### **3.11.6 Informed Consent**

The participants were fully informed about the processes involved in the study and that a written consent had to be signed as proof and as an agreement to take part in the study. Each participant was given a consent form and they were told that giving it back to the researcher would indicate their willingness to participate in the study. They were aware that they were still free to withdraw at any time that they felt uncomfortable (De Vos et al., 2011; Burns & Groove, 2010; Polit & Beck, 2008 and Fox & Bayat, 2007).

## **3.12 DATA COLLECTION PROCESS**

After receiving approval of the study from the University's ethical board, permission was sought from the KwaZulu-Natal Department of Health's ethics committee, the KwaZulu-Natal Campus Principal and the Principal of the selected nursing campus, all of whom approved the study. Data was collected from each level of training on separate days. The date, time and venue for the researcher to meet with the participants was arranged beforehand, ensuring that the venue was quiet comfortable.

On the set date, the researcher met with the participants and explained the purpose of the study, processes involved and addressed the research ethical issues fully as detailed by Burns & Grove (2010) and Polit & Beck (2008). An information sheet with the researcher's and her supervisor's address and contact details and consents were given to willing participants. The researcher clarified issues and presented more opportunities to respond to any questions that they had, then set a final date, venue and time for the actual data collection (Burns & Grove, 2010 and Polit & Beck, 2008).

On the day of the actual data collection, consent forms were collected from all of the participants and the researcher checked whether all consent forms were correctly completed and signed, and then the researcher also signed them. To ensure privacy, confidentiality and anonymity, and to avoid the vulnerability of participants, the researcher provided a handmade post box and informed the participants to place their completed questionnaires into this box. Questionnaires were handed out by the research assistant to each participant, ensuring that each one had a pen to complete the questionnaire. Participants were given enough time (25-30 minutes) to answer the questions in the questionnaires.

The researcher was not in the same room with the participants during the completion of the questionnaires, in order to avoid any pressure and intimidation of the participants. Participants were informed and assured that the researcher was available for assistance, should there be any problems or clarity needed regarding the questions in the tool. The researcher then collected posted questionnaires from the box and locked them up safely for later analysis, as per Burns & Grove (2010) and Polit & Beck (2008).

### **3.13 DATA ANALYSIS**

The data for this study was analysed with the help and guidance of the University's Biostatistician. Data was captured and subsequently analysed using the Statistical Package for Social Sciences (SPSS version 21). Fisher's Exact Binomial Test was used in closed-ended data to test for the association between factors affecting absenteeism and demographic information (Burns & Grove, 2010 and Polit & Beck, 2008). To analyse the open-ended questions, thematic analysis was adopted using the following steps:

1. The researcher read all the open-ended responses and familiarised herself with the data.
2. Common ideas, related concepts and patterns in the data relating to a particular question were identified by the researcher.
3. Prominent themes and patterns were grouped together to provide a general view of the question.
4. Since the questionnaire consisted of pre-coded questions, the researcher then categorized all common themes under respective codes.
5. Descriptive statistics such as frequency distributions, frequency counts and percentages were used to summarize results.
6. Visual presentations such as graphs, tables and pie-charts were used to organize the data in order to give meaning to the final report (Dawson, 2009:115 and Polit & Beck, 2008:510-519).

### **3.14 DATA MANAGEMENT**

Analysed data was kept safely and confidentially on the researcher's personal computer where it could only be accessed by a log in code that was only known to the researcher. The data was also saved onto other hard drives like memory sticks or CD's as a backup, should the researcher's personal computer have accidentally crashed. The researcher will

subsequently destroy all of the saved data after five years. The USB device containing the data will be formatted, CD's destroyed by crashing and all of the questionnaires will be shredded (Burns & Grove, 2010).

### **3.15 DATA DISSEMINATION**

Polit & Beck (2008) assert that no study is complete until it is shared with others. On completion of the study, the researcher will circulate and share the document with all of the stakeholders that were involved. One copy of the study will be kept in the University of KwaZulu-Natal's library and database to enable other researchers to access the information, should the need arise. Another copy will be kept by the researcher's supervisor. A copy of the study may be published as an article in an accredited nursing journal and the study results and recommendations may also be presented in nursing manager's meetings, workshops, symposia and conferences.

### **3.16 STUDY LIMITATIONS**

The time allocated to the researcher to finish the pursued course limited her from expanding it to include other bursary students in the two year courses of the same campus. It also limited the researcher from expanding the study to the other 10 campuses within the province of KwaZulu-Natal with R425 bursary students in order to generalize findings.

### **3.17 CHAPTER CONCLUSION**

This chapter thoroughly discussed the entire methodology processes utilized by the researcher while undertaking the study. It clarified all processes that were involved in data collection, data analysis, data management and dissemination as well as ethical considerations. Study limitations were also covered in this chapter.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 INTRODUCTION**

This section will present the analysis and findings that emerged from tests performed in the study to prove whether the identified variables and their characteristics have an impact on bursary students' absenteeism at a selected nursing campus in KwaZulu-Natal.

In this section the responses were tested for any influence by the demographic characteristics namely; age of the respondent, gender, residence, level/year of study and level of satisfaction about the stipend. In essence, the study questions were tested and then observed for frequencies in a contingency table. Data were analysed using the Statistical Package for Social Science (SPSS) Version 21. The Fischer's Exact Test was used to explore the relationships of the variables. The Fischer's Exact Test is not affected by expected frequencies and is mostly the test of choice in medical research (Davies, 2007). Data analysis was made possible with the assistance of the biostatistician at the University of KwaZulu-Natal.

#### **4.2 RESPONSE RATE**

One hundred and twenty-six questionnaires were distributed among the first, second and third year bursary student nurses. All one hundred and twenty-six (N=126) questionnaires were returned resulting in a 100% response rate.

### **4.3 FINDINGS OF THE STUDY**

The findings of the study are presented in the form of tables, bar and pie charts under the following sections:

A - Students' demographic factors.

B- Students' personal factors.

C- Clinical factors.

D- College factors.

The study was based on the following questions:

- To what extent do the students' personal factors contribute to absenteeism?
- Do the identified factors in the clinical area contribute to bursary students' absenteeism?
- To what extent do the college factors contribute to bursary student's absenteeism?
- What possible recommendations could be forwarded to management to combat absenteeism among bursary students?

#### **4.3.1SECTION A: STUDENTS' DEMOGRAPHIC FACTORS.**

This section focuses on the demographic characteristics of students in terms of their age, gender, current year of study, residence and stipend.

#### **4.3.1.1 Age**

The majority of respondents' age ranged between 18-30 years old (89%) followed by the age range 31-40 years old (11.1%) and there were no students with age ranging between 41-50 years old. Evidence suggests that bursary student nurses are mostly young adults.

#### **4.3.1.2 Gender**

Gender characteristics clearly mark female respondents as the majority at 67% (N=85) among the bursary student community and males comprising a minimum of 32.5% (N=41).

#### **4.3.1.3 Residence**

The majority of them reside in the nurse's residence, 61.1% (N=77), followed by those staying at home, at 33.4% (N=41) and the minority of those renting elsewhere at 5.5% (N=7). This data clearly indicates that the majority of bursary students reside in the nurse's residence.

#### **4.3.1.4 Year of Training**

With reference to responses on this question, the majority of the respondents were students in their third year of training (43.6%, N=55), followed by those in their second year with 30.2% (N=38) and lastly those students in their first year at 26.2% (N=33).

#### **4.3.1.5 Stipend**

The entire population, 100%, responded to this statement. From the number of responses obtained for this item, it could be deduced that the majority of the respondents, 88.1% (N=111), felt that the stipend they received on monthly basis was too little to cater for their

academic needs. On the other hand, a minimum of 15 respondents (11.9%) felt that the stipend was enough to cater for their academic needs.

#### **4.3.2 SECTION B: STUDENTS' PERSONAL FACTORS**

This section looks at personal reasons or factors for absenteeism, and attempts to establish the extent to which these personal factors contribute to the students' absenteeism.

The following are the statements that the students had to respond to:

##### **4.3.2.1 Students are Generally Absent Because Of Physical Illness, No Free Health Care For Bursary Students**

77% (N= 97) of the bursary students are absent because of physical illness, whereas 22.2% (N=28) of the students disagreed. It may be deduced that most bursary students are absent from the clinical area and from College because of physical illness. These results therefore suggest that **physical illness** is still a major contributory factor to bursary students' absenteeism.

##### **4.3.2.2 Students are generally absent Because Of Family Matters to attend to, e.g. sick Child, Husband, Wife or Parent**

With reference to the results obtained for this item, four students (3.2%) did not answer this question. However, 71.4% of students (N= 90) are absent from duty and College because of family matters. Family matters therefore remain a major contributory factor to absenteeism among bursary students.

#### **4.3.2.3 Students are generally absent because they have no money for transport**

Out of 126 student participants, 5.6% (N=7) of them did not answer this question. 49.4% (N=62) agreed to the fact that they are absent because they have no money for transport, while 45.2% (N=57) disagreed with this statement. It can be deduced that this factor **does not** contribute to student absenteeism among bursary students.

#### **4.3.2.4 Students are generally absent because they stay too far from work, no accommodation at the nurse's residence**

Out of a total of 119 students who responded to this statement, 65.9% (N=83) of them disagreed with this factor and only 28.6% (N=36) of the students' agreed with the statement. With these results, it is clear that the factor 'stay too far from work, no accommodation at the nurse's residence' does not contribute to the students' absenteeism.

#### **4.3.2.5 Students are generally absent because they are not paid for working but funded for studying**

The majority of students agreed to the factor of a stipend. 64.7% (N=77) agreed that they are absent because they are not paid for working but funded for studying. Only 42 students (33.3%) did not agree with the statement and 5.65% (N=7) of the students did not respond to the statement. It is clear that students' payment plays a significant role in their absenteeism.

### **4.3.3 SECTION C: CLINICAL FACTORS**

This section investigated factors in the clinical area that may have contributed to the bursary students' absenteeism. Clinical factors that were thought to contribute to the bursary students' absenteeism have been put together as per the conceptual framework. Data collected would

therefore reveal whether these factors were indeed contributing to the bursary students' absenteeism.

#### **4.3.3.1 Students are generally absent because of being lazy to come to work**

The percentages below represent the students' responses regarding the clinical factor: lazy to come to work. Out of the 120 students who responded to this statement, 100 students (79.4%) disagreed, 20 students agreed to the statement and only 6 students (4.8%) did not respond at all. It can therefore be deduced that the factor 'lazy to come to work' is not a contributory factor to the bursary students' absenteeism.

#### **4.3.3.2 Students are absent from the clinical Area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students**

The frequency distribution of students' responses to this statement was 100%, meaning that all (N=126) students responded to this statement. Results suggest that the majority of the students, (N=74) constituting 58.7%, agree that they are absent from the clinical area because they avoid certain wards housing very sick patients since there is no indemnity for them, should they contract a disease or get injured while on duty. 52 students disagreed (41%) and it can therefore be concluded that this factor does contribute to the bursary students' absenteeism in the clinical area.

#### **4.3.3.3 Students are absent from the clinical Area because they are allocated in heavy cubicles**

Results obtained on this item indicate that 124 students responded to this statement while 2 students (1.6%) did not. They also indicate that 71 students (57.3%) support the statement while 53 students, constituting (42.1%), are not in favour of the statement. One can deduce

that although a small majority of the students would rather be absent from the clinical area when allocated in heavy cubicles or work areas with a heavy workload, this factor is not a major contributor to their absenteeism.

#### **4.3.3.4 Students are absent from the clinical area because they cover staff shortages over weekends and public holidays**

Total students' response indicate that 92% of students (N=116) agreed that they are absent from the clinical area when they are due to work on weekends and public holidays, whereas only 8 students (6.3%) disagreed. It is evident that the majority of students tend to be absent from duty when working over weekends and on public holidays. This factor does contribute to student absenteeism.

#### **4.3.3.5 Students are absent from the clinical Area because they are not given day off they requested**

In response to the above statement, the majority of the students agreed that they will be absent from work or duty if they are not given the day off when they have requested it. Table 4.15 and Figure 4.15 display the results in terms of the frequency and percentages of the students' response to this statement. It is clear that 86 students (69.4%) would be absent from work if not given a requested day off, while 37 (29.8) students would still report for duty if not granted their request for a day off. It is evident that the inability to give these bursary students a requested day off contributes to their absenteeism from the clinical area.

#### **4.3.3.6 Students are absent from the clinical area because they are ill-treated by senior staff**

85 students out of the 124 who responded to this statement agreed that they are absent from the clinical area because they are ill-treated by senior staff, while only 39 students (31%) disagreed. This evidence therefore reveals that the ill-treatment by senior staff in the clinical area does contribute to bursary students' absenteeism in the clinical area.

#### **4.3.3.7 Students are absent from the Clinical Area Because They Are Avoiding Certain Shifts e.g. 07h00-19h00 and 13h00-19h00**

The majority of students answered 'yes' to this statement. It is noted that 64.5% (N=80) students, which is the majority, agree to the statement and that 44 students (35.5%) disagree. This evidence suggests that shift-work by students is indeed a contributory factor to absenteeism.

#### **4.3.3.8 Students are absent from the clinical area because of burnout after working more than three days without a day off**

Table 4.18 and Figure 4.18 below highlight the students' responses to being absent because of burnout after working for more than three days without a day-off. Out of the 124 students who responded, 82 of them (constituting 65.1%) agreed that they take time off because of burnout. 42 students (33.3%) disagreed with the statement and 2 students did not respond. It can therefore be deduced that burnout is a contributory factor to bursary students' absenteeism in the clinical area.

#### **4.3.3.9 Students are absent from the clinical area because they are not mentored in the wards, being there is a waste of time**

With reference to students' responses regarding whether or not the factor 'not mentored in the wards' contributed towards their absenteeism, the majority of them denied that this was the case. 64.3% of the students (N=81) disagreed with the statement while 33.3% (N=42) agreed with the statement. Evidence has thus revealed that the majority of the bursary students are mentored and that this factor is not relevant as a cause for their absenteeism.

#### **4.3.3.10 Students are absent from the clinical area because they need time to finish an assignment or Prepare for a Test**

Although students' responses suggest that the majority (54.8%, N=69) absent themselves from the clinical area to make time for their assignments and to prepare for tests, there is not much difference between those who agree with this statement and those who disagree with it. The results therefore suggest that making time for assignments and tests somewhat contribute to absenteeism, however it is not a major factor since 43.5% (N=55) out of 124 students disagreed.

#### **4.3.4 SECTION D: COLLEGE FACTORS**

This section looks into College factors identified in the conceptual framework that may contribute to absenteeism. The College factors were grouped together in order to answer the question: To what extent do the College factors contribute to bursary student's absenteeism?

#### **4.3.4.1 Students are absent from college because they are avoiding certain lecturers who are too strict and unfriendly**

Results on this statement exhibit the fact that avoiding certain lecturers is not a contributory factor for students' absenteeism at college. This is evidenced by the majority of students who disagreed with the statement (70.6%, N=89). Students who agreed with the statement totalled 29, making up only 23% and 8 students (6.3%) did not respond.

#### **4.3.4.2 Students are absent from the college because lecturers' teaching methods are boring**

The results indicate that 73% of the students (N=92) responded 'no' to the above statement, only 22.2% (N=28) responded 'yes' and 6 students (4.8%) did not respond. It can be deduced that lecturers' teaching methods do not contribute to the bursary students' absenteeism at College.

#### **4.3.4.3 Students are absent from the college because lecturers discipline students unequally, there is favouritism**

Data collected on the above statement reveals that 74.6% of the bursary students responded 'no' to the statement, whereas 27 students (21.4%) agreed with it. These results reveal that unequal student discipline in class does not contribute to absenteeism among the bursary students at college.

#### **4.3.4.4 Students are absent from the college because they are avoiding certain subject content**

The majority of the students (79.4%, N=100) opposed the statement that they are absent from college because they are avoiding certain subject content. A few students (15.1%, N=19)

agreed that this was the case and 7 of them did not respond. Evidence thus suggests that the factor 'avoiding certain subject content' is not a contributory factor to the bursary students' absenteeism.

#### **4.3.4.5 Students are absent from the college because lecture hours are too long and tiring, from 7:15am-4pm**

The majority of the students, 60.3% (N=76), agree with this statement as a contributory factor to the absenteeism among bursary students at College. Very few students 38% (N=48) were in disagreement with the statement. It can be therefore be deduced that long lecture hours do contribute to the students' absenteeism.

#### **4.3.4.6 Students are absent from the college because lecture rooms are not conducive to learning, they are either too hot or too cold.**

Referring to the factor of lecture rooms not being conducive to learning by being either too cold or too hot, the majority of the bursary students, 73.8% (N=93), do not agree that this is a contributory factor to absenteeism. However, 21.4% (N=27) agree that this does indeed contribute. Therefore, one can conclude with evidence that the conditions in the lecture rooms do not contribute to absenteeism from College.

#### **4.3.4.7 Students are absent from the college because they are not ready for a test or an assignment that was due**

From the student responses, just over half of the students, 50.8% (N=64), support the statement that absenteeism can be contributed to by not being ready for a test or an assignment that is due on that day. Although 4 students did not respond to the statement, 46% (N=58) of the students do not support this as a contributor. It can therefore be deduced that

the factor 'not ready for the test or an assignment 'does contribute to absenteeism; it seems not to be a major contributor to College absenteeism among bursary students.

#### **4.3.4.8 Students are absent from the college because they have no platform to raise their academic problems and opinions concerning teaching and learning**

According to data collected on the College factor 'no platform to raise their academic problems and opinions concerning teaching and learning', 50% (N=63) of the students (over 118) who responded felt that the statement was a true contributor to their College absenteeism while 43.7% (N=55) of the students opposed the statement. Evidence thus shows that the majority of students could be absent from college if their academic issues and concerns have no platform. It can be concluded that this factor does contribute to absenteeism in one way or another.

#### **4.3.4.9 Students are absent from the college because those who never absent themselves from college are never noticed or rewarded, I would rather be absent like the others**

It is clearly indicated by the following results that the majority of the bursary students, constituting 50.8% (N=64) agree that if those who are never absent are not rewarded, they will rather be absent like them. On the other hand, 44.4% (N=56) disagree with the above statement. It can then be concluded that the factor of students' recognition and rewards for good attendance somewhat contributes to College absenteeism among bursary students.

#### 4.4 CONTINGENCY TABLES (DISCUSSING ALL FIVE VARIABLES)

In this section responses were tested for influence by the demographic characteristics, namely the age of the respondent, gender, residence, the level/year of study and the level of satisfaction about the stipend. In essence, the statements stated below were tested for relationships. Each item response and a given demographic characteristic were arranged in order to observe frequencies into a  $m \times n$  contingency table.

##### 4.4.1 VARIABLE: AGE

1. Students are generally absent because of physical illness, no free health care for bursary students.

<b>Physical Illness, No Free Health Care For Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	85	26	111
		% within Indicate your age range	76.6%	23.4%	100.0%
	31-40	Count	12	2	14
		% within Indicate your age range	85.7%	14.3%	100.0%
Total		Count	97	28	125
		% within Indicate your age range	77.6%	22.4%	100.0%

2. Students are generally absent because of family matters to attend to e.g. a sick child, husband, wife or parent.

<b>Family Matters to Attend to e.g. Sick Child, Husband, Wife or Parent</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	78	30	108
		% within Indicate your age range	72.2%	27.8%	100.0%
	31-40	Count	12	2	14
		% within Indicate your age range	85.7%	14.3%	100.0%
Total		Count	90	32	122
		% within Indicate your age range	73.8%	26.2%	100.0%

3. Students are generally absent because they have no money for transport.

<b>No Money For Transport</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	55	49	104
		% within Indicate your age range	52.9%	47.1%	100.0%
	31-40	Count	7	8	15
		% within Indicate your age range	46.7%	53.3%	100.0%
Total		Count	62	57	119
		% within Indicate your age range	52.1%	47.9%	100.0%

4. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence.

<b>Stay Too Far From Work, No Accommodation at the Nurse's Residence</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	32	73	105
		% within Indicate your age range	30.5%	69.5%	100.0%
	31-40	Count	4	10	14
		% within Indicate your age range	28.6%	71.4%	100.0%
<b>Total</b>		Count	36	83	119
		% within Indicate your age range	30.3%	69.7%	100.0%

5. Students are generally absent because they are not paid for working but funded for studying.

<b>Not Paid For Working But Funded For Studying</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	68	38	106
		% within Indicate your age range	64.2%	35.8%	100.0%
	31-40	Count	9	4	13
		% within Indicate your age range	69.2%	30.8%	100.0%
<b>Total</b>		Count	77	42	119
		% within Indicate your age range	64.7%	35.3%	100.0%

6. Students are generally absent because of being lazy to come to work.

<b>Lazy To Come To Work</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	18	89	107
		% within Indicate your age range	16.8%	83.2%	100.0%
	31-40	Count	2	11	13
		% within Indicate your age range	15.4%	84.6%	100.0%
Total		Count	20	100	120
		% within Indicate your age range	64.7%	35.3%	100.0%

7. Students are absent from the clinical area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students.

<b>Avoiding Certain Wards with Very Sick Patients, There is No Indemnity for Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	63	48	111
		% within Indicate your age range	56.8%	43.2%	100.0%
	31-40	Count	11	4	15
		% within Indicate your age range	73.3%	26.7%	100.0%
Total		Count	74	52	126
		% within Indicate your age range	64.7%	35.3%	100.0%

8. Students are absent from the clinical area because they are allocated in heavy cubicles.

<b>Allocated in Heavy Cubicles</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	60	50	110
		% within Indicate your age range	54.5%	45.5%	100.0%
	31-40	Count	11	3	14
		% within Indicate your age range	78.6%	21.4%	100.0%
Total		Count	71	53	124
		% within Indicate your age range	57.3%	42.7%	100.0%

9. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays.

<b>Cover Staff Shortages Over Weekends and Public Holidays</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	102	8	110
		% within Indicate your age range	92.7%	7.3%	100.0%
	31-40	Count	14	0	14
		% within Indicate your age range	100%	0.0%	100.0%
Total		Count	116	8	124
		% within Indicate your age range	93.5%	6.5%	100.0%

10. Students are absent from the clinical area because they are not given the day off they requested.

<b>Not Given the Day Off They Requested</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	72	38	110
		% within Indicate your age range	65.5%	34.5%	100.0%
	31-40	Count	14	0	14
		% within Indicate your age range	100%	0.0%	100.0%
Total		Count	86	38	124
		% within Indicate your age range	69.4%	30.6%	100.0%

11. Students are absent from the clinical area because they are ill-treated by senior staff.

<b>Ill-Treated by Senior Staff</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	72	38	110
		% within Indicate your age range	65.5%	34.5%	100.0%
	31-40	Count	13	1	14
		% within Indicate your age range	92.9%	7.1%	100.0%
Total		Count	85	39	124
		% within Indicate your age range	68.5%	31.5%	100.0%

12. Students are absent from the clinical area because they are avoiding certain shifts  
e.g.07h00-19h00 and 13h00-19h00.

<b>Avoiding Certain Shifts e.g.07h00-19h00and 13h00-19h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	73	38	111
		% within Indicate your age range	65.8%	34.2%	100.0%
	31-40	Count	7	6	13
		% within Indicate your age range	53.8%	46.2%	100.0%
Total		Count	80	44	124
		% within Indicate your age range	64.5%	35.5%	100.0%

13. Students are absent from the clinical area because of burnout after working more than three days without a day off.

<b>Burnout After Working More Than Three Days Without A Day Off</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	74	36	110
		% within Indicate your age range	67.3%	32.7%	100.0%
	31-40	Count	8	6	14
		% within Indicate your age range	57.1%	42.9%	100.0%
Total		Count	82	42	124
		% within Indicate your age range	66.1%	33.9%	100.0%

14. Students are absent from the clinical area because they are not mentored in the wards, being there is a waste of time.

<b>Not Mentored in the Wards, Being There is a Waste of Time</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	35	74	109
		% within Indicate your age range	32.1%	67.9%	100.0%
	31-40	Count	7	7	14
		% within Indicate your age range	50.0%	50.0%	100.0%
Total		Count	42	81	123
		% within Indicate your age range	34.1%	65.9%	100.0%

15. Students are absent from the clinical area because they need time to finish an assignment or prepare for a test.

<b>Need Time to Finish an Assignment or Prepare For a Test</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	59	51	110
		% within Indicate your age range	53.6%	46.4%	100.0%
	31-40	Count	10	4	14
		% within Indicate your age range	71.4%	28.6%	100.0%
Total		Count	69	55	124
		% within Indicate your age range	56.6%	44.4%	100.0%

16. Students are absent from the College because they are avoiding certain lecturers who are too strict and unfriendly.

<b>Avoiding Certain Lecturers Who are Too Strict and Unfriendly</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	24	80	104
		% within Indicate your age range	23.1%	76.9%	100.0%
	31-40	Count	5	9	14
		% within Indicate your age range	35.7%	64.3%	100.0%
Total		Count	29	89	118
		% within Indicate your age range	24.6%	75.4%	100.0%

17. Students are absent from the College because lecturers' teaching methods are boring.

<b>Lecturers' Teaching Methods are Boring</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	24	82	106
		% within Indicate your age range	22.6%	77.4%	100.0%
	31-40	Count	4	10	14
		% within Indicate your age range	28.6%	71.4%	100.0%
Total		Count	28	92	120
		% within Indicate your age range	23.3%	76.7%	100.0%

18. Students are absent from the College because lecturers discipline students unequally, there is favouritism.

<b>Lecturers Discipline Students Unequally, There Is Favouritism</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	20	87	107
		% within Indicate your age range	18.7%	81.3%	100.0%
	31-40	Count	7	7	14
		% within Indicate your age range	50.0%	50.0%	100.0%
Total		Count	27	94	121
		% within Indicate your age range	22.3%	77.7%	100.0%

19. Students are absent from the College because they are avoiding certain subject content.

<b>Avoiding Certain Subject Content</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	16	89	105
		% within Indicate your age range	15.2%	84.8%	100.0%
	31-40	Count	3	11	14
		% within Indicate your age range	21.4%	78.6%	100.0%
Total		Count	19	100	119
		% within Indicate your age range	16.0%	84.0%	100.0%

20. Students are absent from the College because lecture hours are too long and tiring, from 07h15-16h00.

<b>Lecture Hours are Too Long and Tiring, From 07h15-16h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	66	44	110
		% within Indicate your age range	60.0%	40.0%	100.0%
	31-40	Count	10	4	14
		% within Indicate your age range	71.4%	28.6%	100.0%
Total		Count	76	48	124
		% within Indicate your age range	16.0%	84.0%	100.0%

21. Students are absent from the College because lecture rooms are not conducive to learning, they are either too hot or too cold.

<b>Lecture Rooms are Not Conducive to Learning; They are Either Too Hot or Too Cold</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	22	84	106
		% within Indicate your age range	20.8%	79.2%	100.0%
	31-40	Count	5	9	14
		% within Indicate your age range	35.7%	64.3%	100.0%
Total		Count	27	93	120
		% within Indicate your age range	22.5%	77.5%	100.0%

22. Students are absent from the College because they are not ready for a test or an assignment that is due.

<b>Not Ready For a Test or an Assignment That Is Due</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	58	49	107
		% within Indicate your age range	54.2%	45.8%	100.0%
	31-40	Count	6	9	15
		% within Indicate your age range	40.0%	60.0%	100.0%
Total		Count	64	58	122
		% within Indicate your age range	52.5%	47.5%	100.0%

23. Students are absent from the College because they have no platform to raise their academic problems and opinions concerning teaching and learning.

<b>No Platform to Raise Their Academic Problems and Opinions Concerning Teaching and Learning</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	54	50	104
		% within Indicate your age range	51.9%	48.1%	100.0%
	31-40	Count	9	5	14
		% within Indicate your age range	64.3%	35.7%	100.0%
Total		Count	63	55	118
		% within Indicate your age range	53.4%	46.6%	100.0%

24. Students are absent from the College because those who never absent themselves from College are never noticed or rewarded, I would rather be absent like others.

<b>Those Who Never Absent Themselves From College are Never Noticed or Rewarded, I Would Rather Be Absent Like Other.</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your age range	18-30	Count	54	53	107
		% within Indicate your age range	50.5%	49.5%	100.0%
	31-40	Count	10	3	13
		% within Indicate your age range	76.9%	23.1%	100.0%
Total		Count	64	56	120
		% within Indicate your age range	53.3%	46.6%	100.0%

#### 4.4.2 VARIABLE: GENDER

1. Students are generally absent because of physical illness, no free health care for bursary students.

<b>Physical Illness, No Free Health Care for Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	31	9	40
		% within Indicate your age range	77.5%	22.5%	100.0%
	Female	Count	66	19	85
		% within Indicate your age range	77.6%	22.4%	100.0%
Total		Count	97	28	125
		% within Indicate your age range	77.6%	22.4%	100.0%

2. Students are generally absent because of family matter to attend to e.g. sick child, husband, wife or parent.

<b>Family Matter to Attend to e.g. Sick Child, Husband, Wife or Parent.</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	30	10	40
		% within Indicate your age range	75%	25%	100.0%
	Female	Count	60	22	82
		% within Indicate your age range	73.2%	26.8%	100.0%
Total		Count	90	32	122
		% within Indicate your age range	73.8%	26.2%	100.0%

3. Students are generally absent because they have no money for transport.

<b>No Money For Transport</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	27	12	39
		% within Indicate your age range	69.2%	30.8%	100.0%
	Female	Count	35	45	80
		% within Indicate your age range	43.8%	56.3%	100.0%
Total		Count	62	57	119
		% within Indicate your age range	52.1%	47.9%	100.0%

4. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence.

<b>Stay Too Far From Work, No Accommodation At The Nurse's Residence.</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	18	22	40
		% within Indicate your age range	45.0%	55.5%	100.0%
	Female	Count	18	61	79
		% within Indicate your age range	22.8%	77.2%	100.0%
Total		Count	36	83	119
		% within Indicate your age range	30.3%	69.7%	100.0%

5. Students are generally absent because they are not paid for working but funded for studying.

<b>Not Paid For Working But Funded For Studying.</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	25	14	39
		% within Indicate your age range	64.1%	35.9%	100.0%
	Female	Count	52	28	80
		% within Indicate your age range	65.0%	35.0%	100.0%
Total		Count	77	42	119
		% within Indicate your age range	64.7%	35.3%	100.0%

6. Students are generally absent because of being lazy to come to work.

<b>Lazy To Come To Work</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	male	Count	5	33	38
		% within indicate your gender	13.2%	86.8%	100.0%
	female	Count	15	67	82
		% within indicate your gender	18.3%	81.7%	100.0%
Total		Count	20	100	120
		% within indicate your gender	16.7%	83.3%	100.0%

7. Students are absent from the clinical area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students.

<b>Avoiding Certain Wards With Very Sick Patients, There Is No Indemnity For Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	23	17	40
		% within Indicate your age range	57.5%	42.5%	100.0%
	Female	Count	51	35	86
		% within Indicate your age range	59.3%	40.7%	100.0%
Total		Count	74	52	126
		% within Indicate your age range	58.7%	41.3%	100.0%

8. Students are absent from the clinical area because they are allocated in heavy cubicles.

<b>Allocated in heavy cubicles</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	21	19	40
		% within Indicate your age range	52.5%	47.5%	100.0%
	Female	Count	50	34	84
		% within Indicate your age range	59.5%	40.5%	100.0%
Total		Count	71	53	119
		% within Indicate your age range	57.3%	42.7%	100.0%

9. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays.

<b>Cover Staff Shortages Over Weekends and Public Holidays</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	36	4	40
		% within Indicate your age range	90.0%	10.0%	100.0%
	Female	Count	80	4	84
		% within Indicate your age range	95.2%	4.8%	100.0%
Total		Count	116	8	124
		% within Indicate your age range	93.5%	6.5%	100.0%

10. Students are absent from the clinical area because they are not given a day off that they requested.

<b>Not Given a Day Off They Requested</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	28	12	40
		% within Indicate your age range	70.0%	30.0%	100.0%
	Female	Count	58	26	84
		% within Indicate your age range	69.0%	31.0%	100.0%
Total		Count	86	38	124
		% within Indicate your age range	69.4%	30.6%	100.0%

11. Students are absent from the clinical area because they are ill-treated by senior staff.

<b>Ill-Treated By Senior Staff</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	25	15	40
		% within Indicate your age range	62.5%	37.5%	100.0%
	Female	Count	60	24	84
		% within Indicate your age range	71.4%	28.6%	100.0%
Total		Count	85	39	124
		% within Indicate your age range	68.5%	31.5%	100.0%

12. Students are absent from the clinical area because they are avoiding certain shifts  
e.g.07h00-19h00 and 13h00-19h00.

<b>Avoiding Certain Shifts e.g.07h00-19h00 and 13h00-19h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	23	16	39
		% within Indicate your age range	59.0%	41.0%	100.0%
	Female	Count	57	28	85
		% within Indicate your age range	67.1%	32.9%	100.0%
Total		Count	80	44	124
		% within Indicate your age range	64.5%	35.5%	100.0%

13. Students are absent from the clinical area because of burnout after working more than  
three days without a day off.

<b>Burnout After Working More Than Three Days Without a Day Off</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	25	15	40
		% within Indicate your age range	62.5%	37.5%	100.0%
	Female	Count	57	27	84
		% within Indicate your age range	67.9%	32.1%	100.0%
Total		Count	82	42	124
		% within Indicate your age range	66.1%	33.9%	100.0%

14. Students are absent from the clinical area because they are not mentored in the wards, being there is a waste of time.

<b>Not Mentored in the Wards, Being There is a Waste of Time</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	14	26	40
		% within Indicate your age range	35.0%	65.0%	100.0%
	Female	Count	28	55	83
		% within Indicate your age range	33.7%	66.3%	100.0%
Total		Count	42	81	123
		% within Indicate your age range	34.1%	65.9%	100.0%

15. Students are absent from the clinical area because they need time to finish an assignment or prepare for a test.

<b>Need Time to Finish an Assignment or Prepare for a Test</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	24	16	40
		% within Indicate your age range	60.0%	40.0%	100.0%
	Female	Count	45	39	84
		% within Indicate your age range	53.6%	46.4%	100.0%
Total		Count	69	55	124
		% within Indicate your age range	55.6%	44.4%	100.0%

16. Students are absent from the College because they are avoiding certain lecturers who are too strict and unfriendly.

<b>Avoiding Certain Lecturers Who are Too Strict and Unfriendly</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	11	28	39
		% within Indicate your age range	28.2%	71.8%	100.0%
	Female	Count	18	61	79
		% within Indicate your age range	22.8%	77.2%	100.0%
Total		Count	29	89	118
		% within Indicate your age range	24.6%	75.4%	100.0%

17. Students are absent from the College because lecturers' teaching methods are boring.

<b>Lecturers' Teaching Methods are Boring</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	12	27	39
		% within Indicate your age range	30.8%	69.2%	100.0%
	Female	Count	16	65	81
		% within Indicate your age range	19.8%	80.2%	100.0%
Total		Count	28	92	120
		% within Indicate your age range	23.3%	76.7%	100.0%

18. Students are absent from the College because lecturers discipline students unequally, there is favouritism.

<b>Lecturers Discipline Students Unequally, There is Favouritism</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	12	27	39
		% within Indicate your age range	30.8%	69.2%	100.0%
	Female	Count	15	67	82
		% within Indicate your age range	18.3%	81.7%	100.0%
Total		Count	27	94	121
		% within Indicate your age range	22.3%	77.7%	100.0%

19. Students are absent from the college because they are avoiding certain subject content.

<b>Avoiding Certain Subject Content</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	4	35	39
		% within Indicate your age range	10.3%	89.7%	100.0%
	Female	Count	15	65	80
		% within Indicate your age range	18.8%	81.3%	100.0%
Total		Count	19	100	119
		% within Indicate your age range	16.0%	84.0%	100.0%

20. Students are absent from the college because lecture hours are too long and tiring, from 07h15-16h00.

<b>Lecture Hours are Too Long and Tiring, From 07h15-16h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	26	14	40
		% within Indicate your age range	65.0%	35.0%	100.0%
	Female	Count	50	34	84
		% within Indicate your age range	59.5%	40.5%	100.0%
Total		Count	76	48	124
		% within Indicate your age range	61.3%	38.7%	100.0%

21. Students are absent from the College because lecture rooms are not conducive to learning, they are either too hot or too cold.

<b>Lecture Rooms are Not Conducive to Learning, They are Either Too Hot or Too Cold</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	9	30	39
		% within Indicate your age range	23.1%	76.9%	100.0%
	Female	Count	18	63	81
		% within Indicate your age range	22.2%	40.5%	100.0%
Total		Count	27	93	120
		% within Indicate your age range	22.5%	77.5%	100.0%

22. Students are absent from the College because they are not ready for a test or an assignment that is due.

<b>Not Ready for a Test or an Assignment That Is Due</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	16	32	38
		% within Indicate your age range	42.1%	57.9%	100.0%
	Female	Count	48	36	84
		% within Indicate your age range	57.1%	42.9%	100.0%
Total		Count	64	58	122
		% within Indicate your age range	52.5%	47.5%	100.0%

23. Students are absent from the College because they have no platform to raise their academic problems and opinions concerning teaching and learning.

<b>No Platform to Raise Their Academic Problems and Opinions Concerning Teaching and Learning</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	22	16	38
		% within Indicate your age range	57.9%	42.1%	100.0%
	Female	Count	41	39	80
		% within Indicate your age range	51.3%	48.8%	100.0%
Total		Count	63	55	118
		% within Indicate your age range	53.4%	46.6%	100.0%

24. Students are absent from the College because those who never absent themselves from College are never noticed or rewarded, I will rather be absent like others.

<b>Those Who Never Absent Themselves From College are Never Noticed or Rewarded, I Will Rather Be Absent Like Others</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your gender	Male	Count	23	17	40
		% within Indicate your age range	57.5%	42.5%	100.0%
	Female	Count	41	39	80
		% within Indicate your age range	51.3%	48.8%	100.0%
Total		Count	64	56	120
		% within Indicate your age range	53.3%	46.7%	100.0%

#### 4.4.3 VARIABLE: RESIDENCE

1. Students are generally absent because of physical illness.

<b>Physical Illness, No Free Health Care for Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your residence	nurses' residence	Count	60	17	77
		% within Indicate your age range	77.9%	22.1%	100.0%
	stay at home	Count	31	10	41
		% within Indicate your age range	75.6%	24.4%	100.0%
	renting elsewhere	Count	6	1	7
		% within Indicate your age range	85.7%	14.3%	100.0%

Total		Count	97	28	125
		% within Indicate your age range	77.6%	22.4%	100.0%

2. Students are generally absent because of family matter to attend to.

<b>Family Matter to Attend to e.g. Sick Child, Husband, Wife or Parent</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
Indicate your residence	nurses' residence	Count	55	19	74
		% within Indicate your age range	74.3%	25.7%	100.0%
	stay at home	Count	31	10	41
		% within Indicate your age range	75.6%	24.4%	100.0%
	renting elsewhere	Count	4	3	7
		% within Indicate your age range	57.1%	42.9%	100.0%
Total		Count	90	32	122
		% within Indicate your age range	73.8%	26.2%	100.0%

3. Students are generally absent because they have no money for transport.

<b>No Money For Transport</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your	nurses' residence	Count	31	41	72

residence		% within indicate your residence	43.1%	56.9%	100.0%
	stay at home	Count	26	14	40
		% within indicate your residence	65.0%	35.0%	100.0%
	renting elsewhere	Count	5	2	7
		% within indicate your residence	71.4%	28.6%	100.0%
	Total	Count	62	57	119
% within indicate your residence		52.1%	47.9%	100.0%	

4. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence.

<b>Stay Too Far From Work, No Accommodation at the Nurse's Residence</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	21	51	72
		% within indicate your residence	29.2%	70.8%	100.0%
	stay at home	Count	12	28	40
		% within indicate your residence	30.0%	70.0%	100.0%
	renting	Count	3	4	7

	elsewhere	% within indicate your residence	42.9%	57.1%	100.0%
Total	Count		36	83	119
	% within indicate your residence		30.3%	69.7%	100.0%

5. Students are generally absent because they are not paid for working but funded for studying.

<b>Not Paid for Working but Funded for Studying</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	49	23	72
		% within indicate your residence	68.1%	31.9%	100.0%
	stay at home	Count	23	17	40
		% within indicate your residence	57.5%	42.5%	100.0%
	renting elsewhere	Count	5	2	7
		% within indicate your residence	71.4%	28.6%	100.0%
Total	Count		77	42	119
	% within indicate your residence		64.7%	35.3%	100.0%

6. Students are generally absent because of being lazy to come to work.

<b>Lazy to Come to Work</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	16	58	74
		% within indicate your residence	21.6%	78.4%	100.0%
	stay at home	Count	3	36	39
		% within indicate your residence	7.7%	92.3%	100.0%
	renting elsewhere	Count	1	6	7
		% within indicate your residence	14.3%	85.7%	100.0%
Total	Count		20	100	120
	% within indicate your residence		16.7%	83.3%	100.0%

7. Students are absent from the clinical area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students.

<b>Avoiding Certain Wards With Very Sick Patients, There Is No Indemnity For Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your	nurses'	Count	48	30	78

residence	residence	% within indicate your residence	61.5%	38.5%	100.0%
		Count	24	17	41
	stay at home	% within indicate your residence	58.5%	41.5%	100.0%
		Count	2	5	7
	renting elsewhere	% within indicate your residence	28.6%	71.4%	100.0%
		Count	74	52	126
Total	% within indicate your residence	58.7%	41.3%	100.0%	

8. Students are absent from the clinical area because they are allocated in heavy cubicles.

Allocated n Heavy Cubicles			Yes	No	Total
indicate your residence	nurses' residence	Count	45	32	77
		% within indicate your residence	58.4%	41.6%	100.0%
	stay at home	Count	24	16	40
		% within indicate your residence	60.0%	40.0%	100.0%
	renting elsewhere	Count	2	5	7

		% within indicate your residence	28.6%	71.4%	100.0%
Total	Count		71	53	124
	% within indicate your residence		57.3%	42.7%	100.0%

9. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays.

<b>Cover Staff Shortages Over Weekends and Public Holidays</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	75	1	76
		% within indicate your residence	98.7%	1.3%	100.0%
	stay at home	Count	35	6	41
		% within indicate your residence	85.4%	14.6%	100.0%
	renting elsewhere	Count	6	1	7
		% within indicate your residence	85.7%	14.3%	100.0%
Total	Count		116	8	124
	% within indicate your residence		93.5%	6.5%	100.0%

10. Students are absent from the clinical area because they are not given a day off that they requested.

<b>Not Given a Day Off They Requested</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	52	24	76
		% within indicate your residence	68.4%	31.6%	100.0%
	stay at home	Count	29	12	41
		% within indicate your residence	70.7%	29.3%	100.0%
	renting elsewhere	Count	5	2	7
		% within indicate your residence	71.4%	28.6%	100.0%
Total	Count	86	38	124	
	% within indicate your residence	69.4%	30.6%	100.0%	

11. Students are absent from the clinical area because they are ill-treated by senior staff.

<b>Ill-Treated by Senior Staff</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	55	21	76
		% within indicate your residence	72.4%	27.6%	100.0%

	stay at home	Count	26	15	41
		% within indicate your residence	63.4%	36.6%	100.0%
	renting elsewhere	Count	4	3	7
		% within indicate your residence	57.1%	42.9%	100.0%
Total		Count	85	39	124
		% within indicate your residence	68.5%	31.5%	100.0%

**12. Students are absent from the clinical area because they are avoiding certain shifts**

e.g.07h00-19h00 and 13h00-19h00.

<b>Avoiding Certain Shifts e.g.07h00-19h00 and 13h00-19h00</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
indicate your residence	nurses' residence	Count	46	30	76
		% within indicate your residence	60.5%	39.5%	100.0%
	stay at home	Count	29	12	41
		% within indicate your residence	70.7%	29.3%	100.0%
	renting elsewhere	Count	5	2	7
		% within indicate your residence	71.4%	28.6%	100.0%

Total	Count	80	44	124
	% within indicate your residence	64.5%	35.5%	100.0%

13. Students are absent from the clinical area because of burnout after working more than three days without a day off.

<b>Burnout After Working More Than Three Days Without a Day Off</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	47	29	76
		% within indicate your residence	61.8%	38.2%	100.0%
	stay at home	Count	31	10	41
		% within indicate your residence	75.6%	24.4%	100.0%
	renting elsewhere	Count	4	3	7
		% within indicate your residence	57.1%	42.9%	100.0%
Total	Count	82	42	124	
	% within indicate your residence	66.1%	33.9%	100.0%	

14. Students are absent from the clinical area because they are not mentored in the wards, being there is a waste of time.

<b>Not Mentored in the Wards, Being There is a Waste of Time</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	26	49	75
		% within indicate your residence	34.7%	65.3%	100.0%
	stay at home	Count	16	25	41
		% within indicate your residence	39.0%	61.0%	100.0%
	renting elsewhere	Count	0	7	7
		% within indicate your residence	0.0%	100.0%	100.0%
Total	Count	42	81	123	
	% within indicate your residence	34.1%	65.9%	100.0%	

15. Students are absent from the clinical area because they need time to finish an assignment or prepare for a test.

<b>Need Time to Finish an Assignment or Prepare for a Test</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your	nurses' residence	Count	43	34	77

residence		% within indicate your residence	55.8%	44.2%	100.0%
		Count	20	20	40
	stay at home	% within indicate your residence	50.0%	50.0%	100.0%
		Count	6	1	7
	renting elsewhere	% within indicate your residence	85.7%	14.3%	100.0%
		Count	69	55	124
Total	% within indicate your residence	55.6%	44.4%	100.0%	

16. Students are absent from the College because they are avoiding certain lecturers who are too strict and unfriendly.

<b>Avoiding Certain Lecturers Who are Too Strict and Unfriendly</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	15	56	71
		% within indicate your residence	21.1%	78.9%	100.0%
	stay at home	Count	14	26	40
		% within indicate your residence	35.0%	65.0%	100.0%
	renting elsewhere	Count	0	7	7

		% within indicate your residence	0.0%	100.0%	100.0%
Total	Count		29	89	118
	% within indicate your residence		24.6%	75.4%	100.0%

17. Students are absent from the College because lecturers' teaching methods are boring.

Lecturers' Teaching Methods are Boring		Yes	No	Total	
indicate your residence	nurses' residence	Count	14	59	73
		% within indicate your residence	19.2%	80.8%	100.0%
	stay at home	Count	12	28	40
		% within indicate your residence	30.0%	70.0%	100.0%
	renting elsewhere	Count	2	5	7
		% within indicate your residence	28.6%	71.4%	100.0%
Total	Count		28	92	120
	% within indicate your residence		23.3%	76.7%	100.0%

18. Students are absent from the College because lecturers discipline students unequally, there is favouritism.

<b>Lecturers Discipline Students Unequally, There is Favouritism</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	12	61	73
		% within indicate your residence	16.4%	83.6%	100.0%
	stay at home	Count	13	28	41
		% within indicate your residence	31.7%	68.3%	100.0%
	renting elsewhere	Count	2	5	7
		% within indicate your residence	28.6%	71.4%	100.0%
Total	Count	27	94	121	
	% within indicate your residence	22.3%	77.7%	100.0%	

19. Students are absent from the College because they are avoiding certain subject content.

<b>Avoiding Certain Subject Content</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	10	62	72
		% within indicate your residence	13.9%	86.1%	100.0%
	stay at home	Count	9	31	40

		% within indicate your residence	22.5%	77.5%	100.0%
	renting elsewhere	Count	0	7	7
		% within indicate your residence	0.0%	100.0%	100.0%
Total		Count	19	100	119
		% within indicate your residence	16.0%	84.0%	100.0%

20. Students are absent from the College because lecture hours are too long and tiring, from 07h15-16h00.

<b>Lecture Hours are Too Long and Tiring, From 07h15-16h00</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
indicate your residence	nurses' residence	Count	48	28	76
		% within indicate your residence	63.2%	36.8%	100.0%
	stay at home	Count	25	16	41
		% within indicate your residence	61.0%	39.0%	100.0%
	renting elsewhere	Count	3	4	7
		% within indicate your residence	42.9%	57.1%	100.0%

Total	Count	76	48	124
	% within indicate your residence	61.3%	38.7%	100.0%

21. Students are absent from the College because lecture rooms are not conducive to learning, they are either too hot or too cold.

<b>Lecture Rooms are Not Conducive to Learning; They are Either Too Hot or Too Cold</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
indicate your residence	nurses' residence	Count	12	61	73
		% within indicate your residence	16.4%	83.6%	100.0%
	stay at home	Count	12	28	40
		% within indicate your residence	30.0%	70.0%	100.0%
	renting elsewhere	Count	3	4	7
		% within indicate your residence	42.9%	57.1%	100.0%
Total	Count	27	93	120	
	% within indicate your residence	22.5%	77.5%	100.0%	

22. Students are absent from the College because they are not ready for a test or an assignment that is due.

<b>Not Ready For a Test or an Assignment That Is Due</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	39	37	76
		% within indicate your residence	51.3%	48.7%	100.0%
	stay at home	Count	21	18	39
		% within indicate your residence	53.8%	46.2%	100.0%
	renting elsewhere	Count	4	3	7
		% within indicate your residence	57.1%	42.9%	100.0%
Total		Count	64	58	122
		% within indicate your residence	52.5%	47.5%	100.0%

23. Students are absent from the College because they have no platform to raise their academic problems and opinions concerning teaching and learning.

<b>No Platform to Raise Their Academic Problems and Opinions Concerning Teaching and Learning</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	37	35	72
		% within indicate your residence	51.4%	48.6%	100.0%

	stay at home	Count	22	18	40
		% within indicate your residence	55.0%	45.0%	100.0%
	renting elsewhere	Count	4	2	6
		% within indicate your residence	66.7%	33.3%	100.0%
Total	Count		63	55	118
	% within indicate your residence		53.4%	46.6%	100.0%

24. Students are absent from the College because those who never absent themselves from College are never noticed or rewarded, I will rather be absent like others.

<b>Those Who Never Absent Themselves From College are Never Noticed or Rewarded, I Will Rather be Absent Like Others</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
indicate your residence	nurses' residence	Count	37	37	74
		% within indicate your residence	50.0%	50.0%	100.0%
	stay at home	Count	21	18	39
		% within indicate your residence	53.8%	46.2%	100.0%
	renting elsewhere	Count	6	1	7

		% within indicate your residence	85.7%	14.3%	100.0%
Total	Count		64	56	120
	% within indicate your residence		53.3%	46.7%	100.0%

#### 4.4.4 VARIABLE: YEAR OF TRAINING

1. Students are generally absent because of physical illness, no free health care for bursary students.

Physical Illness, No Free Health Care For Bursary Students			Yes	No	Total
year of training	first year	Count	21	10	31
		% within year of training	67.7%	32.3%	100.0%
	second year	Count	31	8	39
		% within year of training	79.5%	20.5%	100.0%
	third year	Count	45	10	55
		% within year of training	81.8%	18.2%	100.0%

Total	Count	97	28	125
	% within year of training	77.6%	22.4%	100.0%

2. Students are generally absent because of family matter to attend to e.g. sick child, husband, wife or parent.

Family Matter to Attend to e.g. Sick Child, Husband, Wife or Parent		Yes	No	Total	
year of training	first year	Count	27	3	30
		% within year of training	90.0%	10.0%	100.0%
	second year	Count	27	12	39
		% within year of training	69.2%	30.8%	100.0%
	third year	Count	36	17	53
		% within year of training	67.9%	32.1%	100.0%
Total	Count	90	32	122	
	% within year of training	73.8%	26.2%	100.0%	

3. Students are generally absent because they have no money for transport.

<b>No Money for Transport</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	20	10	30
		% within year of training	66.7%	33.3%	100.0%
	second year	Count	19	20	39
		% within year of training	48.7%	51.3%	100.0%
	third year	Count	23	27	50
		% within year of training	46.0%	54.0%	100.0%
Total		Count	62	57	119
		% within year of training	52.1%	47.9%	100.0%

4. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence.

<b>Stay Too Far From Work, No Accommodation at The Nurse's Residence</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of	first year	Count	15	13	28

training		% within year of training	53.6%	46.4%	100.0%
	second year	Count	10	29	39
		% within year of training	25.6%	74.4%	100.0%
	third year	Count	11	41	52
		% within year of training	21.2%	78.8%	100.0%
	Total	Count	36	83	119
% within year of training		30.3%	69.7%	100.0%	

5. Students are generally absent because they are not paid for working but funded for studying.

<b>Not Paid For Working But Funded For Studying</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
year of training	first year	Count	10	19	29
		% within year of training	34.5%	65.5%	100.0%
	second year	Count	31	7	38
		% within year of training	81.6%	18.4%	100.0%

	third year	Count	36	16	52
		% within year of training	69.2%	30.8%	100.0%
Total		Count	77	42	119
		% within year of training	64.7%	35.3%	100.0%

**6. Students are generally absent because of being lazy to come to work.**

<b>Lazy to Come to Work</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
year of training	first year	Count	5	25	30
		% within year of training	16.7%	83.3%	100.0%
	second year	Count	9	29	38
		% within year of training	23.7%	76.3%	100.0%
	third year	Count	6	46	52
		% within year of training	11.5%	88.5%	100.0%
Total		Count	20	100	120
		% within year of training	16.7%	83.3%	100.0%

7. Students are absent from the clinical area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students.

<b>Avoiding Certain Wards With Very Sick Patients, There Is No Indemnity For Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	17	15	32
		% within year of training	53.1%	46.9%	100.0%
	second year	Count	20	19	39
		% within year of training	51.3%	48.7%	100.0%
	third year	Count	37	18	55
		% within year of training	67.3%	32.7%	100.0%
Total	Count		74	52	126
	% within year of training		58.7%	41.3%	100.0%

8. Students are absent from the clinical area because they are allocated in heavy cubicles.

<b>Allocated In Heavy Cubicles</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of	first year	Count	15	16	31

training		% within year of training	48.4%	51.6%	100.0%
	second year	Count	25	14	39
		% within year of training	64.1%	35.9%	100.0%
	third year	Count	31	23	54
		% within year of training	57.4%	42.6%	100.0%
	Total	Count	71	53	124
% within year of training		57.3%	42.7%	100.0%	

9. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays

<b>Cover Staff Shortages Over Weekends and Public Holidays</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	26	4	30
		% within year of training	86.7%	13.3%	100.0%
	second year	Count	38	1	39
		% within year of training	97.4%	2.6%	100.0%
	third year	Count	52	3	55

		% within year of training	94.5%	5.5%	100.0%
Total	Count		116	8	124
	% within year of training		93.5%	6.5%	100.0%

10. Students are absent from the clinical area because they are not given a day off they requested.

Not Given a Day Off They Requested.			Yes	No	Total
year of training	first year	Count	16	14	30
		% within year of training	53.3%	46.7%	100.0%
	second year	Count	28	11	39
		% within year of training	71.8%	28.2%	100.0%
	third year	Count	42	13	55
		% within year of training	76.4%	23.6%	100.0%
Total	Count		86	38	124
	% within year of training		69.4%	30.6%	100.0%

11. Students are absent from the clinical area because they are ill-treated by senior staff.

<b>Ill-Treated by Senior Staff</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	21	10	31
		% within year of training	67.7%	32.3%	100.0%
	second year	Count	24	15	39
		% within year of training	61.5%	38.5%	100.0%
	third year	Count	40	14	54
		% within year of training	74.1%	25.9%	100.0%
Total	Count	85	39	124	
	% within year of training	68.5%	31.5%	100.0%	

12. Students are absent from the clinical area because they are avoiding certain shifts e.g. 07h00-19h00 and 13h00-19h00.

<b>Avoiding Certain Shifts e.g.07h00-19h00 and 13h00-19h00</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>

year of training	first year	Count	23	8	31
		% within year of training	74.2%	25.8%	100.0%
	second year	Count	23	16	39
		% within year of training	59.0%	41.0%	100.0%
	third year	Count	34	20	54
		% within year of training	63.0%	37.0%	100.0%
Total	Count	80	44	124	
	% within year of training	64.5%	35.5%	100.0%	

13. Students are absent from the clinical area because of burnout after working more than three days without a day off.

<b>Burnout After Working More Than Three Days Without a Day Off</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	22	8	30
		% within year of training	73.3%	26.7%	100.0%
	second year	Count	23	16	39
		% within year of training	59.0%	41.0%	100.0%

	third year	Count	37	18	55
		% within year of training	67.3%	32.7%	100.0%
Total		Count	82	42	124
		% within year of training	66.1%	33.9%	100.0%

14. Students are absent from the clinical area because they are not mentored in the wards.

<b>Not Mentored in the Wards, Being There is a Waste of Time</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
year of training	first year	Count	12	18	30
		% within year of training	40.0%	60.0%	100.0%
	second year	Count	12	27	39
		% within year of training	30.8%	69.2%	100.0%
	third year	Count	18	36	54
		% within year of training	33.3%	66.7%	100.0%
Total		Count	42	81	123
		% within year of training	34.1%	65.9%	100.0%

15. Students are absent from the clinical area because they need time to finish an assignment or prepare for a test.

<b>Need Time to Finish an Assignment or Prepare for a Test</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	17	14	31
		% within year of training	54.8%	45.2%	100.0%
	second year	Count	24	14	38
		% within year of training	63.2%	36.8%	100.0%
	third year	Count	28	27	55
		% within year of training	50.9%	49.1%	100.0%
Total		Count	69	55	124
		% within year of training	55.6%	44.4%	100.0%

16. Students are absent from the college because they are avoiding certain lecturers who are too strict and unfriendly.

<b>Avoiding Certain Lecturers Who are Too Strict And Unfriendly</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of	first year	Count	9	20	29

training		% within year of training	31.0%	69.0%	100.0%
	second year	Count	7	31	38
		% within year of training	18.4%	81.6%	100.0%
	third year	Count	13	38	51
		% within year of training	25.5%	74.5%	100.0%
	Total	Count	29	89	118
% within year of training		24.6%	75.4%	100.0%	

17. Students are absent from the college because lecturers' teaching methods are boring.

Lecturers' Teaching Methods are Boring		Yes	No	Total	
year of training	first year	Count	5	24	29
		% within year of training	17.2%	82.8%	100.0%
	second year	Count	11	28	39
		% within year of training	28.2%	71.8%	100.0%
	third year	Count	12	40	52

		% within year of training	23.1%	76.9%	100.0%
Total	Count		28	92	120
	% within year of training		23.3%	76.7%	100.0%

18. Students are absent from the college because lecturers discipline students unequally, there is favouritism.

<b>Lecturers Discipline Students Unequally, There is Favouritism</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	3	26	29
		% within year of training	10.3%	89.7%	100.0%
	second year	Count	12	27	39
		% within year of training	30.8%	69.2%	100.0%
	third year	Count	12	41	53
		% within year of training	22.6%	77.4%	100.0%
Total		Count	27	94	121
		% within year of training	22.3%	77.7%	100.0%

19. Students are absent from the college because they are avoiding certain subject content.

<b>Avoiding Certain Subject Content</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	4	25	29
		% within year of training	13.8%	86.2%	100.0%
	second year	Count	5	33	38
		% within year of training	13.2%	86.8%	100.0%
	third year	Count	10	42	52
		% within year of training	19.2%	80.8%	100.0%
Total		Count	19	100	119
		% within year of training	16.0%	84.0%	100.0%

20. Students are absent from the college because lecture hours are too long and tiring, from 07h15-16h00.

<b>Lecture Hours are Too Long and Tiring, From 07h15-16h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of	first year	Count	21	9	30

training		% within year of training	70.0%	30.0%	100.0%
	second year	Count	26	13	39
		% within year of training	66.7%	33.3%	100.0%
	third year	Count	29	26	55
		% within year of training	52.7%	47.3%	100.0%
	Total	Count	76	48	124
% within year of training		61.3%	38.7%	100.0%	

21. Students are absent from the college because lecture rooms are not conducive to learning, they are either too hot or too cold.

<b>Lecture Rooms are Not Conducive to Learning; They are Either Too Hot or Too Cold</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	7	22	29
		% within year of training	24.1%	75.9%	100.0%
	second year	Count	7	32	39
		% within year of training	17.9%	82.1%	100.0%
	third year	Count	13	39	52

		% within year of training	25.0%	75.0%	100.0%
Total	Count		27	93	120
	% within year of training		22.5%	77.5%	100.0%

22. Students are absent from the college because they are not ready for a test or an assignment that was due.

<b>Not Ready For a Test or an Assignment That Is Due</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	17	15	32
		% within year of training	53.1%	46.9%	100.0%
	second year	Count	22	16	38
		% within year of training	57.9%	42.1%	100.0%
	third year	Count	25	27	52
		% within year of training	48.1%	51.9%	100.0%
Total	Count		64	58	122
	% within year of training		52.5%	47.5%	100.0%

23. Students are absent from the college because they have no platform to raise their academic problems and opinions concerning teaching and learning.

<b>No Platform to Raise Their Academic Problems and Opinions Concerning Teaching and Learning</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of training	first year	Count	17	13	30
		% within year of training	56.7%	43.3%	100.0%
	second year	Count	25	14	39
		% within year of training	64.1%	35.9%	100.0%
	third year	Count	21	28	49
		% within year of training	42.9%	57.1%	100.0%
Total	Count		63	55	118
	% within year of training		53.4%	46.6%	100.0%

24. Students are absent from the college because those who never absent themselves from college are never noticed or rewarded, I rather be absent like others.

<b>Those Who Never Absent Themselves From College are Never Noticed or Rewarded, I Will Rather be Absent Like Others</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
year of	first year	Count	14	15	29

training		% within year of training	48.3%	51.7%	100.0%
	second year	Count	23	16	39
		% within year of training	59.0%	41.0%	100.0%
	third year	Count	27	25	52
		% within year of training	51.9%	48.1%	100.0%
	Total	Count	64	56	120
% within year of training		53.3%	46.7%	100.0%	

#### 4.4.5 VARIABLE: STIPEND

1. Students are generally absent because of physical illness, no free health care for bursary students.

Physical Illness, No Free Health Care for Bursary Students			Yes	No	Total
stipend	enough to cater for my academic needs	Count	10	5	15
		% within stipend	66.7%	33.3%	100.0%
	too little to cater for my academic	Count	87	23	110

	needs	% within stipend	79.1%	20.9%	100.0%
Total		Count	97	28	125
		% within stipend	77.6%	22.4%	100.0%

2. Students are generally absent because of family matter to attend to e.g. sick child, husband, wife or parent.

<b>Family Matter to Attend to e.g. Sick Child, Husband, Wife or Parent</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	13	2	15
		% within stipend	86.7%	13.3%	100.0%
	too little to cater for my academic needs	Count	77	30	107
		% within stipend	72.0%	28.0%	100.0%
Total		Count	90	32	122
		% within stipend	73.8%	26.2%	100.0%

3. Students are generally absent because they have no money for transport.

<b>No Money for Transport</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	7	8	15
		% within stipend	46.7%	53.3%	100.0%
	too little to cater for my academic needs	Count	55	49	104
		% within stipend	52.9%	47.1%	100.0%
Total		Count	62	57	119
		% within stipend	52.1%	47.9%	100.0%

4. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence.

<b>Stay Too Far From Work, No Accommodation at The Nurse's Residence</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	6	9	15
		% within stipend	40.0%	60.0%	100.0%
	too little to cater for my	Count	30	74	104

	academic needs	% within stipend	28.8%	71.2%	100.0%
Total	Count		36	83	119
	% within stipend		30.3%	69.7%	100.0%

5. Students are generally absent because they are not paid for working but funded for studying.

<b>Not Paid For Working But Funded For Studying</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	9	6	15
		% within stipend	60.0%	40.0%	100.0%
	too little to cater for my academic needs	Count	68	36	104
		% within stipend	65.4%	34.6%	100.0%
Total	Count		77	42	119
	% within stipend		64.7%	35.3%	100.0%

6. Students are generally absent because of being lazy to come to work.

<b>Lazy to Come to Work</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	2	13	15
		% within stipend	13.3%	86.7%	100.0%
	too little to cater for my academic needs	Count	18	87	105
		% within stipend	17.1%	82.9%	100.0%
Total		Count	20	100	120
		% within stipend	16.7%	83.3%	100.0%

7. Students are absent from the clinical area because they are avoiding certain wards with very sick patients, there is no indemnity for bursary students.

<b>Avoiding Certain Wards With Very Sick Patients, There Is No Indemnity For Bursary Students</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	6	9	15
		% within stipend	40.0%	60.0%	100.0%
	too little to cater for my academic needs	Count	68	43	111

	needs	% within stipend	61.3%	38.7%	100.0%
Total		Count	74	52	126
		% within stipend	58.7%	41.3%	100.0%

8. Students are absent from the clinical area because they are allocated in heavy cubicles.

Allocated In Heavy Cubicles		Yes	No	Total	
stipend	enough to cater for my academic needs	Count	8	7	15
		% within stipend	53.3%	46.7%	100.0%
	too little to cater for my academic needs	Count	63	46	109
		% within stipend	57.8%	42.2%	100.0%
Total		Count	71	53	124
		% within stipend	57.3%	42.7%	100.0%

9. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays.

<b>Cover Staff Shortages Over Weekends and Public Holidays</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	13	2	15
		% within stipend	86.7%	13.3%	100.0%
	too little to cater for my academic needs	Count	103	6	109
		% within stipend	94.5%	5.5%	100.0%
Total		Count	116	8	124
		% within stipend	93.5%	6.5%	100.0%

10. Students are absent from the clinical area because they are not given day off they requested.

<b>Not Given a Day Off They Requested</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	10	5	15
		% within stipend	66.7%	33.3%	100.0%
	too little to cater for my academic needs	Count	76	33	109

	needs	% within stipend	69.7%	30.3%	100.0%
Total		Count	86	38	124
		% within stipend	69.4%	30.6%	100.0%

**11. Students are absent from the clinical area because they are ill-treated by senior staff.**

<b>Ill-Treated by Senior Staff</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	11	4	15
		% within stipend	73.3%	26.7%	100.0%
	too little to cater for my academic needs	Count	74	35	109
		% within stipend	67.9%	32.1%	100.0%
Total		Count	85	39	124
		% within stipend	68.5%	31.5%	100.0%

12. Students are absent from the clinical area because they are avoiding certain shifts

e.g.07h00-19h00 and 13h00-19h00.

<b>Avoiding Certain Shifts e.g.07h00-19h00 and 13h00-19h00</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	11	4	15
		% within stipend	73.3%	26.7%	100.0%
	too little to cater for my academic needs	Count	69	40	109
		% within stipend	63.3%	36.7%	100.0%
Total		Count	80	44	124
		% within stipend	64.5%	35.5%	100.0%

13. Students are absent from the clinical area because of burnout after working more than three days without a day off.

<b>Burnout After Working More Than Three Days Without a Day Off</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	10	5	15
		% within stipend	66.7%	33.3%	100.0%

	too little to cater for my academic needs	Count	72	37	109
		% within stipend	66.1%	33.9%	100.0%
Total		Count	82	42	124
		% within stipend	66.1%	33.9%	100.0%

14. Students are absent from the clinical area because they are not mentored in the wards, being there is a waste of time.

<b>Not Mentored in the Wards, Being There is a Waste of Time</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	3	12	15
		% within stipend	20.0%	80.0%	100.0%
	too little to cater for my academic needs	Count	39	69	108
		% within stipend	36.1%	63.9%	100.0%
Total		Count	42	81	123
		% within stipend	34.1%	65.9%	100.0%

15. Students are absent from the clinical area because they need time to finish an assignment or prepare for a test.

<b>Need Time to Finish an Assignment or Prepare for a Test</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	9	6	15
		% within stipend	60.0%	40.0%	100.0%
	too little to cater for my academic needs	Count	60	49	109
		% within stipend	55.0%	45.0%	100.0%
Total	Count	69	55	124	
	% within stipend	55.6%	44.4%	100.0%	

16. Students are absent from the college because they are avoiding certain lecturers who are too strict and unfriendly.

<b>Avoiding Certain Lecturers Who are Too Strict and Unfriendly</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	2	13	15
		% within stipend	13.3%	86.7%	100.0%
	too little to cater for my academic needs	Count	27	76	103

	needs	% within stipend	26.2%	73.8%	100.0%
Total		Count	29	89	118
		% within stipend	24.6%	75.4%	100.0%

17. Students are absent from the college because lecturers' teaching methods are boring.

<b>Lecturers' Teaching Methods are Boring</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	4	11	15
		% within stipend	26.7%	73.3%	100.0%
	too little to cater for my academic needs	Count	24	81	105
		% within stipend	22.9%	77.1%	100.0%
Total		Count	28	92	120
		% within stipend	23.3%	76.7%	100.0%

18. Students are absent from the college because lecturers discipline students unequally, there is favouritism.

<b>Lecturers Discipline Students Unequally, There is Favouritism</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	3	12	15
		% within stipend	20.0%	80.0%	100.0%
	too little to cater for my academic needs	Count	24	82	106
		% within stipend	22.6%	77.4%	100.0%
Total		Count	27	94	121
		% within stipend	22.3%	77.7%	100.0%

19. Students are absent from the college because they are avoiding certain subject content.

<b>Avoiding Certain Subject Content</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	1	14	15
		% within stipend	6.7%	93.3%	100.0%
	too little to cater for my academic	Count	18	86	104

	needs	% within stipend	17.3%	82.7%	100.0%
Total		Count	19	100	119
		% within stipend	16.0%	84.0%	100.0%

**20. Students are absent from the college because lecture hours are too long and tiring, from 07h15-16h00.**

<b>Lecture Hours are Too Long and Tiring, From 07h15-16h00</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>	
stipend	enough to cater for my academic needs	Count	10	5	15
		% within stipend	66.7%	33.3%	100.0%
	too little to cater for my academic needs	Count	66	43	109
		% within stipend	60.6%	39.4%	100.0%
Total		Count	76	48	124
		% within stipend	61.3%	38.7%	100.0%

21. Students are absent from the college because lecture rooms are not conducive to learning, they are either too hot or too cold.

<b>Lecture Rooms are Not Conducive to Learning; They are Either Too Hot or Too Cold</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	2	13	15
		% within stipend	13.3%	86.7%	100.0%
	too little to cater for my academic needs	Count	25	80	105
		% within stipend	23.8%	76.2%	100.0%
Total		Count	27	93	120
		% within stipend	22.5%	77.5%	100.0%

22. Students are absent from the college because they are not ready for a test or an assignment that was due.

<b>Not Ready For a Test or an Assignment That Is Due</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	9	6	15
		% within stipend	60.0%	40.0%	100.0%
	too little to cater for my academic	Count	55	52	107

	needs	% within stipend	51.4%	48.6%	100.0%
Total		Count	64	58	122
		% within stipend	52.5%	47.5%	100.0%

23. Students are absent from the college because they have no platform to raise their academic problems and opinions concerning teaching and learning.

<b>No Platform to Raise Their Academic Problems and Opinions Concerning Teaching and Learning</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	6	9	15
		% within stipend	40.0%	60.0%	100.0%
	too little to cater for my academic needs	Count	57	46	103
		% within stipend	55.3%	44.7%	100.0%
Total		Count	63	55	118
		% within stipend	53.4%	46.6%	100.0%

25. Students are absent from the college because those who never absent themselves from college are never noticed or rewarded, I will rather be absent like others.

<b>Those Who Never Absent Themselves From College are Never Noticed or Rewarded, I Will Rather Be Absent Like Others</b>			<b>Yes</b>	<b>No</b>	<b>Total</b>
stipend	enough to cater for my academic needs	Count	7	8	15
		% within stipend	46.7%	53.3%	100.0%
	too little to cater for my academic needs	Count	57	48	105
		% within stipend	54.3%	45.7%	100.0%
Total		Count	64	56	120
		% within stipend	53.3%	46.7%	100.0%

There were certain instances in the study where the expected frequencies for some of the contingency tables were less than 5. This violated one of the conditions for the application of the  $\chi^2$ -test. Fischer's Exact Test which is not affected by the expected frequencies and was therefore employed. The probability ( $p$ -value) of  $< 0.05$  was deemed statistically significant while the  $p$ -value of  $> 0.05$  and  $< 0.1$  was considered marginally significant.

## 4.5 RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND FACTORS

### CONTRIBUTING TO ABSENTEEISM

In the analysis of the relationship between students' demographic variables and factors contributing to their absenteeism, responses of the questionnaire were sorted and arranged in tables, then compared across each factor for results. The  $p$ -value was obtained by computing the probability of the tables that are as extreme as the observed one and then summing these probabilities. The  $p$ -values were computed for each item and a given demographic characteristic. A similar exercise was performed for all other demographic variables, (See Table A below).

#### 4.5.1. DEMOGRAPHIC VARIABLES: AGE

**Table A- Age vs. Illness**

		Students are generally absent because of physical illness, no free health care for bursary students.		Total
		yes	no	
Indicate your age range	18-30	85	26	111
	31-40	12	2	14
Total		97	28	125

The above table was the observed table in relation to the item: **Students are generally absent because of physical illness, no free health care for bursary students** crossed with **Age**. Using the geometric distribution given above, the probability of Table A is given by:

$$p(\text{Table A}) = \frac{\binom{14}{12} \binom{111}{85}}{\binom{125}{97}} = 0.734$$

If  $\alpha = 0.05$ , and since  $p\text{-value} = 0.734 > 0.05$  it is then concluded that there was no evidence that age and the item **‘Students are generally absent because of physical illness, no free health care for bursary students’** are dependent. With respect to the demographic variable age, the following items were found to depend on it, with younger respondents in the age bracket (18-30) tending to be in agreement with the items listed underneath.

**Table B-Probability Values ( $p$ -value)**

Age	$p$ -value
1. Students are absent from the clinical area because they are not given day off they requested.	0.04
2. Students are absent from the clinical area because they are ill-treated by senior staff.	0.03
3. Students are absent from the college because lecturers discipline students unequally, there is favouritism.	0.01

#### 4.5.2 DEMOGRAPHIC VARIABLES: GENDER

With respect to the demographic variable Gender, the only item that depended on gender was **‘Students are generally absent because they stay too far from work, no accommodation’**

**at the nurse's residence'**. Most of the respondents disagreed with this item, with the suggestion that females were more in disagreement than male respondents.

#### 4.5.3 DEMOGRAPHIC VARIABLES: RESIDENCE

**Table C-Residence** (*p*-value)

<b>Residence</b>	<i>p</i> -value
1. Students are generally absent because they have no money for transport.	0.06
2. Students are absent from the clinical area because they cover staff shortages over weekends and public holidays.	0.01

Regarding residence, the above items were found to be associated with residence, with students that did not stay in nurses' home more in agreement than those that stayed in nurses' home, concerning the first item. All respondents agreed with the second item, with students living in the nurses' home more in agreement than the students that did not.

#### 4.5.4 DEMOGRAPHIC VARIABLES: YEAR OF STUDY

**Table D-Year of Study (p-value)**

<b>Year of study</b>	<b>p-value</b>
1. Students are generally absent because they stay too far from work, no accommodation at the nurse's residence	0.01
2. Students are generally absent because they are not paid for working but funded for studying.	0.001

With regards to the year of study, second and third year students emphatically disagreed with item 1, whereas first years somewhat agree. Second and third year students emphatically agreed with item 2 whereas first year disagreed somewhat with item 2.

#### 4.5.5 DEMOGRAPHIC VARIABLES: STIPEND

None of the items were found to be associated with the demographic variable **Stipend**.

#### 4.6 STUDENTS' RESPONSES TO OPEN-ENDED QUESTIONS

Students' responses to open ended questions were coded and group into themes. Students had to respond to the following three questions:

4.6.1 What are other Student's personal factors that may contribute to absenteeism apart from those mentioned in the questionnaire?

4.6.2 What are other Clinical factors that may contribute to absenteeism apart from those mentioned in the questionnaire?

4.6.3 Please indicate other College factors that may contribute to absenteeism apart from those mentioned in the questionnaire?

**4.6.1 What are other student’s personal factors that may contribute to absenteeism apart from those mentioned in the questionnaire?**

None of the students 100% (N=126) had other personal factors apart from those mentioned in the questionnaire.

**4.6.2 What are other clinical factors that may contribute to absenteeism apart from those mentioned in the questionnaire?**

Table 4.26 presents the four most commonly cited factors contributing to absenteeism in the clinical area. These were grouped into themes, as seen in table below.

**Table E-Other Clinical Factors**

<b>Theme</b>	<b>Frequency</b>	<b>Percentage</b>
Students are made to escort very ill patients without transport to take them home at night and without indemnity.	118/126	94%
They are made to work 19h00 shifts before a day off.	103/126	82%
They are being overworked while staff sit in the rest room and take a break.	111/126	88.1%
They are allocated to the same areas for the whole month e.g. dressing room and never rotated.	93/126	74%

#### **4.6.3 Indicate other college factors that may contribute to absenteeism apart from those mentioned in the questionnaire?**

The majority of the students did not respond to this question; however those who responded cited that there was no family responsibility leave when their families were sick or had passed on and they then absented themselves from college. Students also mentioned the lack of equipped study facilities. They absented themselves from college to go to the library where they could access computers to do their assignments since the hospital library was closed after hours and classrooms were locked.

#### **4.7 CHAPTER CONCLUSION**

In this chapter, data analysis was presented in chronological steps and displayed on tables for better understanding of the results. This chapter also presented the results achieved by the study. Fisher's Exact Test, frequencies and cross tabulations were conducted to identify the relationship between the student's demographic variables (age, gender, residence, year of study and stipend) and factors (personal, clinical area and college) thought to be contributing to absenteeism among the bursary students. The results are still to be discussed in-depth in the next chapter.

## **CHAPTER 5**

### **DISCUSSION, LIMITATIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This section provides a profound discussion of the study findings from the closed and open-ended questions. The study revolved around the research objectives; conceptual framework and related literature so that factors that contributed to bursary students' absenteeism were identified and new ones if any, were highlighted.

The purpose of this empirical study was to investigate factors that contributed to bursary students' absenteeism, with intense focus on students' personal factors, factors in the clinical area and factors at college. The quantitative study undertaken aimed to fulfil the following research objectives:

- To describe the perceived factors of the student that may contribute to absenteeism among bursary students.
- To describe the perceived factors in the clinical area that may contribute to bursary students' absenteeism.
- To describe the perceived College factors that may contribute to bursary students' absenteeism.
- To identify possible strategies to combat absenteeism among bursary students.

Conclusions were drawn as to what factors contributed to bursary students' absenteeism while factors that did not have statistical significance were eliminated. Recommendations

were put forward in order to curb absenteeism among the bursary students at a selected nursing campus in KwaZulu–Natal.

## **5.2 DISCUSSION OF FINDINGS**

### **5.2.1 Students' Demographic Profile in Relation to Absenteeism**

#### **5.2.1.1 Age**

The majority of the respondents 89% were in the lowest age bracket (18-30 years of age), 11% between 31-40, and there was no student at the older age bracket between 41-50. The study revealed that there was a significant relationship between age and absenteeism among bursary students. Evidence revealed that younger students, forming the majority of the student population, were in agreement of statements such as:

‘Students were absent from the clinical area because they were not given a day off that they had requested’, with a  $p$ -value of  $0.004 < 0.05$ ; ‘students were absent from the clinical area because they were ill-treated by senior staff’, with a  $p$ -value of  $0.03 < 0.05$  and ‘Students were absent from the College because lecturers disciplined students unequally, and that there was favouritism’ with a  $p$ -value of  $0.02 < 0.05$ .

The results of this study concur with previous studies conducted on student nurses and nurse absenteeism that younger nurses are most frequently absent than older ones, (O’ Regan, 2005; Timmins & Kaliszer, 2002 and Buchan & Seccombe, 1995). On the contrary, the study on absenteeism conducted by Singh (2012:55) revealed no significant relationship between age and absenteeism.

### 5.2.1.2 Gender

With respect to the demographic variable Gender, the majority of the respondents were females (67%) since nurse training is female dominated, Campus Statistics (2012). Most factors were found not to be related to gender. The only item that was found to be related to gender was: **Students are generally absent because they stay too far from work, no accommodation at the nurse's residence**. Most of the respondents disagreed with this item, with females more in disagreement than male respondents. These findings are in agreement with findings in the recent study by Singh (2012:55) where she found no significant relationship between gender and absenteeism. However, previous studies suggested that females were more frequently absent from work than males since they had other responsibilities to take care of (Gupta, 2000; Madide, 2003; Johnson et al., 2003 and Buchan & Seccombe, 1995).

### 5.2.1.3 Residence

Regarding the students' residence, 61% of them were found to be residing in the nurse's residence, 33.4% resided in their homes and only 5.5% rented elsewhere. Evidence revealed that the variable residence was somewhat related to absenteeism in the clinical area. Clinical factor: **'Students are absent from the clinical area because they cover staff shortages over weekends and public holidays'** with *p*-value of 0.01 revealed that students who resided in the nursing residence felt more vulnerable to having to cover staff shortages over weekends and holidays than those who resided elsewhere. Mahlangu (2011:44) argued that student nurses were made to work night shifts and holidays but not paid for this work done, and that that increased absenteeism.

These findings were contrary to findings from the previous studies conducted by Singh (2012); Mudaly (2009) and Madide (2003) that indicated a link between nurses' absenteeism

and the distances that nurses lived from work. They argued that distance and transport problems contributed to absenteeism.

#### **5.2.1.4 Year of Training**

The majority of the respondents (43.6%) were in their third year of training, followed by those in their second year at 30.2% and students in their first year of training at 26.2%. There was no distinct relationship between the year of training and absenteeism, as absenteeism was present throughout. Timmins & Kaliszer (2002) suggested that absenteeism was more evident among third year nursing students. Nyathi (2005), on the other hand, revealed that absenteeism decreased with work experience, meaning that the more senior they become, the less absent they were found to be.

#### **5.2.1.5 Stipend**

Although the majority of the bursary students (88.1%) were not happy with the stipend they received on a monthly basis, none of the factors perceived to contribute to absenteeism were found to be associated with the demographic variable '**Stipend**'. The findings in this study are contrary to the previous article reports and studies on the relationship between remuneration and absenteeism. Singh (2012); Mahlangu (2011), Prado & Chawla (2006) and Camp & Lambert (2005) comprehensively linked absenteeism with low salaries or unsatisfactory remuneration. Mahlangu (2011:44) further stated that student nurses were unfairly treated when it came to payments.

## **5.2.2 Students' Personal Factors in Relation to Absenteeism**

### **5.2.2.1 Physical Illness**

The study results reveal that 77% cited physical illness as a personal contributory factor to absenteeism. These results concurred with the studies conducted by Nyathi (2005); Weidman Goga, Lopez, Mayet, Macun & Barry (2007) and Singh (2012), who revealed physical illness as a major cause and contributor to absenteeism among professional nurses and student nurses.

### **5.2.2.2 Family Responsibility**

The study revealed that the majority of the students, 71%, supported the fact that family responsibility contributed to absenteeism. They stated that they absented themselves from the clinical area and from College to take care of their sick family members or for bereavement, since they were not entitled to family responsibility leave, as per their KZNCN contract (KZNCN study contract, 2005 as amended). These findings were supported by Buchan & Seccombe (1995) who stated that female employees devoted most of their time to family matters in spite of being full time employees.

## **5.2.3 Factors in the Clinical Area in Relation to Absenteeism**

The majority (92%) of the students indicated that if they were allocated to work over the weekend or holiday and were not given a day off that they had requested, they absented themselves because they had families to take care of like the full-time staff they were also married men and women with extended families. 58.7% cited the allocation to wards and cubicles with heavy workloads as contributing to absenteeism. 64.5% of the students avoided long 12 hour shifts such as the one from 07h00 to 19h00. In Timmins & Kaliszer (2002) and

O'Regan (2005), these authors concurred that students felt exhausted after night shift and it became difficult for them to meet their academic demands.

These findings were in agreement with Lucas & Ortlepp (2000), who stated that an excessive workload lead to job dissatisfaction, poor quality patient care and increased sickness absences. Booyens (2008) maintained that absenteeism was a withdrawal behaviour used to escape from an undesirable working environment. O'Regan (2005) and Timmins & Kaliszer (2002) identified large workloads, students having to nurse very sick and dying patients, a lack of support from the senior nursing staff and poor work conditions to be related to student absenteeism.

#### **5.2.4 Factors at College in Relation to Absenteeism**

This study revealed that 60.3% of the students did not attend all of the lectures because they were long and tiring (07h15 -16h00). These results were congruent with the study results of Wadesango & Machingambi (2011) and Timmins & Kaliszer (2002), which highlighted one of the reasons for students missing classes to be long, boring hours of learning and the bad timing of lectures which included early morning and late afternoon lectures, and lectures on Mondays and Fridays.

### **5.3 NEW FINDINGS**

This study revealed new factors that contributed to absenteeism among the bursary students at the selected nursing campus. These factors were not outlined in the questionnaire, and they pertained to both the clinical area and to College.

### **5.3.1 New Factors in the Clinical Area**

- Students were allocated to escort very ill patients to other hospitals, on their own, without a senior nurse accompanying them and yet they had no indemnity should untoward anything happen. Upon their return, there was no transport to take them home that night and they had no choice but to sleep in the nurses' residence without toiletries, a clean uniform and clean underwear. They would therefore rather be absent than escort patients.
- They were made to work a shift that ended at 19h00 before a day off. As there was no transport, this meant that they could not go home for their day off.
- They were overworked while the qualified staff sat in the rest room and did nothing but chat to each other.
- They were allocated to the same work area for the whole month e.g. the dressing room, rather than rotating through each area, as per their training requirements.
- Students were never praised for work well-done, receiving instead only demotivating criticisms from their seniors.

### **5.3.2 New College Factors**

- Students indicated that they were not given family responsibility leave, as they were not entitled to it. Some cited that they had sick parents and children at home that needed their attention, and sometimes even trips to hospital. They could also not take family responsibility leave when bereaved, and so they resorted to absenteeism.
- There were no after-hour facilities for student to study, as the hospital library and classrooms were locked. They therefore absented themselves to go and study at the library and to access the computers there so that they could get updated information needed for their assignments.

## **5.4 SUMMARY**

The study revealed that factors thought to be contributing to absenteeism at the nursing campus under study indeed had an impact. Those factors included: students working on weekends and holidays, shift work, physical illness and the issue of requests for days off being denied. All of these were found to have a major contribution to absenteeism. It has emerged that absenteeism is extensive and mostly perpetuated by factors in the clinical area rather than those at College. Empirical evidence has shown that students are absent in the clinical area due to unfavourable working conditions which include, the ill-treatment of students by senior staff, being overworked while the qualified staff do very little or no work at all. Students also cited that they were required to escort very ill patients to other hospitals on their own, without indemnity, should anything happen. They added that the fact that they were not appreciated for a job well-done, but rather only received criticisms, was demotivating for them and encouraged them to be absent. With regard to the students' personal factors, physical illness and family responsibility matters were the only prominently identified factors. College factors had no significant contribution to student absenteeism; however long lecture hours, the lack of family responsibility leave and the lack of adequate study facilities for students after hours were identified.

## **5.5 RECOMMENDATIONS**

The study results managed to give a broader view and understanding of bursary students' absenteeism in the context of personal factors, factors in the clinical area and factors at College that may contribute to absenteeism among the bursary students at a selected nursing campus in KwaZulu-Natal. The researcher has therefore put forward the following recommendations based on study results that could be employed to curb absenteeism. These recommendations will include further management, student and nursing research.

### **5.5.1 MANAGEMENT**

1. Existing policies and contracts for bursary students could be revisited to minimise students' excuses such as the lack of health care services, personal indemnity and family responsibility leave. This could enhance the smooth running of the hospital and college without compromising patient care.
2. Supervision and monitoring of the absenteeism policy and procedures could be designated to a single person who will ensure that disciplinary procedures are fairly implemented and are consistent.
3. A student-orientated support system could be introduced and made accessible to students at all times, in order to tackle the students' problems timeously before absenteeism sets in.
4. A students' crisis management committee could be formed where parents or guardians could be involved in the management of students' absenteeism and other related behaviour.
5. It is imperative that students, as human beings, be heard concerning the stresses that they experience both in the clinical area and at College. Through listening, managers could get a better understanding of the factors contributing to absenteeism among student nurses.
6. Management could try more practical ways of dealing with student absenteeism such as an award system for full attendance, rather than employing the traditional punitive measures to reduce absenteeism (Nyathi, 2005 and Rhead, 1994).

### **5.5.2 STUDENTS**

1. Students could be more conscious of their training requirements and the fact that their training will help to secure their future, rather than seeking and expecting comfort zones in their work environment. Absenteeism could lead to demotion and subsequently termination of training which could jeopardise their future employment opportunities.
2. Students could realise the importance of regular attendance in both the clinical and the theoretical components of their training. Nursing is more practical than theory, however one cannot practice without knowledge and these two components cannot be separated in the students' training.
3. Students could be encouraged to utilize the correct channels of communication if they feel uncomfortable in the clinical area or at College, rather than resorting to absenteeism.
4. Students could be encouraged to form a support group, where peer-group counselling could be done.

### **5.5.3 NURSING RESEARCH**

In literature, very little work has been done on student nurses' absenteeism, more focus has been given to absenteeism among professional nurses, forgetting that our student nurses need care and nurturing to become responsible future professionals. It is for this reason that the researcher suggests the following:

1. More research could be conducted on student nurses' behaviour, especially absenteeism, since absenteeism is linked to the inability to become a responsible adult. Nursing is linked to responsibility.

2. A qualitative research study could be conducted to address other areas that could have been overlooked or omitted by this study.
3. This study could form the basis for other extensive studies and may contain resourceful information for future use.

## **5.6 LIMITATIONS**

- There was insufficient time for the researcher to expand this study to include other bursary students in the two-year course on the same campus.
- The population was limited to bursary students on one campus due to time constraints; otherwise the researcher would have expanded the study to the other ten campuses with R425 bursary students, in order to generalize the findings.
- Due to the limited time, a quantitative approach had to be adopted, as a qualitative approach warranted more time and specialized equipment than was available.

## **5.7 CONCLUSION**

Empirical evidence suggests that student absenteeism is a vexatious worldwide problem that merits proper assessment and management. Wadesango & Machingambi, (2011) argued that it creates a dead, tiresome and unpleasant environment in the classroom and irritates lecturers, thus making students who come to class uncomfortable. Singh (2012); Mudaly (2009) and Nyathi (2005) collectively linked nurse absenteeism with disrupted and compromised patient care, where a relief nurse will have to be hired to work in place of an absent experienced nurse. They further argue that absenteeism hits hard on the management's hospital budget. Absenteeism has become a concern to all sectors including educators, nurses, psychologists and researchers from other fields of study (Kearney, 2008).

This study was undertaken by the researcher with the assumption that absenteeism among bursary students could be related to the stipend that they receive on monthly basis, however the emerging evidence suggests that the stipend has no statistical significance on student absenteeism. Although student absenteeism was more evident in the clinical area, the researcher also assumed that the students' personal factors could be the major contributor.

This study therefore advocated that in order to address the problem of bursary students' absenteeism in a meaningful way, all the other avenues should be explored. Attempts to curb student absenteeism should not be entirely focused on student nurses per se, but on the broader student environment with which they interact, including the clinical area and College.

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**ANNEXURE: A**  
**INFORMATION SHEET**

**TOPIC: EXPLORING FACTORS CONTRIBUTING TO ABSENTEEISM AMONG BURSARY STUDENTS AT A SELECTED NURSING CAMPUS IN KWAZULU NATAL.**

I Mrs Simelane am studying towards achieving Master’s Degree in nursing specializing in Health Service Management at the University of KwaZulu-Natal. In order to fulfil the requirements of the proposed degree, I have to carry out a research project.

**Purpose of the study:** To explore factors contributing to absenteeism among bursary students and identify possible strategies to control or minimize absenteeism among student nurses.

**Description of the procedure:** The researcher will distribute questionnaires to participants to fill in their honest answers and where required, their honest views and suggestions about the topic to enable the researcher to get information required for the study.

**Ethical considerations:**

- Your participation in this study is voluntary and you are free to withdraw at any time without fear of negative consequences against you.
- Privacy, confidentiality and anonymity of participants will be ensured. No names will be required on the tool and data collected will only be accessed by people involved in the study.
- Participants will be required to sign informed consent as a formal agreement to participate in the study.
- The study poses no risks either to participants or the institution involved since it involves only giving responses to questions.

**Benefits:** The information obtained may contribute to the improvement of policies and development of new strategies to control and minimize absenteeism among student nurses. Students’ improved attendance may result in improved patient care. Demotions and terminations of student’s training might also be reduced.

**Further information could be accessed by contacting the following people involved:**

<b>Researcher’s Details</b>	<b>Supervisor’s Details</b>	<b>Research Ethics Review Committee</b>
<p><b>Name:</b> Mrs N.D. Simelane  <b>Address:</b> Grey’s Campus, office no.6            Ground floor.  <b>Cell no.-</b> 0768470084  <b>Office no.-</b> 033-8973519  <b>Email address:</b>            nomathamsanqa.simelane@kznhealth.gov.za</p>	<p><b>Name:</b> Mrs E.Z. Gumede  <b>Address:</b> UKZN-Howard Campus,            Room 5013, Desmond Clarence            building.  <b>Cell no.-</b>0722605376  <b>Office-</b>031-2602901  <b>Email address:</b> gumedez@ukzn.ac.za</p>	<p><b>Name:</b> P Ximba            The Research Officer,  <b>Address:</b> Faculty of Health            Sciences, UKZN, Westville            Campus  <b>Tel:</b>031-260 9441/2607792  <b>Email address:</b>            ximbap@ukzn.ac.za</p>

Thank you.

**ANNEXURE: B**

**CONSENT FORM**

I..... (Full names of a participant),  
declare that my participation in this study is completely voluntary. Information regarding the  
study has been explained to me verbally and in writing. I clearly understand the purpose and  
procedure of the study. I also understand my rights as a participant that I may withdraw from  
the study at any time without prejudice and that there are no monetary rewards for  
participation.

(Signature of Participant).....

Date.....

(Signature of Witness).....

Date.....

**ANNEXURE: C**  
**QUESTIONNAIRE**

**INVESTIGATING FACTORS THAT MAY CONTRIBUTING TO ABSENTEEISM  
AMONG BURSARY STUDENTS AT A SELECTED NURSING CAMPUS IN  
KWAZULU NATAL.**

**Section: A**

**Student's Demographic data**

Please Mark with an –X in the **appropriate box** provided.

1. Indicate your age range.

1. 18-30	
2. 31-40	
3. 41-50	

2. Indicate your Gender.

1. Male	
2. Female	

3. Indicate your residence.

1. In the nurse's residence.	
2. Stay at home	
3. Renting elsewhere	

4. Indicate your current year of training.

1. First year	
2. Second year	
3. Third year	

5. How do you feel about your salary (stipend) you receive per month?

1. Enough to cater for my academic needs	
2. Too little to cater for my academic needs	

**Section: B**

Please indicate your answer with an **X** in the **appropriate box**:

The following questions are related to students **‘personal factors’** that may contribute to their absenteeism.

	<b>Students are generally absent because:</b>	<b>Yes</b>	<b>No</b>
1	Physical illness, no free health care for bursary students.		
2	Family matter to attend to, e.g., sick child, husband, wife or parent.		
3	Have no money for transport.		
4	Stay too far from work, no accommodation at the nurses’ residence.		
5	They are not paid for working but funded for studying.		
6	Lazy to come to work.		

7. What are other **Student’s personal factors** that may contribute to absenteeism **apart from those mentioned in the questionnaire? (Please write in the space provided).**

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**Section: C**

The following questions are related to **factors in the ‘clinical area’** that may contribute to students’ absenteeism.

	<b>Students are absent from the Clinical area because:</b>	<b>Yes</b>	<b>No</b>
	They are avoiding certain wards with very sick patients; there is no		

1	indemnity for bursary students.		
2	Students are allocated in heavy cubicles.		
3	Students cover staff shortages over weekends & public holidays.		
4	They are not given day offs they requested.		
5	They are ill-treated by senior staff.		
6	Avoiding certain shifts e.g. 7am to 7pm and 13h00-19h00		
7	Burnout, after working more than three days without a day off.		
8	They are not mentored in the wards, being there is a waste of time.		
9	They need time to finish an assignment or prepare for a test.		

10. What are other **Clinical factors** that may contribute to absenteeism **apart from those mentioned in the questionnaire? (Please write in the space provided).**

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**Section: D**

The following questions are related to ‘College factors’ that may contribute to students’ absenteeism.

Students are absent from College because:		Yes	No
1	Avoiding certain lecturers who are too strict and unfriendly.		
2	Lecturers’ teaching methods are boring.		
3	Lecturers discipline students unequally, there is favouritism.		
4	Avoiding certain subject content.		
5	Lecture hours are too long and tiring, from 7:15am-4pm.		
6	Lecture rooms are not conducive to learning they are either too hot or too cold.		
7	Not ready for a test or an assignment that was due.		
8	Students have no platform to raise their academic problems and opinions concerning teaching and learning.		
9	Students who never absent themselves from college are never noticed or rewarded, I rather be absent like others.		

10. Please indicate other **College factors** that may contribute to absenteeism **apart from those mentioned in the questionnaire? (Please write in the space provided).**

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**Thank you for your participation.**

## ANNEXURE: D

University of KwaZulu-Natal  
Howard Campus, Nursing School  
P.O Box 4041  
Durban  
02 January 2013

Health Research & Knowledge sub-component  
10-103 Natalia Building  
330 Langalibalele Street  
Pietermaritzburg  
3200

Dear Sir/ Madam

### **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY**

I, Nomathamsanqa Doris Simelane, a Master's student in Nursing Management at the above mentioned University, have received ethical approval from the University to conduct the research titled '**Investigating factors that may contribute to absenteeism among Bursary students at a selected nursing campus in KwaZulu Natal**'.

I kindly request your permission to collect data from all bursary students in the R425 programme at Greys Nursing Campus. There will be minimal or no disruption of learning during this period as data will be collected during students' lunch breaks. The findings will be shared among all stake holders (College principal, Campus principal, lecturers and students). Students' names and the campus name will remain anonymous in all publications.

I have attached the following documents: UKZN Ethical Clearance, Information document, Informed consent, Data collection instrument and Research proposal.

The intended period for data collection is between January and February 2013 and as soon as I am granted permission by your office.

Thanking you most sincerely.

Yours Sincerely.

Simelane Nomathamsanqa (Lecturer)  
Student no.210540804  
Contact No's: office no. 033-8973519/033-8973500  
Cell no.: 0768470084  
Fax: 033-8973500  
Email address: [nomathamsanqa.simelane@kznhealth.gov.za](mailto:nomathamsanqa.simelane@kznhealth.gov.za)

## ANNEXURE: E



20 December 2012

Mrs N Doris Simelane 210540804  
School of Nursing and Public Health  
Howard College Campus

Dear Mrs Simelane

Protocol reference number: HSS/1330/012M  
Project title: Investigating Factors that may contribute to Absenteeism among Bursary students at a selected Nursing Campus in KwaZulu-Natal

#### Expedited Approval

I wish to inform you that your application has been granted Full Approval through an expedited review process.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)

/ps

cc: Supervisor Mrs EZ Gumede  
cc: Academic leader Professor M Mars  
cc: School Admin. Mrs Caroline Dhanra

Professor S Collings (Chair)  
Humanities & Social Sc Research Ethics Committee  
Washile Campus, Govan Mbeki Building  
Postal Address: Private Bag 354001, Durban, 4000, South Africa  
Telephone: +27 (0)31 260 3587/8350 Facsimile: +27 (0)31 260 4609 Email: srbap@ukzn.ac.za / sncollings@ukzn.ac.za  
Funding Campus: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Washile



INSPIRING GREATNESS

## ANNEXURE: F



Department  
Health  
PROVINCE OF KWAZULU-NATAL

### "KWAZULU- NATAL COLLEGE OF NURSING

P/Bag X9089, Pietermaritzburg, 3200  
Tel.: (033) 264 7800, Fax: (033) 394 7238  
e-mail: lulama.mthembu@kznhealth.gov.za  
www.kznhealth.gov.za

Enquiries: Mrs. S. Maharaj  
Telephone: 033 – 264 7806  
Date: 12 March 2013

Principal Investigator:  
Ms. N Simelane  
Student Number: 210540804  
C/O University of KwaZulu-Natal –Howard Campus Nursing School

Dear Madam

RE: PERMISSION TO CONDUCT RESEARCH AT THE KZN COLLEGE OF  
NURSING-GREYS CAMPUS

TITLE: "Investigating factors that may contribute to absenteeism among  
Bursary students at a selected campus in KwaZulu-Natal"

I have pleasure in informing you that permission has been granted to you by the Principal of the KwaZulu-Natal College of Nursing to conduct research on the above title.

The data needed for the above research will have to be collected at the identified Campus (Greys Campus) of the KwaZulu-Natal College of Nursing.

Please note the following:

- 1.1 Ensure that you adhere to all policies, procedures, protocols and guidelines of the Department of Health with regards to this research.
- 1.2 This Research will only commence once this office has received confirmation from the Provincial Health Research Committee in the KZN Department of Health.
- 1.3 Please ensure this office is informed before you commence your research.
- 1.4 The KwaZulu-Natal College and the identified institutions for this research will not provide any resources for this research.
- 1.5 You will be expected to provide feedback on your findings to the Principal of the KwaZulu-Natal College of Nursing.

Thanking You

Ms. JT Makhathini  
Acting Principal: KwaZulu-Natal College of Nursing

uMnyango Wezempilo: Departement van Gesondheid  
Fighting Diseases, Fighting Poverty, Giving Hope.

## ANNEXURE: G



health

Department:  
Health  
PROVINCE OF KWAZULU-NATAL

Health Research & Knowledge Management sub-component  
10 – 103 Natalia Building, 330 Langalibalele Street  
Private Bag x9051  
Pietermaritzburg  
3200  
Tel : 033 – 3953189  
Fax: 033 – 394 3782  
Email: [hrkm@kznhealth.gov.za](mailto:hrkm@kznhealth.gov.za)  
[www.kznhealth.gov.za](http://www.kznhealth.gov.za)

Reference : HRKM 045/13  
Enquiries : Mr X Xaba  
Tel : 033 – 395 2805

Dear Ms ND Simelane

**Subject: Approval of a Research Proposal**

1. The research proposal titled 'Investigating factors that may contribute to absenteeism among bursary students at a selected nursing campus in KZN' was reviewed by the KwaZulu-Natal Department of Health.

The proposal is hereby **approved** for research to be undertaken at Grey's Nursing campus of the KZN College of Nursing.

2. You are requested to take note of the following:
  - a. Make the necessary arrangement with the identified facility before commencing with your research project.
  - b. Provide an interim progress report and final report (electronic and hard copies) when your research is complete.
3. Your final report must be posted to **HEALTH RESEARCH AND KNOWLEDGE MANAGEMENT, 10-102, PRIVATE BAG X9051, PIETERMARITZBURG, 3200** and e-mail an electronic copy to [hrkm@kznhealth.gov.za](mailto:hrkm@kznhealth.gov.za)

For any additional information please contact Mr X. Xaba on 033-395 2805.

Yours Sincerely

  
\_\_\_\_\_

Dr E Lütge

Chairperson, Health Research Committee

Date: 14/03/2013

## ANNEXURE: H



health

Department:  
Health  
PROVINCE OF KWAZULU-NATAL

KWAZULU NATAL COLLEGE OF NURSING  
GREY'S CAMPUS

Private Bag X 9001, Pietermaritzburg, 3200  
25 Townbush Road, Montrose, Pietermaritzburg, 3201  
Tel.: 033 897 3503,  
Fax.: 033 897 3500  
Email: esther.hlongwa@kznhealth.gov.za  
www.kznhealth.gov.za

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15<sup>th</sup> March 2013

Mrs. N.D. Simelane  
c/o Grey's Campus  
Private Bag x9001  
Pietermaritzburg  
3200

Dear Mrs. Simelane

**Re: Research Survey on investigating factors that may contribute to absenteeism among Bursary Students at a selected Nursing Campus in KwaZulu Natal.**

Please be advised that permission has been granted for you to conduct research survey in this Campus.

Thank you

Yours faithfully

E.N. Hlongwa (Ms)  
Campus Principal

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uMnyango Wezempilo - Departement van Gesondheid

*Fighting Disease, Fighting Poverty, Giving Hope*