

How nursing students' futurism perceptions are affected by their individual values?

Hemşirelik öğrencilerinin fütürizm algıları bireysel değerlerinden nasıl etkilenir?

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ABSTRACT

Objective: This study was conducted to analyse the impact of individual values on future time perceptions of nursing students. **Method:** The descriptive and correlational study was conducted 270 nursing students attending a state university of Central Anatolia Region in Turkey. Students' ages ranged from 18 to 30 years (Mean age = 20.74 ± 1.69). Data were collected from April 2018 to June 2018 using a questionnaire and two questionnaires: Future Time Perception Scale (FTP) and Values Scale (VS). **Results:** Findings indicated that students had high scores in future time and value perceptions. It was determined that the future time perception scores of the male students and the value perceptions of the female students were higher than the others and various subdimensions of scales scores of the last year students were higher compared to the scores of students of other grades also that the Future Time Perception Scale' scores increased as the academic success increased and that the Values Scale' scores of the students who chose the profession on purpose were higher. Moreover, it was determined that there is a strong positive correlation between the Future Time Perception Scale and the Values Scale and that as the values perception increases the future time levels also increase. **Conclusion:** This study can indicate that the students to gain future time perception and individual perception of values are an important factor in them shaping their lives.

ÖZ

Amaç: Bu araştırma, bireysel değerlerin hemşirelik öğrencilerinin gelecek zaman algılarına etkisini incelemek amacıyla yapılmıştır. **Yöntem:** Tanımlayıcı ve ilişkisel araştırma, Türkiye'de İç Anadolu Bölgesi'nde bir devlet üniversitesine devam eden 270 hemşirelik öğrencisi ile gerçekleştirilmiştir. Öğrencilerin yaşları 18 ile 30 arasında değişiklik göstermektedir (yaş ortalaması = 20.74 ± 1.69). Veriler, bir anket formu ve 2 ölçek: Gelecek Zaman Algısı Ölçeği (FTP) ve Değerler Ölçeği (VS) ile Nisan - Haziran 2018 tarihleri arasında toplanmıştır. **Bulgular:** Bulgular, öğrencilerin gelecek zaman ve değer algıları puanlarının yüksek olduğunu göstermektedir. Erkek öğrencilerin gelecek zaman algısı puanlarının ve kız öğrencilerin değer algıları puanlarının diğerlerine göre daha yüksek olduğu ve son sınıf öğrencilerinin çeşitli alt boyut puanlarının diğer sınıf öğrencilerinin puanlarına göre daha yüksek olduğu tespit edilmiştir. Akademik başarı arttıkça Gelecek Zamanı Algısı Ölçeği puanları artmış ve mesleği bilerek seçen öğrencilerin Değerler Ölçeği puanları yükselmiştir. Ayrıca, Gelecek Zaman Algısı Ölçeği ile Değerler Ölçeği arasında güçlü bir pozitif ilişki olduğu ve değerler algısı arttıkça gelecek zaman seviyelerinin de arttığı tespit edilmiştir. **Sonuç:** Bu çalışma, öğrencilerin gelecek zaman algısı kazanmalarının ve bireysel değerler algısının yaşamlarını şekillendirmelerinde önemli bir faktör olduğunu gösterebilir.

Key Words:
Futurism, Future Time Perceptions, Value Perception, Nursing Student, Nursing.

Anahtar Kelimeler:
Fütürizm, Gelecek Zaman Algısı, Değer Algısı, Hemşirelik Öğrencisi, Hemşirelik

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INTRODUCTION

The concept of time is one of the most difficult phenomena, various descriptions are made about this concept which is particularly emphasized a lot at by people at the present-day. The Turkish Language Association describes time as "the period, time that an occurrence, a task passes, is passing or will pass through." (1). The researchers claim that time has three types which are physical, psychological and biological time.

The physical time is the time that is determined by the clock and the calendar, it continues at a linear process that comes from the past, passes from now and goes towards the future (2). The different time settings called the past, the present and the future are highly effective for the individuals to make sense of their experiences (3). Even though, it is thought that they are related to each other the past is known and it is not possible to know the future. This emphasizes the importance of our future plans even more. At this point the concept of

future time perception (FTP) emerges. FTP is described as the ability of anticipate and plan the results that the individual wants to achieve in the near or distant future is defined as the effect of motivation in this regard on the actions of the present (4).

Although the concept of future time emerges in the physical time type, the concept of future time is related to the psychological time which has an objective structure. As a result of that there are differences in between individuals when it comes to the future related time-wise conceptions. Therefore, the individuals who have a short perception of time, psychologically perceive a decade as further away compared to the individuals who have a longer perception of time. Due to this difference in perception, the individuals who have a long perception of time have both more aims and longer-term plans (5, 6). People act in a certain way in their daily lives in order to reach specific goals and these goals are sometimes to meet instant needs, sometimes a goal that wants to be reached in the short term, sometimes a long term goal aimed to be reached in a five year or ten year period (5). Future time perception is a cognitive feature differentiate according to characteristic variables, cultural differences and individual values (7). When approached with a holistic point of view it is possible to state that the direction of the individual's expectations is determined as a result of the interaction of the existing clues and the variables such as the individual's values and attitudes that she/he holds as reference when evaluating these clues. In this context, it's clear that the individual's values form his/her future expectations. Personal values are very important in terms of creating expectations and displaying behaviors (8). For this reason it is particularly important to know the personal values of the university students for their feature related decisions.

When the concept of "value" is approached from the perspective of education is described as "the high and positive qualities that something or someone holds, worth" or "the spiritual, moral, social or aesthetical importance or superiority of an object, a being or an action" (9).

According to Schwarz the values are grouped into ten: power, success, hedonism, excitement, self-orientation, universalism, philanthropy, traditionalism, conformance and safety. Schwarz analyzed the values in two levels which are individual and cultural. In the individual level analysis the values are approached according to their importance in directing the individual's life. The aim of analyzing the values in the cultural level is to produce information regarding the abstract ideas based on the social norms that are shared in the majority of the society. The analysis unit of the cultural level is the cultural group (nation, ethnic group) itself. The reason

of the distinction in between these two levels is the possibility of the motivational relation in between the values that effect the person in the individual level to not be the same in the cultural level (10).

Values are also elements that make the individual a part of the whole, a community and a culture. Sustaining the social integrity and peace can only be realized through passing the values to the next generations. The societies that have weakened or disposed values, go through problems that threaten the social identity such as cultural disintegration and social segregation. The sole means to transferring the values is through education. An education that values aren't present at is unthinkable. It is very important to prioritize this common aim and act according to it within certain limitations, in all aspects of education primarily in the family when creating a value centered life that will direct the individual's life (11, 12).

The university education is a essential to determine the future of the students. In this time, the students' future plans come to existence and various physical, cognitive, social and moral changes and facilities take place. The University students face many missions and expectations determined by their parents and academicians who emphasize the importance of getting ready for the future and these expectations effect the plans and opportunities that will affect the university students' adult lives (13).

In the case of nursing, the main service purpose of the profession is to protect and improve the health of individuals, families and the society, also to help improve their life qualities by finding solutions to their problems. It is very important for the nurses to be aware of their values which form their individual and professional actions that enable them to give quality health services by respecting the human life which they see as unique, their dignity, individuality, integrity, values and decisions (14, 15). The values of the nurses are also reflected to the interactions of the served individuals, families, society, their colleagues and other team members. Value-laden practices lead them to effective and appropriate decisions in clinical conditions and establish the bases for nursing practices (15). However, future planning in nursing will be possible with nurses who have a visionary perspective that can integrate today's technologies and maintain their contemporary roles with value-laden maintenance practices (16).

In the light of this information, it was thought that the results of this research obtained by analyzing these variables simultaneously in the nursing education will affect the quality of the nursing education and enlighten the students' future goals and the factors that affect their future time and value perceptions they have to achieve these goals and parallel to this provide data source

for planning more effective and innovative education strategies and help improve education.

In sum, the literature presented above led us to develop the following hypotheses:

Hypothesis 1. Future time perception will be positively associated with individual values.

Hypothesis 2. Gender (male as a reference) will be positively associated with future time and individual values.

Hypothesis 3. Grades will be positively associated with future time and individual values.

Hypothesis 4. Academic success will be positively associated with future time and individual values.

MATERIALS AND METHODS

Study Design and Sample Selection

A descriptive and correlational design was used to collect data in 2018. The focus in this study was to explore the relations between various variables and students' perspectives about individual value and future time.

Participants

This research consists of the nursing students (N=400) of a University's Faculty of Health Sciences who were continuing their education in the 2018. The students who were willing to participate in the research and had full-filled the forms (N=270) constructed the sample of this research. The study was carried out in between April and June 2018. Having an understanding problem or a hearing impairment that prevented the data collection tools to be completed was taken as an exclusion criterion.

Study Variables and Data Collection

Data were collected using a questionnaire and two scale. The questionnaire form that consisted of 13 questions such as age, gender, faculty, department, parents' level of education, perceived parental attitude, longest place of residence, academic average was used in collecting the data.

Future Time Perception Scale (FTP)

The future time perception scale developed by Husman and Shell (1996) and translated (adapted) to Turkish by Avcı and Erden (2009) was applied to measure the students' feature time perception. The scale consists of 27 questions and Its a five-point likert scale ranging from 'totally agree' to 'totally disagree'. The scale has four subscales which are Connectedness (13 points), value (6 points), width (5 points) and speed (3 points).

The Connectedness subscale consists of the points 1., 5., 7., 8., 12., 13., 15., 17., 19., 21., 23., 25. and 27. Value subscale consists of points 2., 6., 9., 14., 18. and 22. Speed subscale consists of points 11., 16. and 26. The width subscale consists of points 3., 4., 10., 20. and 24. points 1., 7., 8., 11., 13., 15., 16., 17., 23., 25., 26. and 27. are scored reversely. The scores related to the subscales is achieved by dividing the grade of the related points to the number of the points. The scores of all of the subscales are in between 1-5. When the scores of the subscales are high this indicates that the individual's feature which was measured by the subscale had increased. In the confidence study of the original scale Cronbach Alfa coefficients are 78 for the future time perception, 82 for the Connectedness subscale, 72 for the value subscale, 72 for the speed subscale and 74 for the width subscale (5).

The Values Scale (VS)

The Values Scale (VS) developed by Dilmaç, Arıcağ and Cesur (2014) consists of 39 points and 9 subdimensions (Social, Career, Intellectual, Spirituality, Materialistic, Human Dignity, Romantic, Freedom, Turkish-Islamic guild). There aren't any reverse points in the 10 likert (Not important 0 1 2 3 4 5 6 7 8 9 Very Important) scale. It is scored within the context of Sub Dimensions. A decrease in the score of the scale and it getting close to zero indicates: that value is not very important in the individual's life; an increase in the score and it getting close to nine indicates: that value is very important and essential in the individual's life. The Cronbach Alfa internal consistency reliability coefficient of the Values Scale on the basis of factors is 90 for 'Social Values', 80 for 'Career Values', 78 for 'Intellectual Values', 81 for 'Spirituality', 78 for "Materialistic Values", 61 for "Human Dignity", 66 for "Romantic Values", 65 for "Freedom" and 63 for "Turkish Islamic Guild" (18).

Data Analyses

Data analyzed by using IBM SPSS 15.0 packaged software. First, descriptive statistics were conducted to examine data distributions. The results from a series of bivariate tests (independent t-tests) were used to determine reported perception of future time and individual value. Second, we tested the relationship among all variables through the SPSS analysis. Mean and standard deviation values were taken into consideration in terms of the data symmetrical distribution, the "Test of Normality" chart was checked to test normality. Kolmogorov-Smirnov and Shapiro Wilk tests were used to test if the variables were distributed normally or not. As the point averages aren't distributed normally, non-parametric tests (Mann Whitney-U test and Kruskal-Wallis H tests) and the Spearman correlation analysis

was used in order to analyze the relation between FTP and VS scores. Furthermore, the Cronbach Alfa reliability coefficient was used in order to analyze the reliability of the data collecting tools.

Ethical Considerations

The study design and procedures were approved by the institutional review board of The University (No: 2018/14). Written informed consent was obtained from all participants.

RESULTS

Participants' characteristics

The average age of the nursing students who participated in the research is 20.74±1.69, the majority is women (70.5%). It was determined that the longest place of residency for the majority of the students was a city center (65.6%), they perceive their parents' domestic attitude as democratic (75.6%), their parents' level of education is primary school graduate (mother 65.2%, baba 34.4%) and their mothers are mainly housewives, their father are mainly self-employed (mother 90.0%,

father 33.3%) and that their academic success average is medium-level (64.1%).

Participants' FTP and VS Scores

It was determined that when the students' FTP sub-dimension scores were analyzed, their 'Connectedness was 26.70±7.49", "Value, 17.11±4.21", "Speed, 8.17±2.73", "Width, 15.67±3.17" and "Total FTP was 67.66±10.76". When the students' VS median scores were analyzed; "Social Value was 82.88±8.98", Career Value was 39.32±5.47, Intellectual Value was 49.30±4.48, Spiritual Value was 32.37±6.32, Materialistic Value was 20.52±5.23, Human Dignity Value 25.46±2.68, Romantic Value was 20.64±5.78, Freedom Value was 24.58±2.56, Turkish-Islamic Guild Value was 15.73±2.59 and the VS Total was 310.84±30.96.

It was determined that the students have a significantly higher score at future time perception (Futurism) "Connectedness" (X2: 962.664*) and value perception "social values" (X2: 2249.473*) sub-dimensions compared to the other sub-dimensions (p<0.00). These findings display that the students' futurism and value perceptions are at a good level.

Table 1. The FTP score distributions according to the students' sociodemographic features

Features	Mean ± Standart Deviation ($\bar{x}\pm Sd$) FTP Sub-dimensions				
	Connectedness	Value	Speed	Width	FTP Total Score
Gender					
Female	25.55±7.14	17.23±4.22	8.00±2.81	15.74±3.18	66.54±10.81
Male	29.87±7.57	16.76±4.18	8.62±2.45	15.48±3.17	70.75± 10.06
	z : 4.197**	z :0.604	z : 1.966	z : -0.780	z : -2.943*
Grade					
Grade I (n:83)	24.92±7.50	17.31±3.96	7.75±2.35	15.43±2.88	65.43±10.57
Grade II(n:65)	27.41±7.01	16.84±4.22	8.16±3.01	16.03±3.08	68.46±10.57
Grade III (n:55)	25.49±5.93	16.60±3.98	7.90±3.02	16.09±3.43	66.09±10.89
Grade IV(n:67)	29.22±8.38	17.53±4.68	8.89±2.54	15.28±3.37	70.94±10.40
	χ^2: 15.970**	χ^2 :2.051	χ^2:7.936 *	χ^2 :3.029	χ^2: 14.636**
Grade point average					
Good (3.41 and over)	28.38±8.37	16.68±4.34	8.56±2.67	15.62±3.44	69.26±12.47
Medium (2.52- 3.40)	26.57±7.18	17.36±4.23	8.13±2.70	15.60±3.03	67.68±10.10
Bad (2.51 and below)	22.70±5.23	16.60±17.11	7.28±2.95	16.28±3.43	62.92±8.72
	χ^2: 9.824**	χ^2 :1.224	χ^2 :5.105	χ^2 :1.299	χ^2:6.705*
Percieved parental attitude					
Democratic(n:204)	26.31±7.68	17.18±4.15	8.14±2.76	15.68±2.97	67.32±10.57
Careless(n:3)	30.33±5.50	18.66±3.51	8.66±2.88	14.33±3.21	72.00±8.54
Authoritarian (n:63)	27.80±6.84	16.79±4.45	8.22±2.64	15.71±3.79	68.53±11.51
	χ^2 : 4.764	χ^2 :0.706	χ^2 :0.095	χ^2 :0.800	χ^2 :1.751

*p<0.05 **p<0.01

Table 2. The VS scores distributions according to the students' sociodemographic features

Features	Mean ± Standart Deviation (±Sd) VS Sub-dimensions				
	Social Value	Career Value	Spirituality	Human Dignity	VS Total Score
Gender					
Female	83.27±7.86	39.60±5.17	32.97±4.92	25.55±2.45	311.89±27.92
Male	81.81±11.51	38.55±6.20	30.72±8.95	25.20±3.22	307.95± 38.17
	z : 0.494	z :1.191	z : 1.119	z : -0.526	z : 0.224
Grade					
Grade I (n:83)	81.37±8.98	38.81±5.66	31.67±6.45	25.67±2.28	304.98±29.56
Grade II(n:65)	83.86±10.59	40.09±5.79	33.01±6.25	26.03±1.70	318.18±33.16
Grade III (n:55)	82.40±6.88	38.21±5.39	32.10±6.27	25.05±3.22	305.16±22.19
Grade IV(n:67)	84.22±8.68	40.11±4.84	32.85±6.30	24.98±3.27	315.65±34.73
	χ^2 :10.450*	χ^2 :8.437*	χ^2 : 8.207 *	χ^2 :8.564*	χ^2 : 19.198**
Choosing the profession on purpose					
Yes (n:210)	83.29±7.88	39.50±5.13	32.73±5.77	25.45±2.84	312.23±29.29
No (n:60)	81.48±12.04	38.68±6.53	31.11±7.87	25.46±2.68	305.98±36.06
	z : 0.286	z :0.499	z : 1.459	z : -0.717	z : 1.137

*p<0.05 **p<0.01

When Table 1 future time perception scale scores was analyzed according to the students' gender it was determined that there is a significant difference on behalf of the male students in the "Connectedness (p<0.01) sub-dimension scores and the FTP total scores (p<0.05)". It was identified that as the class level of the students increased Connectedness, speed and total scores of FTP had also significantly increased statistically (p<0.05). In the posthoc advanced analysis (Bonferroni emendation) it was specified that the difference resulted from score difference in between the students of grade I. and IV. and that the grade IV. students have a higher score. A significant relation was detected in between academic success and FTP. As the school success increased the sub-dimension scores of FTP (Connectedness and total FTP) also increased (p<0.05). It was determined that there was not a significant statistical difference between the perceived parent attitude and the FTP scores (p>0.05).

When Table 2 values scale scores were analyzed according to the students' gender, it was seen that, even though not statistically significant, on behalf of the female students there is an increase in the "Social Values, Career Values, Spirituality, Human Dignity" sub-dimensions and total VS scores (p>0.05). It was observed that as the class level of the students increased the VS subdimension scores also increased. According to that as the class level is closer to the senior year there is a significant statistical increase in the "Social Values, Career Values, Spirituality, Human Dignity" sub-dimensions and total VS scores. In the posthoc advanced analysis (Bonferroni emendation) it was specified that the difference resulted from score

difference in between the students of grade I. and IV. and that the grade IV. students have a higher score. Moreover, even though not statistically significant when choosing the profession on purpose there was a positive increase detected in the VS scores.

The Correlation in Between the FTP and VS Scores

It was detected that there is a statistically significant positive relation n between the FTP and VS scores (p< .01) (Table 3). According to this as the students' FTP scores increase their VS scores also statistically increase significantly. Therefore, it was identified that as the nursing students' level of value for social events, individual career, intellectual situations, spirituality and human dignity increase; planning the future and the level of the connection established between their current actions related to this and their future goals also increases positively.

DISCUSSION

In our study it was observed that the future time perspective and perspective of value scores are at a good level. Parallel to the findings of our research it is also stated in literature that the future time perception determines the long-term goals of the individual. Moreover, it was also stated that the students who make long-term plans care more about their current behaviors, are more motivated in their education and are more successful at school (6). According to this, it was determined that the students have very long-term goals and the nursing profession to have a job guarantee

Table 3. Correlation analysis between students' FTP and VS scales' scores (N:270)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(1)Connectedness	1														
(2) Value	0.272**	1													
(3) Speed	0.335**	0.050	1												
(4) Width	0.007	0.179**	0.134*	1											
(5) Total FTP	0.864**	0.573**	0.401*	0.278**	1										
(6) Social Value	0.146*	0.020	0.031	0.006	0.108	1									
(7) Career Value	0.087	0.660**	0.020	0.065	0.075	0.675**	1								
(8) Intellectual Value	0.180**	0.089	0.076	0.001	0.181**	0.631**	0.684**	1							
(9) Spirituality	0.101	0.106	0.021	0.043	0.069	0.648**	0.527**	0.452**	1						
(10) Materialistic	0.131*	0.007	0.125*	0.089	0.120*	0.325**	0.570**	0.403**	0.209**	1					
(11) Human Dignity	0.175**	0.074	0.062	0.098	0.133*	0.584**	0.424**	0.415**	0.569**	0.112	1				
(12) Romantic Value	0.054	0.066	0.039	0.051	0.050	0.311**	0.306**	0.341**	0.282**	0.304**	0.271**	1			
(13) Freedom Value	0.040	0.023	0.031	0.079	0.072	0.638**	0.599**	0.617**	0.406**	0.336**	0.450**	0.303**	1		
(14)Turkish-Islamic Value	0.008	0.039	0.022	0.078	0.054	0.597**	0.590**	0.616**	0.434**	0.304**	0.428**	0.304**	0.547**	1	
(15) Total VS Score	0.065	0.024	0.009	0.021	0.054	0.816**	0.852**	0.780**	0.679**	0.583**	0.580**	0.551**	0.696**	0.672	1

*p<0.05 **p<0.01

and many job opportunities was considered the main cause of this. However, the individuals who are worried about the far future to have a tendency to incline towards increasing personal values such as having a better career, being more intellectual, being more liberal, being more spiritual and show the effort of having more hope and expectation sources is unignorable. In other studies held on this subject, the students' perception of value shows similar characteristics. In a research held on nursing students the order of priority for professional values, it was observed that the majority of the students put human dignity in either first or second place and then came justice and truthfulness (15). In other researches on nursing students and graduates, they were asked to choose professional values that describe them. The students choose many values, the priority order was: human dignity, justice, equality, altruism, truthfulness, aesthetics and freedom (19, 20). These results which correspond to our research findings suggest that we should give priority to make the trainings value based for the students to improve their individual and professional perception of value.

In the correlation analysis of the FTP and VS total and sub-dimensions significant positive statistical relations were detected ($p < .01$) (Table 3). This finding is very important in the sense that it displays that the nursing students' future time perception and perception of value is directly proportional to their behaviors. The higher the student's future time perception the higher the ratio of a healthy value perception. For this reason it is very crucial to integrate a value based training in their professional training.

In our research here is a significant difference in the FTP scores of the male students. On the contrary of our findings in the literature; the individual's level of making a connection in between their current actions and future goals are higher for the female students. The finding in our research can be resulting from the male student being fewer in quantity as well as from other factors such as the female students' daily life experiences, social relations, economic situations, individual means of living, being exposed to social gender inequality or any oppression or being exposed to violence.

As the class level of the students increases, also their FTP scores increase. This finding is an expected result. Although our research design is not longitudinal, it was figured that as the students go up to higher grades their worries about being able to graduate and find a job, parallel to the students' progress in individual and professional knowledge-skills, can also result in an increase in their futurism perceptions. The increase in the FTP scores as the school success average increases is a proof of the nursing students, who see their professional

education and academic success as useful for their future, correlating their current actions and future goals and tend to finish their academic duties on time. In literature parallel to our findings it is also stated that as the value that the students attribute to their goals increases, academic success increases as well and the significant relation to academic success is an indicator of the student to value the further goals highly (5).

It was determined that how they perceive parental attitude has no statistically significant effect on the FTP scores ($p > 0.05$). Contrary to our research findings, in the literature it is stated that the children of trustable and democratic parents who support the creativity and freedom of their child, have more confidence, self-respect, are socially balanced and have a happy personality, nevertheless, careless or over-protective parental attitudes negatively affect the child's development and future life (21). Even though, it was expected for the future time and values perception variables which were analyzed in our research to be affected from the mother-father-child interaction, our findings vary. This can be caused because of the fewness of the students who declared that they perceived their parents as careless (n:3) or because of the plentitude of the number of students who stated they perceived their parents as democratic (n:264).

Study Limitations; The findings of the study cannot be generalized due to the fact that it is a control group study and it has been performed in only one school. The measurement tools used in the study gave quantitative findings. However, if they were supported by qualitative findings about the future time perceptions and perception of values, important aspects were found in terms of new teaching methods specific to the nursing curriculum.

CONCLUSION

The future time perceptions and perception of values of the students affect each other positively. It is determined that as the students' social values, career values, intellectual values, spiritual values and human dignity values increase; the level of their established relation to the subjects of positive future creation related to their profession and life also increases. It is clear how important it is for the nursing students, as they are getting ready for the future, to absorb the professional values and adopt to change, learn to treat their patients, make decisions and learn to solve ethical problems. The variables such as gender, age, school success, choosing the profession on purpose are among the factors that affect the students to make these correlations, were predicted in this research. However, it is also required to analyze variables such as socio-economic level, income,

personality traits, individual's psychological condition, socializing activities and opportunities. By foreseeing how the changes in the world will affect our individual, corporate or professional futures restructurings should be made about how to approach their negative and positive effects. How should the nurses get ready for the future? How should education be planned? How will the information and communication technologies (telemedicine, simulation, cyber universities, social network applications etc.) affect the nursing roles? Which roles will the education institutions play in transferring the professional values? Are the type of questions that the futuristic nurses had started to think about. Especially in the recent years, education institutions' function of adding value became even more important in preventing the value corruption (12). Due to all of these reasons it is crucial for the teaching-learning process to be restructured in a way that is based on value based education, that will make the nursing students to realize their own values and beliefs and they will get the opportunity to learn by doing-living and be able to gain basic individual and professional values during their education.

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CONFLICT OF INTERESTS

Authors declare no conflict of interest.

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