

Nursing Professional Values and Factors Associated with Its Development: Nursing students' perspectives

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Abstract: *Nursing professional values are the moral knowledge which promote the ethical attitude of nurses, and guide their interaction with patients, colleagues, and community. These values affect the patient's safety and the quality of care. Therefore, it is important to consider its development within nursing education. Aim: identify nursing professional values and factors associated with its development: nursing students' perspective. Design: Descriptive research design was used .Setting: Faculty of Nursing, Alexandria University .Subjects: The subjects comprised of 314 students selected from second academic semester of the year 2018-2019. Tools: I Nursing Professional Values Scale Revised, II Factors associated with nursing professional values development from the students' perspectives. Results: It was found that 57.6% of the nursing students had a high perspective regarding the importance of nursing professional values, and 72.6% of them had a high perspectives regarding the factors associated with the development of nursing professional values, statistically significant correlation was detected between nursing students' demographic , academic data and their levels of perspectives regarding the importance of nursing professional values, in relation to age, residence, academic semester, and academic achievement in previous years (GPA).Conclusion: nursing students perceive caring, justice, and activism to be more important than trust and professionalism as nursing values. Also factors which affect nursing values development are; respectful relationship with nurse educators, work conscience, valuing nursing as a profession, the nursing staff as a role model, educational degrees. Recommendations: Educational workshops about methods of teaching of nursing ethics and values should be given to nursing educators.*

Keywords: *nursing professional values, factors associated with values development.*

1. INTRODUCTION:

Nursing is a profession that is concerned with enhancing and preserving the health of individuals, families, and communities, diseases prevention, assisting patients in their recovery processes, and relieving pain. Nurses are working by knowing with the help of knowledge, by feeling with the help of values, and by doing with the help of skills. According to that nurses need knowledge, skills, and values to give patients complete care (Ozyazicioglu, Surenler, Ayla, & Atak, 2018).

The American Nurses Association (ANA), 2015 established the nursing code of ethics to notify the community what is expected from the nursing profession and to be as a director for professional behavior of the nurses. The nursing code of ethics promotes not only competent,

respectful, and compassionate nursing care but also the profession of nursing in general. Nurses' adherence to these values provides an ethical base for them, regardless of their educational background ("American Nurses Association," 2015).

Now, the complexity of the health care environment in which nurses work leads to the ethical dilemmas for nurses. There are many factors leading to this environment such as the nursing shortage, advanced technology, and various patient needs (Bastable, 2017). To resolve these dilemmas, nurses need to have ethical decision making skills and use nursing values to develop solutions. Therefore, the nursing professional values help the nurse in the decision making process that is based on the nursing Code of Ethics (Hart, Brannan, & Chesnay, 2014).

Hence, nursing education must be concerned with these changes and the complexity of the health care environment, which needs innovative knowledge, skills and values. Also, nursing education should be formalized and systematized according to the values of nursing and nurses must adhere to these values appropriately. Particularly nowadays, there is a precise need for values education in nursing curriculums (Reed & Shearer, 2017). Education is vital to values acquisition, the importance of combining the values of nursing profession in education was obviously identified in the book named "The Essentials of Baccalaureate Education for Professional Nursing Practice", in which the necessary values for undergraduate nursing education were defined. In most instances, values and ethics debates are not formally a part of curriculums but were learned unintentionally through unintended classrooms and clinical discussions (Kobra, Vahid, & Alsadat, 2012).

The process of training professional nurses must be started during undergraduate education and the students must be aware of the predictable tasks and responsibility while they are in their faculty. Incorporation of nursing values into the curriculum offers the theoretical, ethical, and practical knowledge. Learning this is necessary to assert that the future of nursing is based on the concept of caring which represented through value based behavior (O'Connor, 2014).

The development of nursing values is a critical component of undergraduate nursing education. Adoption of these values during undergraduate education is mainly important in complicated and multi dimensional health care environment so that nurses can offer ethical nursing care, prevent moral distress, and support the image of the nursing profession (Posluszny & Hawley, 2017).

Also, the clinical training exposes students to real life situations related to patients care besides a nurse who may be a good role model for nursing values or a nurse who disrupts these values. Subsequently, nursing students may find themselves still struggling with which values to rank in their practice and how to apply these values in the nursing practice (Costello, 2017). In addition, knowing the factors that may affect nursing professional values development and their acquisition are very important to inform nursing educators and nursing managers about the areas of improvement, these factors are ;culture, education and achieving clinical experience, students' and instructors' perspectives about nursing professional values, the effect of learners demographical characteristics such as, age, sex, and the educational level (Parandeh, Khaghanizade, Mohammadi, & Nouri, 2015).

Students' perspective about nursing professional values can influence the process of decision making and how to take care of the patient. In this regard students have diverse perspectives regarding the importance of nursing professional values during their learning process. Nursing professional values at the beginning of students' entry to the faculty were commonly about the caring of the patient, and the characteristics of the patient nurse relationship. While, at the time of graduation, nursing professional values were commonly about the patient

advocacy. Also

,students neglect social activity and social values of their profession and considered nursing only as a caring profession (Bang et al., 2011).

In Egypt, there is a scarce research done about the nursing professional values and the factors affecting its development. Taking it into consideration, and adding to it the importance of assessing nursing students' perspective about the importance of nursing professional values, and how these values affect behavior is a critical component of humanistic nursing care. Also, the development of these values in nursing students and using them in nursing practice will lead to the improvement in the quality of patients care. Hence in nursing education, a better understanding of undergraduate nursing students' perspective about the importance of nursing professional values and the factors associated with its development will be important to inform nursing educators about areas of improvement.

Aim of the study

This study aimed to identify nursing students' perspectives about nursing professional values and factors associated with its development.

Research question

What are the nursing students' perspectives about nursing professional values? What are the factors associated with nursing professional values development?

2. MATERIAL AND METHODS

2.1 Research design

A descriptive research design was used in this study.

2.2 Setting & subjects

This study was carried out at the Faculty of Nursing, Alexandria University, which has nine scientific departments in the following specialty; Medical Surgical Nursing, Critical Care and Emergency Nursing, Pediatric Nursing, Obstetric and Gynecological Nursing, Nursing Education, Nursing Administration, Psychiatric and Mental Health Nursing, Community Health Nursing, Gerontological Nursing

The subjects of this study comprised of 314 students selected from all nursing students (N=1726) who were enrolled in the nine scientific departments of the second academic semester of the year 2018-2019. The sample size was selected using a stratified random sample method and distributed according to the proportional allocation technique as the number that was selected from the academic semester was proportional to the actual number of students enrolled in each semester as illustrated in **table (1)**

The sample size was estimated using epidemiological information 7 software (EPi info 7 software) using the following parameters:

Population size 1726 (total number of nursing students) /2019 Expected frequency 50%, Accepted error 5%

Confidence coefficient 95%, Minimum sample size 314

Table (1): Number of nursing students enrolled in different specialty, Faculty of Nursing, Alexandria University by the year 2019.

Semester	Specialty	Number of nursing students	Estimated sample size
Second semester	Medical Surgical Nursing I	327	$327 \times 314 / 1726 = 59$
Fourth semester	Medical Surgical Nursing 3	388	$388 \times 314 / 1726 = 71$
Sixth semester	Pediatric Nursing Obstetric and Gynecological Nursing	465	$465 \times 314 / 1726 = 85$
Eighth semester	Psychiatric and Mental Health Nursing Nursing Administration Community Health Nursing Gerontological Nursing	546	$546 \times 314 / 1726 = 99$
Total		1726	314

2.3 Study tools

Two tools were used in this study for data collection.

Tool 1: Nursing Professional Values Scale-Revised:

This tool was developed in the USA by Weis and Schank (2009) to assess nursing professional values based on the American Nurses Association Code of Ethics for Nurses 2001 ("American Nurses Association," 2001; Weis & Schank, 2009). The reliability of this scale was tested in Saudi Arabia by (Allari, 2016) and it was found to be 0.71. The tool was adopted and used by the researcher to assess nursing students' perspective related to the importance of nursing professional values. The NPVS-R includes 26 items; each item of the NPVS-R contains a brief expressive statement that reflects the interpretive statements of the Code of Ethics of the ANA.

The scale divided into five subscales, each subscale contains certain items which represent:

2.3.1 *Caring* (9 items) such as maintaining confidentiality of patients, act as patient advocates

2.3.2 *Activism* (5 items) such as participating in public policy affecting the distribution of resources, and advancing the profession through the active involvement in health related activities.

2.3.3. *Trust* (5 items) such as requesting consultation/collaboration when unable to meet patients' needs

2.3.4. *Professionalism* (4 items) such as participating in peer review, following established standards as a guide for nursing practice

2.3.5. *Justice* (3 items) such as promoting patients' equitable access to nursing and healthcare.

Socio demographical and personal data about nursing students such as age, sex, residents, registration year of students, academic achievement in all previous years (GPA), parents' education and occupation were attached to Tool I.

Tool II: Factors associated with nursing professional values development.

This tool was developed by the researcher after a thorough review of related literature to assess the nursing students' perspectives about factors associated with the development of nursing professional values based on (Ghadirian Salsali & Cheraghi, 2014; Dehghani, Mosalanejad & Nayeri, 2015; Parandeh et al., 2015; Rose, Nies & Reid, 2018; Shafakhah, Molazem, Khademi & Sharif, 2018).

It consisted of 59 items about the factors associated with the development of nursing professional values and was divided under (8) categories: factors related to socio demographic characteristics of students (4 items) such as, age, sex, personal values (5 items) such as security, happiness, personal characteristics (9 items) such as accountability and responsibility, communication (3 items) such as effective communication between teacher and student, health care organization and society (15 items) such as effective reward and punishment system, availability of resources, nursing staff as a role model, nursing students (12 items) such as active membership of professional organization, valuing nursing as a profession, education (5 items) such as educational qualification, appropriate length and content of ethical course, and finally nurse educators (6 items) such as nursing educators as role models, teacher creativity to stimulate these values in students.

2.4 Ethical considerations:

A written informed consent from all the study subjects was obtained after giving an explanation of the study aim, and the right to refuse to participate and withdraw at any time. Confidentiality of data was assured. Students' privacy was respected. Participation was on voluntary basis.

2.5 Methods

Permission to conduct the study was obtained from The Ethical Committee Faculty of Nursing, Alexandria University, dean of the Faculty of Nursing, Alexandria University, the Vice Dean of students' affairs, and the heads of all scientific departments, Faculty of Nursing, Alexandria University. Tool I was adopted by the researcher in English & Tool II was developed by the researcher after an extensive review of the related literature. Content validity for the tools was tested by five experts in the field of the study such as, Nursing Education, Medical Surgical Nursing then the necessary modifications were accordingly made. The reliability of the tools was tested using Cronbach's Alpha. The Tool I and tool II were reliable and the coefficient values were (0.957, 0.976) respectively. A pilot study was carried out on 10% (32) of nursing students randomly from the seven academic semesters to test the clarity and applicability of the tool. Accordingly, the necessary modifications were made. Those students were excluded from the study.

Data collection was carried out at the Faculty of Nursing, Alexandria University in all of the following departments namely; Medical Surgical Nursing, Pediatric Nursing, Obstetric and Gynecological nursing, Nursing Administration, Psychiatric and Mental Health Nursing, Community Health Nursing, Gerontological Nursing at the end of the second academic semester 2018-2019. Data are collected over a period of two months starting from the end of March, 2019 and continued till the end of May, 2019. The aim of the study was explained to the students, and they were assured that their responses would be kept secret. The tools were

distributed to each nursing student at the end of the clinical practice; they were asked to fill them in and return it back to the researcher. Students were selected from each of the seven scientific departments through the stratified random method. The study tools were collected and statistically analyzed to identify nursing students' perspective about the importance of nursing professional values and the factors associated with its development.

2.5 Statistical analysis:

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. Quantitative data were described using mean, standard deviation. Significance of the obtained results was judged at the 5% level.

The used tests were

2.5.1 *Chi-square test:* For categorical variables, to compare between different groups

2.5.2 *Monte Carlo correction:* Correction for chi-square when more than 20% of the cells have expected count less than 5

2.5.3 *Cronbach's Alpha: Reliability Statistics* was assessed using Cronbach's Alpha test (Kotz, Balakrishnan, Read & Vidakovic, 2006; Kirkpatrick & Feeney, 2013).

3. RESULTS:

Table 2: Distribution of nursing students' according to their socio demographic and academic data. Regarding age, it was found that more than two thirds of the nursing students (76.1%) were aged from 20 to less than 25 years. While, concerning gender, it was observed that more than two thirds of the nursing students (75.2%) were females. With regard to residence, it was observed that more than two thirds of nursing students (76.8%) were from urban areas. In regard to the academic semester, it was noticed that the ascending percentile distribution of the nursing students was as follows: 18.25%, 23.9%, 26.4%, 31.5% for each of the following academic semesters, second, fourth, sixth, and eighth respectively. According to Academic achievement in all previous years (GPA), it was found that nearly one third of the nursing students' GPA were B- & B (29, 3%, 29, 3%) respectively, and 28.7% of the nursing students were enrolled in 2015-2016.

Table 2: Distribution of nursing students' according to their socio demographic and academic data (n=314)

Socio demographic and academic data	Nursing students (n=314)	
	No	%
Age (years)		
• <20	65	20.7
• 20-24	239	76.1
• ≥25	10	3.2
Sex		
• Male	78	24.8
• Female	236	75.2
Residence		
• Rural	73	23.2
• Urban	241	76.8
Academic semester		
• Second semester	59	18.2

• Fourth semester	71	23.9
• Sixth semester	85	26.4
• Eighth semester	99	31.5
Academic achievement in all previous years (GPA)		
• A	1	0.3
• A-	6	1.9
• B+	39	12.4
• B	64	20.4
• B-	92	29.3
• C+	92	29.3
• C	20	6.4

Table (3) Distribution of the nursing students regarding the overall levels of perspectives about the importance of nursing values. It was observed that more than half of the students (57.6%) had high perspectives regarding the importance of nursing professional values, while one third of them (39.8%) had moderate perspectives regarding the importance of nursing professional values, and only 2.5% of them had low perspectives regarding the importance of nursing professional values.

Table (3) Distribution of nursing students regarding the overall levels of perspectives about the importance of nursing values:

Nursing professional values	Nursing students (n=314)	
	No	%
Low perspective (26-60)	8	2.5
Moderate perspective (61-95)	125	39.8
High perspective (96-130)	181	57.6
Total score		
Min. – Max.	26.0 – 130.0	
Mean ± SD.	98.28 ± 18.79	
Percent score		
Min. – Max.	0.0 – 100.0	

Table (4) Descriptive analysis of nursing students' perspectives regarding the importance of nursing professional values (Mean and SD). It was noticed that the nursing students had high perspectives regarding caring, followed by justice, trust, activism, and finally professionalism as nursing values with a mean and SD (73.79 ± 19.43, 70.67 ± 23.22, 69.60 ± 20.74, 64.98 ± 20.29, 64.49 ± 21.69) respectively.

Table (4): Descriptive analysis of nursing students' perspectives regarding the importance of nursing professional values (Mean and SD)

<i>Nursing professional values</i>	<i>Total score</i>	<i>Percent score</i>	<i>Rank</i>
Caring			
<i>Min. – Max.</i>	9.0 – 45.0	0.0 – 100.0	1
<i>Mean ± SD.</i>	35.56 ± 6.99	73.79 ± 19.43	

Activism			
<i>Min. – Max.</i>	5.0 – 25.0	0.0 – 100.0	4
<i>Mean ± SD.</i>	18.0 ± 4.06	64.98 ± 20.29	
Trust			
<i>Min. – Max.</i>	5.0 – 25.0	0.0 – 100.0	3
<i>Mean ± SD.</i>	18.92 ± 4.15	69.60 ± 20.74	
Professionalism			
<i>Min. – Max.</i>	4.0 – 20.0	0.0 – 100.0	5
<i>Mean ± SD.</i>	14.32 ± 3.47	64.49 ± 21.69	
Justice			
<i>Min. – Max.</i>	3.0 – 15.0	0.0 – 100.0	2
<i>Mean ± SD.</i>	11.48 ± 2.79	70.67 ± 23.22	
Overall			
<i>Min. – Max.</i>	26.0 – 130.0	0.0 – 100.0	
<i>Mean ± SD.</i>	98.28 ± 18.79	69.50 ± 18.07	

Table (5) Distribution of nursing students according to their overall perspectives related to factors associated with the development of nursing values. It was observed that about two thirds of the nursing students (72.6%) had high perspectives regarding the factors associated with the development of nursing professional values, while one quarter of them (25.8) had moderate perspective regarding factors associated with the development of nursing professional values, as well as, only 1.6% of them had low perspective regarding factors associated with the development of nursing values.

Table (5) Distribution of nursing students according to their overall perspectives related to factors associated with the development of nursing values.

Factors associated with the development of nursing professional values	Nursing students (n=314)	
	<i>No.</i>	<i>%</i>
Overall		
<i>Low Perspective (59 - 137)</i>	5	1.6
<i>Moderate perspective (138 - 216)</i>	81	25.8
<i>High perspective (217 - 295)</i>	228	72.6
Total score		
<i>Min. – Max.</i>	85.0 – 295.0	
<i>Mean ± SD.</i>	230.18 ± 36.12	
Percent score		
<i>Min. – Max.</i>	11.02 – 100.0	
<i>Mean ± SD.</i>	72.53 ± 15.31	

Table (6) Descriptive analysis of the nursing students according to their perspectives regarding the factors associated with the development of nursing professional values (mean & SD). It was observed that students had high perspectives regarding factors related to communication followed by personal characteristics, personal values, nursing students, health care organization and society, education, nursing educators, and finally socio demographic factors as factors that affect the development of nursing values with Mean and SD (76.54 ± 20.33, 76.08 ± 17.87, 73.15 ± 18.47, 72.51 ± 17.70, 72.42 ± 16.56, 71.94 ± 18.85, 71.58 ± 18.69, 63.46 ± 20.10) respectively.

Table (6) Descriptive analysis of the nursing students according to their perspectives regarding the factors associated with the development of nursing professional values (mean &SD)

<i>Factors associated with the development of nursing professional values</i>	<i>Nursing students (n=314)</i>		
	<i>Total score</i>	<i>Percent score</i>	<i>Rank</i>
<i>Demographic factors</i>			
<i>Min. – Max.</i>	4.0 – 20.0	0.0 – 100.0	8
<i>Mean ± SD.</i>	14.15 ± 3.22	63.46 ± 20.10	
<i>Factors related to personal values</i>			
<i>Min. – Max.</i>	5.0 – 25.0	0.0 – 100.0	3
<i>Mean ± SD.</i>	19.63 ± 3.69	73.15 ± 18.47	
<i>Factors related personal characteristics</i>			
<i>Min. – Max.</i>	9.0 – 45.0	0.0 – 100.0	2
<i>Mean ± SD.</i>	36.39 ± 6.43	76.08 ± 17.87	
<i>Factors related to communication</i>			
<i>Min. – Max.</i>	3.0 – 15.0	0.0 – 100.0	1
<i>Mean ± SD.</i>	12.18 ± 2.44	76.54 ± 20.33	
<i>Factors related to health care organizations and society</i>			
<i>Min. – Max.</i>	28.0 – 75.0	21.67 – 100.0	5
<i>Mean ± SD.</i>	58.45 ± 9.93	72.42 ± 16.56	
<i>Factors related to nursing students</i>			
<i>Min. – Max.</i>	12.0 – 60.0	0.0 – 100.0	4
<i>Mean ± SD.</i>	46.81 ± 8.50	72.51 ± 17.70	
<i>Factors related to education</i>			
<i>Min. – Max.</i>	5.0 – 25.0	0.0 – 100.0	6
<i>Mean ± SD.</i>	19.39 ± 3.77	71.94 ± 18.85	
<i>Factors related to nursing educators</i>			
<i>Min. – Max.</i>	6.0 – 30.0	0.0 – 100.0	7
<i>Mean ± SD.</i>	23.18 ± 4.49	71.58 ± 18.69	
<i>Overall</i>			
<i>Min. – Max.</i>	85.0 – 295.0	11.02 – 100.0	
<i>Mean ± SD.</i>	230.18± 36.12	72.53± 15.31	

4. DISCUSSION:

Nursing values form the basis of nursing practice, resolving the ethical conflicts and dilemma. They are also considered the basis for developing nurses' professional identity and they construct an integral part of professional socialization. They are essential to a high quality of nursing care, the development of critical thinking and communication skills, nurses' job satisfaction and retention. Those values were also considered as a solution to the present problems in the profession of nursing such as globalization, nursing shortage, ascending of new diseases, ageing population, which request high quality of nursing care and result in ethical problems for nurses(Lin, Li, Shieh, Kao, & Hung, 2016)

Discussion will be presented into 3 parts:

4.1 Part I: Socio demographic and academic data of the nursing students

4.2 Part II: The importance of nursing professional values from the students' perspectives

4.3 Part III: Factors associated with the development of nursing professional values from the students' perspectives

4.1 Part I: Socio demographic, academic and personal data of the nursing students

Regarding age, it was found that more than two thirds of the nursing students were aged from 20 to less than 25 years. This result was supported with the result of Ferrillo, (2020) who found that the ages of the majority of nursing students who participated in the study ranged from 20 to 24. This result may be attributed to the fact that one third of the nursing students were in sixth and eighth semester.

Concerning gender more than two thirds of the nursing students were females. This result is in line with (Ozyazicioglu, et al 2018) who found that more than two thirds of the nursing students who joined in the study were female. This result may be attributed to the fact that number of female students in the faculty greater than males. As regards to the residence; more than two thirds of the nursing students were from urban areas. This may be due to the regional distribution of nursing colleges.

4.2 Part II: The importance of nursing professional values from the students' perspectives

The finding of the present study revealed that more than half of the nursing students had high perspectives regarding the importance of nursing professional values. This result is in line with (Ramadan & El-Demerdash, 2017) who observed that more than fifty percent of the nursing students had a high level of professional values. This means that nursing students may believe that nursing professional values are important to nursing practice.

Also, they mostly internalized professional nursing values. On the other hand, this finding was congruent with (Ford, Johnson, Waite, & Lloyd, 2016) who highlighted that nursing professional values were relatively high among the study participants and observed that the most important values were caring and professionalism. This result may be attributed to the fact that the majority of students entering nursing profession have recognized that nursing professional values are greatly significant for nursing practice, although they might not apply all the values equally in nursing practice.

Moreover, in the current study, it was noticed that nursing students had **high perspectives** regarding **caring**, followed by **justice, trust, activism**, and finally **professionalism** as nursing professional values. **Concerning caring**, it was observed that less than half of the nursing students emphasized that the values of caring were the most important nursing values. Similar to the present study, the highest score was caring in the study conducted by (Alfred et al., 2013; Lin, 2016), who reported that the nursing students perceived caring values as the most important nursing values.

Also, most of the studies found that the most important statements for nursing students were in the caring subscale (López, Nieto, Seco, & Preciado, 2016). One probable cause for the similarity between the results of the present study and those of the other studies may be that caring related values are amongst the chief values in the profession of nursing and are closely associated with it, since patient care is an obligatory aspect of nursing education and students consider values related to caring to be the most important values.

4.3 Part III: Factors associated with the development of nursing professional values from the nursing students' perspectives:

In the present study the students had a high perspective regarding the factors associated with the development of nursing professional values. Also, it was observed that students had high perspectives regarding the factors related to communication followed by personal characteristics, personal values, nursing students, health care organization and society, education, nursing educators, and finally socio demographical factors as factors that affect the development of nursing professional values.

Factors related to communication, it was observed that nearly half of the nursing students had agreed that the respectful relationship with educators and colleagues is among the factors that affect the development of nursing values and more than one third of them strongly agreed about that. Also, half of them agreed that the respectful relationship with nursing staff and health care provider is among the factors that affect the development of nursing values and third of them were strongly agreed about that.

As regards to the respectful relationship with educators, this result was supported with the result of (Jouzi, Vanaki, & Mohammadi, 2015) who found that the students emphasized the main role of the instructor in teaching communication skills, respectful behaviors, realistic expectations, truth telling, encouragement, and helpfulness in clinical issues which contribute meaningfully to the students' achievement of communication skills and the values of the nursing profession. Also

, (Arslan & Dinç, 2017) emphasized that proper educators student interaction is vital for students' professional socialization and value acquisition .

This result may be attributed to the fact that the professional attitudes of nursing educators in the learning environment can positively affect students' attitude and raise the development of the nursing values .Also, this result may be attributed to the fact that ineffective communication between doctors and nurses and patients is an essential part of the most raised ethical problems, which may lead to the violation of patients' rights. Also effective student staff interaction makes students feel valued and results in greater commitment to the learning process and acquisition of values

.Therefore, from the researcher's perspective it is necessary for the faculty staff to attempt to develop different strategies to improve respectable communication between the instructors, nurses and the students to smooth the development of nursing values in the students later.

Factors related to personal characteristics, it was noticed that more than one third of the nursing students had agreed that work conscience was a factor that affects the development of nursing values and less than half of them strongly agreed about that. It was also observed that less than half of nursing students had agreed that students self- esteem, responsibility, beliefs in god and religion were factors that affect the development of nursing values, and more than one third of them strongly agreed about that.

In relation to work conscience , this result was in agreement with the research of (Dehghani, etal 2015) who indicated that work conscience is a factor that is significant in the working environment and produces a sense of responsibility in the individual . From the researcher's point of view, the conscience in general plays an important role in complying with the ethical values of the nursing profession and dealing with the patient with humanity and mercy.

Moreover in relation to students' self- esteem; this result was congruent with the result (Iacobucci, Daly, Lindell, & Griffin, 2013) who found that the nursing students reported high levels of self- esteem and professional nursing values development . From the researcher's point of view this result may be attributed to the fact that self - esteem is an important factor that contributes to one's subjective feelings and is viewed as an important factor for meeting personal and professional values, also self - esteem is the major characteristics that may affect students' choices and their decisions when facing ethical dilemmas and problems.

Factors related to personal values, it was observed that around half of the nursing students had agreed that personal integrity and dedication to the nursing profession were factors that affect the development of nursing values, and one third of them strongly agreed about that. This result was supported by the result of (Rose, etal 2018) who stated that the presence of initial personal values as integrity and dedication to nursing are documented as factors affecting the adoption of the values held by the profession. These results may be attributed to the fact that students need these values to be able to adhere to nursing values, without these values it would be difficult for students to develop the values of the nursing profession.

Factors related to nursing students; it was observed that nearly half of the nursing students had agreed that valuing nursing as a profession, working experience ,the desire to update knowledge, previous experience ,and students own perspective about nursing values were all factors that affect the development of nursing values, and about one third of them strongly agreed about that.

In relation to valuing nursing as profession; this study revealed that valuing nursing as a profession was among the factors that affect the development of nursing professional values, from the researcher's point of view, it may be explained by the fact that if a student values his or her profession and considered it as a respectful one, this may lead to accepting the values of the nursing and compliance with it by nursing students.

Focusing on educational and working experience; this result was supported by the research of (Parandeh, etal 2015) who stated that education and completing professional experiences have an important role in the growth and development of professional values. Additionally, professional values are developed and advanced through education. Therefore, the students' nursing values are changed by entering the nursing profession during learning processes and by accomplishing clinical experiences based on professional customs and principles of the nursing profession (Weis & Schank 2017).

This result may be attributed to the fact that the students 'passing of different scientific experiences during study and dealing with patients during clinical training over of the four college years, may lead to the formation of nursing professional values such as respecting the patient's privacy, defending the patients' rights and respecting the patient's different needs.

Factors related to health care organization and society; it was observed that less than half of the nursing students had agreed that cooperation with the nursing staff and physician, nursing staffs as role model, and presence of standards for nursing practice were factors that affect the development of nursing values and one third of them strongly agreed about that. Also, it was found that more than one third of the nursing students agreed that society's attitude toward nursing and

insufficient income were factors that affect nursing value development, moreover one third of them were strongly agreed about that.

In relation to the nursing staff as a role model, the nursing staff who interact with students in clinical settings have a great impact on students in developing nursing values, the result was congruent with the result of (Shafakhah, et al 2018) who highlighted that learning in clinical setting is a significant component of the professional development of nursing students, and nurses should also be alert of their serious role in the growth of professional values in nursing students. This result may be attributed to the fact that the nursing staff considered as role model for students, so the nursing staff should be aware of their behaviors, and how these behaviors affect the nursing students.

Factors related to education; it was noticed that less than half of the nursing students had agreed that educational degree was a factor that affect the development of nursing values and more than one third of them strongly agreed about that. Also, it was observed that less than half of the nursing students agreed that the learning environment is effective for learning, lack of clinical experience hours, and appropriate content of nursing ethics course were factors that affect nursing values development, and less than one third of them strongly agreed about that.

Regarding educational degrees, the present study assumes that nursing professional values development differ from bachelor to doctoral degrees. This result is in line with the result of (Sibandze & Scafide, 2018) who suggested that the educational level has an effect on the professional values of practicing nurses, the results indicate that advanced degrees of nursing education of the nurse may result in a better alertness and the application of nursing professional values during g clinical practice.

These findings verify that knowledge (theory and practical skills) is a significant factor in the development of nursing values. Moreover, (Cara & Charlotte, 2015) also stated that nursing values are affected by the additional training and advanced educational degree .From the researcher's point of view instructors and nurses who deal with the nursing students have a responsibility to ensure that they provide high quality education. Also both academic and clinical employment should provide support for postgraduate educations.

Factors related to nursing educators; it was found that nearly half of the nursing students had agreed that educators creativity to stimulate nursing values was mentioned as a factor that affects the development of nursing values , and less than one third of the nursing students strongly agreed about that .Moreover ,it was observed that less than half of them had agreed that educators as role models, inappropriate teaching methods ,educators own perspectives about nursing values, shortage of competent teacher were all considered as a factors that affect the development of nursing value from students perspectives .

In relation to creativity to stimulate nursing professional values in nursing students, this result is congruent with the result of (Parandeh etal , 2015) who emphasized that the development of nursing professional values in the nursing students depend on creativity of educators to use a diversity of teaching methods and to be a role model for students in dealing with patients and applied nursing values.

5. CONCLUSION& RECOMMENDATIONS:

It can be concluded from the present study that more than half of the nursing students have a high perspective regarding the importance of nursing professional values and factors associated with its development. The nursing students perceive caring, justice, and trust to be more important than activism and professionalism as nursing values. Also, nursing students perceived that factors which affect nursing values development are; respectful relationship with nurse educators, work conscience, valuing nursing as a profession. A statistically significance correlation was existed between age, residence, academic semester, academic achievement in previous years (GPA) and the development of nursing professional values. Thus, it was recommended that Educational workshops should be conducted to all nursing educator about methods of teaching of nursing ethics and values

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