

Sigma's 30th International Nursing Research Congress
A Conceptual Framework for Retention-to-Graduation of Nursing Students in Universities in Eastern Cape, South Africa

Nonyaniso Trustina Nkutu Sr., PhD (Nsg), BCur (EetA), RN, RM

Faculty of Health Sciences, University of Fort Hare, East London, South Africa

Purpose: The purpose of this study was to describe a conceptual framework for retention-to-graduation of undergraduate nursing students in selected universities in the Eastern Cape Province, South Africa.

Methods: The changes that occurred after 1994 in the South African healthcare system saw a comprehensive healthcare services as key to the delivery of comprehensive healthcare to isolated, underserved populations from diverse socio-economic backgrounds in the country. That transformation resulted in the mandate of Nursing Education Institutions (NEIs) to produce comprehensive registered nurses who are capable of rendering quality and safe nursing care to individuals, families, groups and communities at all levels of health care. The changes occurred at the time that many NEIs were grappling with the problem of attrition in the undergraduate nursing programme. Therefore, the need to develop a retention-to-graduation model for undergraduate nurses at universities to meet the demands of the Department of health of producing increased nurse practitioners became obvious. In this seminal work, the researcher employed a mixture of quantitative and qualitative, descriptive and theory generating research design to develop a model for retention-to-graduation of undergraduate nursing students at selected rural and urban universities in the Eastern Cape Province in South Africa. An extensive empirical exploration of the factors leading to attrition of undergraduate nursing students at universities in the Eastern Cape was conducted; the main concepts for retention-to-graduation of nursing students were conceptualized. Relational statements were organized and developed. Multiple levels of triangulation approaches ensured scientific and academic rigor including credibility of the study.

Results: Thus, the candidate developed a conceptual framework which culminated in a description of the retention-to-graduation model. The guidelines for the operationalization of the model in nursing education were described.

Conclusion:

The relevance and original contribution of this model to the science of nursing has been established through presentations to conferences. Nurse educators can use the model for their specific situational context.

Title:

A Conceptual Framework for Retention-to-Graduation of Nursing Students in Universities in Eastern Cape, South Africa

Keywords:

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References:

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Abstract Summary:

This abstract describes a conceptual framework for retention-to-graduation of undergraduate nursing students in selected rural and urban universities in the Eastern Cape Province, South Africa.

Content Outline:

The changes that occurred after 1994 in the South African healthcare system saw comprehensive healthcare services as key to the delivery of comprehensive healthcare to isolated, underserved populations from diverse socio-economic backgrounds in the country. That transformation resulted in the mandate of Nursing Education Institutions (NEIs) to produce comprehensive registered nurses who are capable of rendering quality and safe nursing care to individuals, families, groups and communities at all levels of health care. The changes occurred at the time that many NEIs were grappling with the problem of attrition in the undergraduate nursing programme. Therefore, the need to develop a retention-to-graduation model for undergraduate nurses to meet the demands of the Department of health of producing increased nurse practitioners became obvious. The aim of the study was to develop a conceptual framework for a retention-to-graduation model for nursing students in universities in the Eastern Cape Province, South Africa.

In this seminal work, the researcher employed a mixture of quantitative and qualitative, descriptive and theory generating research design to develop a model for retention-to-graduation of undergraduate nursing students at universities in the Eastern Cape Province in South Africa. Based on extensive empirical exploration of the factors leading to attrition of undergraduate nursing students at universities in the Eastern Cape, the conceptualization of main concepts, organization and development of relational statements, the candidate developed a conceptual framework which culminated in a description of the retention-to-graduation model. Multiple levels of triangulation approaches ensured scientific and academic rigor including credibility of the study. Guidelines for the operationalisation of the model in nursing education were described. The relevance and original contribution of this model to the science of nursing has been established through presentations to conferences.

The model for retention-to-graduation of nursing students at universities in the Eastern Cape is unique in the context of nursing education and the first in the South African context. Nurse educators can use the model for their specific situational context.

First Primary Presenting Author

Primary Presenting Author

Nonyaniso Trustina Nkutu, PhD (Nsg), BCur (EetA), RN, RM Sr.

University of Fort Hare

Faculty of Health Sciences

Clinical Facilitator (Curriculum Development)

University of Fort Hare

Wast London

South Africa

Author Summary: WORK EXPERIENCE IN PUBLIC/PRIVATE SECTOR: Current Position: Work as a Coordinator for curriculum development in the Faculty of Health Sciences: University of Fort Hare from January 2016 to date Position: Associate Lecturer / Clinical facilitator (University of Fort Hare) 2005 – 2015