



DETERMINING THE FACTORS AFFECTING NURSING VALUES OF NURSING STUDENTS

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ABSTRACT

Introduction: Professional values are general qualities appreciated by a certain occupational group. Nursing values are one of the most important factors for the preservation of high quality standards for nursing profession.

Purpose: The study was conducted to determine the factors affecting nursing values of nursing students.

Materials and Methods: The descriptive study was carried out with the freshman and senior students receiving education in Burdur Mehmet Akif Ersoy University Faculty of Health Sciences Department of Nursing, between November-December 2019. The data were collected via the Socio-Demographic Characteristics Information Form and Nurses Professional Values Scale-Revised (NPVS-R). The data were evaluated using number, percentage, variance analysis and t-test.

Findings: Professional values total mean scores of the nursing students were found to be 101.36 ± 15.63 . There was a significant correlation between professional values scale mean scores and membership in a nursing student association ($p < 0.05$). No significant difference was found between the nursing students' professional values scale mean scores and their age, gender, grade, family type, family's income status, accommodation, residence lived the longest, state of choosing the department of nursing willingly, satisfaction with nursing education and state of receiving professional values education ($p > 0.05$).

Conclusion: The study determined that the nursing students had good levels of professional values.

INTRODUCTION

Values are ideals, beliefs, traditions, behavioral modes, qualities or goals awarded or chosen by individuals, groups or society. Values direct life and give meaning to it. They also provide an application framework to combine, explain and evaluate new experiences, thoughts and relationships (1). Professional values are general qualities appreciated by a certain occupational group. In nursing profession professional values are based on professional ethical principles and nursing practice. The nurse learns professional values by observing them during her education and her colleagues' patient care. She includes professional values in the value system of her own life (2). Nursing values are one of the most important factors for the preservation of high quality standards for nursing

profession (3). Enlightenment of values is important for nurses. Knowing our values will make it easier for us to accept similarities and differences in our values when we interact with other individuals and will consequently enable us to establish more effective communication and provide care (1). In addition understanding and evaluating the individual's value system will minimize or remove conflicts that might be faced in the decision making process (4).

Professional values and behaviors of nursing students are a part of humanistic nursing care (5). Development of professional values begins when students set foot inside the nursing education institution and continues even after completing the education (6). Nursing values have been established by the members of political and social systems, including professional

nursing organizations and educational institutions. Personal value systems of nurses shape the development of these professional values. Understanding the perceptions of nurses regarding professional values will facilitate comparing the consistency of the profession with what are reflected in the present and recent educational and application environments (8).

Students' viewpoint of professional values affects their approach to applying professional values in their future occupation (9). Nursing students should be aware of their personal values and integrate them with their professional values when adapting to their new roles throughout their vocational training. The function of education institutions to add value becomes even more important in preventing people from losing their soul, which has been experienced especially in recent years. At this point it is important that the teaching-learning process be structured in such a way that nursing students will realize their own values and beliefs and gain basic personal and professional values during their education (7). This study was conducted to examine the factors affecting nursing values of freshman and senior nursing students. The results of the study are believed to make a contribution to reconsidering nursing education in terms of earning professional values.

MATERIALS AND METHOD

The cross-sectional and descriptive study was carried out with the freshman and senior students receiving undergraduate education in a Faculty of Health Sciences in the province of Burdur, between November-December 2019. The target population of the study comprised all freshman and senior students receiving education in the faculty (n=280), while the sample comprised a total of (n=200) freshman and senior nursing students receiving undergraduate education and volunteering to take part in the study.

Data Collection Tools

The data of the study were collected using the Socio-

Demographic Characteristics Information Form and Nurses Professional Values Scale-Revised (NPVS-R), which were created in line with the literature reviewed by the researchers.

The Socio-Demographic Characteristics Information Form comprises a total of eleven questions about age, gender, grade, family type, family's income status, accommodation, current residence, state of choosing the department willingly, satisfaction with nursing education, membership in a nursing student association and state of receiving professional values education.

The Nurses Professional Values Scale-Revised (NPVS-R) was developed by Weis and Schank (2000) to assess the development of nursing values which reflect the codes of conduct of the American Nurses Association (ANA) (10). The scale was revised by Weis and Schank in 2009 and thus the 26-item version was created. It is a five point likert scale ranging from one (not important) to five (very important) and comprising 26 items. Total scores to obtain from the scale range from 26 to 130. Higher score indicates a stronger adaptation to professional values. The NPVS-R has no lower dimensions. There are no items in the scale that are graded reversely. The Cronbach's alpha coefficient of the revised scale was found to be 0.92 and the factor load values to be in the range of 0.46-0.79. The scale was supported by five factors as; Care, Activism, Trust, Professionalism and Justice (11). The Turkish validity and reliability study of the Nurses Professional Values Scale-Revised was conducted by Acaroglu in 2014. In the Turkish adaptation study by Acaroglu, the Cronbach's alpha reliability coefficient was found to be 0.96 and the factor load values to be in the range of 0.47-0.79. It was supported by three factors as; Care (item number: 10,12,13,14,15,16,17,18,19,20,21,22,23,24, 25), Professionalism (item number: 4,5,6,7,8,9,11,26) and Trust (item number: 1,2,3) (12).

Evaluation of the Data

In the statical analysis of the data, the SPSS 24.0 program was used. Number, percentage, variance analysis and t-test were used for descriptive analysis.

In the statistical tests, the value $p < 0.05$ was accepted to be statistically significant.

Ethical Dimension of the Study

Before starting the study, written permission was obtained from Burdur Mehmet Akif Ersoy University Non-Invasive Clinical Research Ethics Committee (dated 05.03.2019, numbered GO 2019/51) and from the institution where the study was conducted. Written consent was received from the students who were included in the study. In addition permission was obtained from the author who adapted the scale used in the study into Turkish.

FINDINGS

Among the students who took part in the study; 77.5% were aged 21 years and below, 79% were female, 21% were male, 61.5% were freshman, 38.5% were senior, 76% had nuclear family, 21.5% had extended family and 72.5% had chosen the department willingly.

Professional values scale total mean scores of the students were found to be 101.36 ± 15.63 . There was a statistically significant difference between the total scale scores and the students' membership in a nursing student association ($p < 0.05$). No significant difference was found between the nursing students'

Table 1. Comparison of Demographic Characteristics and Professional Values Scale Mean Scores of the Nursing Students

Introductory Characteristics	Professional Values Scale Mean Scores				
	n	%	X	SS	Test and P value
Age					
≤ 21	155	77.5	101.63	15.32	t:0.46
22+	45	22.5	100.40	16.81	p:0.64
Gender					
Female	158	79.0	101.37	15.40	t:0.023
Male	42	21.0	101.30	16.69	p:0.98
Grade					
Freshman	123	61.5	99.95	15.72	t:1.607
Senior	77	38.5	103.59	15.33	p:0.11
Family Type					
Nuclear	152	76.0	102.84	14.65	F:2.97
Extended	43	21.5	96.95	18.65	p:0.054
Fragmented	5	2.5	94.20	7.01	
Income Status					
Less income than expenditure	43	21.5	100.55	16.78	F:1.042
Equal income to expenditure	138	69.0	100.93	15.03	p:0.35
More income than expenditure	19	9.5	106.26	17.29	
Residence Lived the Longest					
Province	82	41.0	101.62	15.51	F:1.55
District	73	36.5	99.20	16.71	p:0.21
Village-town	45	22.5	104.37	13.74	
State of Choosing the Department Willingly					
Yes	145	72.5	101.06	16.66	t:0.482
No	55	22.5	102.12	12.63	p:0.63
Membership in a Nursing Student Association					
Yes	39	19.5	106.07	15.15	t:2.11
No	161	80.5	100.21	15.58	p:0.03*

Table 2. Distribution of Mean Scores of the Nursing Students Related to the NPVS-R and Sub-Factors (n=200)

Nurses Professional Values Scale-Revised (NPVS-R) and Sub-Factors	Min.	Max.	Mean±ss
NPVS-R	32	126	101.36± 15.63
Care	32	75	60.34± 9.49
Professionalism	13	40	29.57±5.71
Trust	5	15	11.44±2.35

professional values scale mean scores and their age, gender, grade, family type, family's income status, accommodation, residence lived the longest, state of choosing the department of nursing willingly, satisfaction with nursing education and state of receiving professional values education ($p>0.05$).

Considering the mean scores of the sub-factors; care was found to be 60.34 ± 9.49 , professionalism 29.57 ± 5.71 and trust 11.44 ± 2.35 . No significant difference was found between the NPVS-R sub-factors and the nursing students' age, gender, grade, family type, family's income status, accommodation, residence lived the longest, state of choosing the department of nursing willingly, satisfaction with nursing education and state of receiving professional values education ($p>0.05$). There was a significant correlation between membership in a nursing student association and the professionalism and trust sub-factors ($p<0.05$).

DISCUSSION

The study determined that the nursing students who took part in the study had good levels of professional values. The NPVS-R total mean scores of the nursing students were found to be 101.36 ± 15.63 . Considering that the highest possible total score to obtain from the NPVS-R is 130, the students' NPVS-R mean scores and professional values perception levels were found to be good. This result makes us think that nursing students attach importance to professional values. Professional values guide in the interaction of nurses with healthy/sick individuals and team members, show them the way in case of facing ethical

dilemmas/problems, facilitate decision-making and play a key role in nursing practices (13,14). As long as nursing students have professional values, they will be able to provide more quality care at the beginning of their working life, socialize occupationally and acquire a professional identity (7). The results of the literature are in agreement with our study. The NPVS-R mean scores of the students were found to be 106.4 ± 13.6 in the study conducted by Geckil et al. with 328 nursing students and 57 nurses; 103.25 ± 16.96 in the study by Ayla et al.; 103.42 ± 17.36 in the study by Erkus and Dinc; 105.36 ± 14.24 in the study by Arkan et al.; 102.88 ± 15.67 in the study by Agartioglu Kundakci et al. (15,16,17,18,19); and 101.79 ± 12.42 in the study by Poorchangizi et al. (20). The literature is in agreement with our study.

In the study there was no correlation between the NPVS-R mean scores and the nursing students' age, gender, grade, family type, family's income status, accommodation, residence lived the longest, state of choosing the department of nursing willingly, satisfaction with nursing education and state of receiving professional values education. Although the female students and senior students had higher NPVS-R mean scores, there was no significant difference between. Similar results were acquired in the study by Ayla et al. (16). The study findings were in agreement with the literature (19,17). Also the study by Arkan et al. found that grade differences of the students did not affect professional values (18).

Comparing the nursing students' membership in a nursing student association; it was found to be statistically significant. The study by Arkan et al. found

that the nursing students' membership in a nursing student association enhanced their professional values level (18). It is believed that membership in associations in student life will make a contribution to the formation of professional values by developing the viewpoint of the profession and reinforcing the senses of unity, solidarity and collaboration.

In the study although there was no significant difference between the students' school year and professional values scores; the senior students had higher professional values mean scores than the freshman students. However, some studies (12,10) found significant differences between the professional values total mean scores of the students from different terms. Also the study by Cetin Avci et al. found that the senior students had higher professional values than the junior students (21). It is possible to state that education experience increases the professional values total mean scores of nursing students positively. In addition students' accumulation of knowledge and the reinforcement of this knowledge with practice experience increase the professional values awareness.

Comparing membership in a nursing student association with professionalism and trust sub-factors; there was a significant correlation between. Professional nursing associations play a key role in the development of nursing authority and professional identity. In this context the student's participation in professional associations is considered an important professional value. In the literature there are no studies making a comparison on this issue.

CONCLUSION

The study determined that the nursing students had good levels of professional values. This result shows that the students had higher levels of awareness and perception regarding the significance of professional values. It was determined that the professional values level was not affected by age, gender, grade, family type, family's income status, accommodation, residence lived the longest, state of choosing the department of nursing willingly, satisfaction with

nursing education and state of receiving professional values education. The study found that membership in a nursing student association enhanced the professional values level.

Nurses' awareness of their own values and the impacts of these values on their behaviors is a basic component of integrative nursing care. Socialization process in nursing education requires both the alteration of personal values and internalization of professional nursing values. It is important for nursing students to be aware of the necessity of having strong professional values in order to train nurses who would realize patient care within an ethical and professional framework (22). Accordingly it is primarily necessary to include professional values and nursing philosophy in nursing education and nursing lessons in all terms in the curriculum both in theory and practice, raise awareness of trainers on this issue and encourage students to participate in professional organizations.

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