



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF NURSING**

**PERCEPTION OF NURSING PROFESSION AMONG INTERNATIONAL
NURSING STUDENTS**

M.Sc. THESIS

Wilson IJAYI MIDAWA

Nicosia

January, 2024

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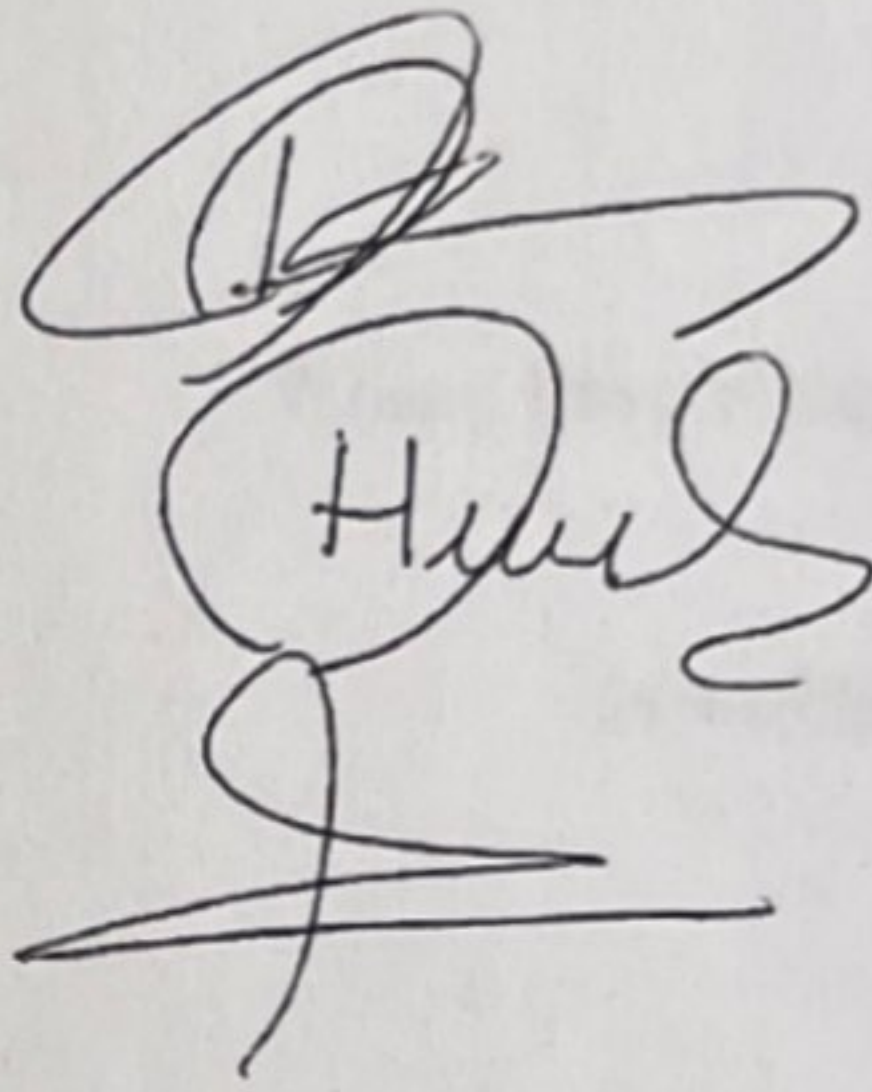
Nicosia

January, 2024

Approval

We certify that we have read the thesis submitted by **Wilson IjayiMidawa** titled **Perception of the Nursing Profession among International Nursing Students** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of public health nursing.

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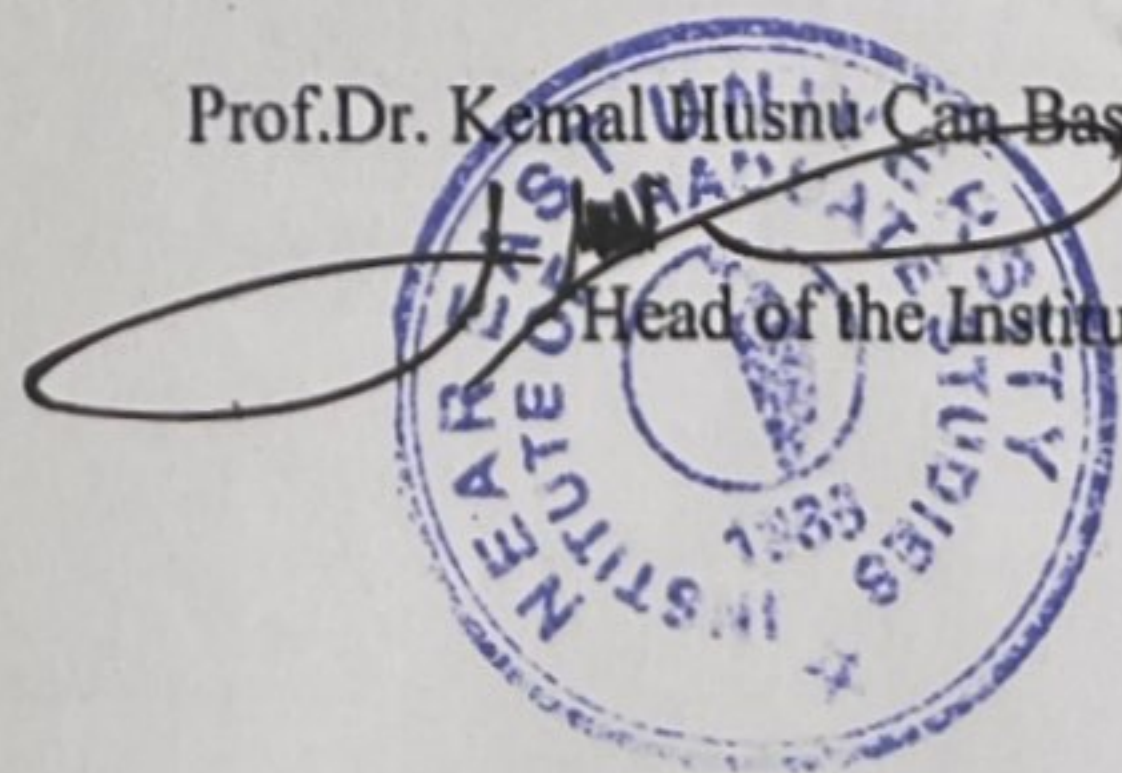
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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Wilson Ijayi Midawa

29/01/2024

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Wilson Ijayi Midawa

Abstract

Perception of Nursing Profession among International Nursing Students

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M.Sc., Department of Nursing

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Purpose: The aim of this study is to review the perception of the nursing profession among international nursing students.

Material and Method: A descriptive study regarding the perception of the nursing profession among international students, the sample of the research is 212, and data was collected in the second week of February 2023 and lasted 30 days via an online questionnaire. The questionnaire was created and distributed online to the study participants, who were nursing students enrolled at Near East University, North Cyprus. A socio-demographic information form and a Standard Statistical Package for Social Sciences (SPSS version 24.0) were used to analyze the collected data, measured using the Weis and Schank Nurses Professional Values Scale (NPVS).

Findings: It was determined that 56.1% (n=119) of the participants were female and 48.1% (n=102) of the participants were between 21-25 years of age. When the marital status of the participants was analysed, it was found that 87.7% (n=186) were single, it was determined that the data were not normally distributed ($p=0.00$) when the normal distribution test was performed using Kolmogorov-Smirnov and Kolmogorov-Smirnov with the mean score of the NPVS-R scale used in the study. Kruskal Wallis was analyzed, and it was found that there was a statistically significant difference between the reason for selecting nursing education, nationality, and year at the university.

Conclusion: Based on the current study, nursing students generally had good perspectives toward the nursing profession. The research findings indicate that the attitudes of the participants towards the nursing profession were influenced by various factors, including their gender, marital status, family status, and academic year. The majority of nursing students expressed positive attitudes about the field of nursing.

Key Words: perception, nursing profession, career image, nursing student.

Ozet**Uluslararası Hemşirelik Öğrencilerinde Hemşirelik Mesleği Algısı****Wilson İjayi Midawa****MSc, Hemşirelik Bölümü****Ocak, 2024, 62 sayfa**

Amaç: Bu çalışmanın amacı uluslararası hemşirelik öğrencilerinin hemşirelik mesleği algısını incelemektir.

Gereç ve Yöntem: Uluslararası öğrencilerde hemşirelik mesleği algısına ilişkin tanımlayıcı bir çalışma olan araştırmanın örneklemi 212 olup, veriler Şubat 2023'ün ikinci haftasında çevrimiçi anket yoluyla toplanmış ve 30 gün sürmüştür. Anket, Kuzey Kıbrıs Yakın Doğu Üniversitesi'nde kayıtlı hemşirelik öğrencileri olan çalışma katılımcılarına çevrimiçi olarak oluşturulmuş ve dağıtılmıştır. Weis ve Schank Hemşireler Profesyonel Değerler Ölçeği (NPVS) kullanılarak ölçülen toplanan verileri analiz etmek için sosyo-demografik bilgi formu ve Sosyal Bilimler için Standart İstatistik Paketi (SPSS versiyon 24.0) kullanıldı.

Bulgular: Katılımcıların %56,1'inin (n=119) kadın olduğu, %48,1'inin (n=102) 21-25 yaş aralığında olduğu belirlendi. Katılımcıların medeni durumları incelendiğinde %87,7'sinin (n=186) bekar olduğu, Kolmogorov-Smirnov kullanılarak normal dağılım testi yapıldığında verilerin normal dağılmadığı (p=0,00) belirlendi. ve Kolmogorov-Smirnov ile çalışmada kullanılan NPVS-R ölçeğinin ortalama puanı yer almaktadır. Kruskal Wallis incelendiğinde hemşirelik eğitimi seçme nedeni, uyruğu ve üniversitede öğrenim gördüğü yıl arasında istatistiksel olarak anlamlı farklılık olduğu tespit edildi.

Sonuç: Bu çalışmaya göre hemşirelik öğrencilerinin genel olarak hemşirelik mesleğine yönelik olumlu bakış açıları vardır. Araştırma bulguları, katılımcıların hemşirelik mesleğine yönelik tutumlarının cinsiyet, medeni durum, aile durumu ve akademik yıl gibi çeşitli faktörlerden etkilendiğini göstermektedir. Hemşirelik öğrencilerinin çoğunluğu hemşirelik alanına ilişkin olumlu tutum ifade etmiştir.

Anahtar Kelimeler: algı, hemşirelik mesleği, kariyer imajı, hemşirelik öğrencisi.

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List of Abbreviations

NEU:	Near East University
WHO:	World Health Organization
ANA:	American Nurses Association
AACN:	American Association of Colleges of Nursing
NMC:	Nursing and Midwifery Council
RN:	Registered Nurse
HPI:	Hall Professional Inventory
ICN:	International Council of Nurses
NIPQ:	Nursing Image as a Profession questionnaire
NPVS:	Nursing Professional Value Scale
SPSS:	Statistical Package for Social Sciences
TRNC:	Turkish Republic of North Cyprus

CHAPTER I

Introduction

In this chapter, a general overview of the research will be presented, including the main problem, the aims as well importance of the research.

Background

Nursing is a prestigious career, one of the most fulfilling professions, requiring the integration of knowledge, information, abilities, and ideals. Nursing provides comprehensive care to people of all age categories and ethnic backgrounds, both healthy and unhealthy, based on physical, emotional, psychological, intellectual, social, and spiritual requirements. Nurses can also improve their personal, professional, psychological, and social lives. (Kathreana et al., 2019).

Nursing profession focused on caring for those who are sick or injured, in addition to offering individuals in good health preventive healthcare. The core perception has not changed much. However, the nursing profession has changed tremendously in recent years, with more extensive training programs, a more diverse workforce, and a level of prestige associated with this medical specialty that did not exist before. (Celma, 2007). With advancement of science and technology, the amount of knowledge has increased overtime. Even though the nursing profession has undergone significant changes, student's perception of the profession remain unchanged. (Aruna et al., 2019).

The nursing profession focuses on providing healthcare services to help individuals, families, and communities achieve, maintain, and recover their optimal health and quality of life. The attitudes of nurses toward caring for patients and the nature of their work may distinguish them apart from other healthcare providers. (James et al., 2017). Nursing, according to Florence Nightingale, is the process of bringing the healthy and those who are ill to a state where nature can operate to preserve health, prevent sickness and harm, restore health, and cure disease.

The impact of nursing student's perceptions of healthcare teams is unknown. Nursing students' attitudes toward health care teams in various interdisciplinary learning experience environments have been studied in the health care literature with inconsistent and conflicting results. Nursing and other healthcare students' views toward teamwork have been compared in certain studies. (Aleshire et al., 2019).

Changing health initials on one hand and elaborating awareness on the other has had a wonderful influence on the nursing profession as well. By facilitating job chances in countries, overseas and uplift in nursing educational organizations one can boldly escalate the increase in enrolment of nursing students (Davis et al., 2015).

Individuals enter the field of nursing from a young age. Age contributes to long-term career attainment and orientation. Students' view of the nursing profession is limited to bedside care and drug administration, which is overshadowed by highly skilled and qualified nurses who play important roles in the medical field. This means that most students are missing out on valuable time in the nursing profession, or may have never volunteered in mainstream healthcare settings, and lack the skills to make an informed career decision. (Navarra et al., 2018).

A crucial part of the healthcare system is nursing. Effective nursing education helps to strengthen the health system by preparing knowledgeable professionals who can recognize individual and societal health (Saleh, 2018).

Purpose of the Study

The aim of this study is to review the perception of the nursing profession among international nursing students.

Research Question

1. What is the perception of nursing students toward the nursing profession?
2. What is the level of understanding of student nurses about the nursing profession?

Variables

1. Independent variable: Sociodemographic characteristics
2. Dependent variable: The level of perception of nursing students toward the nursing profession

Significance of the Study

There aren't enough studies on the perception of nursing in the north Cyprus, however the value of the profession cannot be understated. Knowledge on these perceptions can aid people in understanding the value of nursing to the greater society. The general perceptions of people to the field can affect how prospective nurses and nursing majors view the field. It is thus, of paramount importance to effectively ascertain how nursing students perceive the nursing field, and ensure that future endeavors may be taken to ensure appropriate and accurate understanding of the field is understood.

The significance of this research is to determine the nursing students' perceptions toward the nursing profession and their understanding of the clinical and theoretical aspects of the Near East University. This study will raise awareness toward the perception of the nursing profession among nursing students of the Near East University, perception of the nursing profession among students is significant distress from the viewpoint of this research a study like this shows a positive view toward the nursing profession and gives the students more knowledge about the nursing profession. The result of this study will also help to strengthen the theoretical and clinical aspects of nursing and will add to the existing literature evaluated by scholars.

Limitations of the Study

The survey was conducted online and limited to undergraduate nursing students enrolled in NEU's international nursing program. The results of this study are based on participants' self-reports, which may have limitations due to biases such as social desirability and short-term recall. Moreover, some individuals may not be able to respond accurately.

CHAPTER II

Literature Review

This research related conceptual definitions, descriptions and information related to the subject that already exists in the literature are given in this chapter.

Theoretical Framework

The nursing profession is a professional health field that works with individual, family, and community health and was created by society to address health needs. The moral and ethical commitments that nurses have to their patients, communities, profession, employers, and themselves are founded on the values they defend; Consequently, a profession's social or public impression is an important component of professional identity. In general, nursing is acknowledged by society as a legitimate healthcare profession. (Hoeve et.al., 2014). The nursing profession is one of the fastest growing in the medical field, but despite this, evidence-based nursing practice must still be the primary focus. To this end, there is a need to close the knowledge gap between theory and practice and to encourage nurse practitioners to participate in a variety of research activities. (Vandali, 2017).

Therefore, evaluating the world view of nursing students to determine the values and attitudes of students towards the nursing profession, shows how successful and satisfied they will be in the field and help advance efforts to develop and improve the nursing profession. Values have a great influence on the formation and change of a person's attitude towards a situation (Bektas & Nalcaci, 2012).

As a discipline, nursing is a recognizable body of knowledge made up of theories, frameworks, and paradigms. Consequently, the application of ideas to nursing practice affirms the advanced status of the nursing profession and shows an

evolutionary route for bringing about a paradigm change in nursing. There is a growing push to revive the conversation and debate on the importance of nursing concepts as nurse researchers increasingly recognize that theory development is essential to the advancement and acceptability of the field (McCrea ,2012).

Professionalism in nursing for many years has been a topic of discussion. The Professionalism Inventory Scale was established by Hall in 1968. The first description of the nine criteria for nursing professionalism was made in 1993 (Miller et al., 1993). These criteria are as follows: education; compliance with the code of ethics; participation in a professional organization; continuous education and competence; interactions and publications; autonomy and self-regulation; community service; theory use, growth and assessment; and participation in research. (Cao et al., 2023).

Regarding nurses' conceptions of nursing professionalism, Yeun et al., (2005) identified five major themes: self-perception of the profession, societal awareness, nursing professionalism, nursing roles and originality of nursing, through campaigns, prevention of illness, health promotion, health education, Counseling, teamwork, research and management, the nursing profession provides comprehensive care to the general public.

Clarifying the idea toward perception of professionalism is necessary to foster it in nursing. This chapter provides an overview of literature on the subject matter known in the field of nursing, nursing students' perception of nursing profession, history of nursing, career image, reasons for choosing nursing profession and factors influencing choice of career.

History of Nursing

Florence Nightingale (1820-1910) was a notable example of the profession. She is a sensitive person who is new in this field. As a result, nursing is undoubtedly

the most prestigious profession in the world. (Karimi & Masoudi, 2015). Nightingale contributed a lot to the nursing profession, she initiated a lot in the nursing discipline such as the establishment of formal training, theories, and models, which serve as integral parts of nursing nowadays.

Records from as early as mid-to late-18th century show that nursing continued to be performed by mostly female, untrained, and occasionally unattractive individuals whose numbers were insufficient to meet the demands of everyone in need of care. The perception of nursing before the 18th century was that it was "an inferior, undesirable occupation"(Clara, 2007). Because of the influence of Ms. Florence Nightingale, people started to recognize nursing as a legitimate vocation in the nineteenth century. Nursing was regarded at the time as a profession requiring neither education nor brains. (Degazon et al., 2007), (AL-Omar 2004), In any healthcare setting, nurses make up the most significant group of personnel who provide healthcare services and are essential to the fulfillment of efficient health services. (Torabizadeh & Darari, 2019).

Due to the profession's illustrious past and its workplace classification as a physician's assistant, nursing has been disregarded for many years, beginning in Florence Nightingale, even though the profession of nursing is still clearly defined, views regarding it vary. An attitude is a concept, conviction, or representation created as a result of how you view or understand something. (Wondwossen, 2011). Despite making up a sizable share of the healthcare workforce, nurses played a relatively small part in the formulation of health-related policies and decisions (Mu et al., 2018). Virginia Henderson 1958 is one of the nursing intellect who described nursing as "the unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery or to peaceful death"(Zeinhom et al, 2020).

In the late 19th century, many nurses began studying leadership and teaching and training strategies in nursing schools, hence their work as above bedside healthcare givers. Throughout the 20th century, nursing continued to develop specialized systems and new curricula specifically to address nursing professional challenges. One of the key important and persistent debates in nursing history has been the professionalism of nurses through education and innovation. (Yvonneten et al, 2013).

Nursing's professional standing is frequently the subject of internal and external discussion. The existence or absence of professionalism in the nursing profession is a topic of debate among historians, sociologists, and nurses (Rutty, 2014). Nursing has long been described as a semi-profession by researchers in other fields due to the lack of university-based education as an entry level, lack of autonomy, and lack of theory and research to serve as the foundation of the field. (Etzioni, 1969).

From the 1970s until the 1990s, there was a shortage of nursing staff. In comparison to other jobs or carriers, this shortage grew until it reached a critical and challenging stage. (Attree et al.2011) As a result, there is a fundamental need to increase the number of nursing personnel in various health care institutions and adopt various maintenance techniques to retain them in this profession, which is a major challenge faced by health institutions today, and this has become a major problem. (ANA, 2013).

However, selection and retention of nursing students is a problem in nursing education. Globally, nursing students drop out at a significant rate. According to estimates, 25% of students studying nursing in the United Kingdom (UK) and 40% in Canada drop out. (Salamonson et al., 2014). According to the most recent study by the Nursing and Midwifery Council (NMC), more nurses are leaving the nursing field than are entering for the first time in recent times (AMC.2017).

Nursing has historically been undervalued, although this has changed over time, gaining more respect. In a 2013 occupational prestige rating, nurses came in sixth place, behind factory engineers, university professors, skilled workers, and firefighters (Cott-Donick, 2013).

As the nursing profession serves as the foundation of the healthcare system, research indicates that a well-educated and resourced nursing workforce produces positive health outcomes. (Aiken et al., 2012).

Nursing Profession

The nursing profession is a professional health field that works with individual, family, and community health and was created by society to address health needs. The

moral and ethical commitments that nurses have to the people they serve, communities, professions, employers, as well as themselves are based on the principles that they uphold.

According to studies, acquiring autonomy through affiliation with professional organizations is the key to achieving professional authority. Nurses should actively promote professional groups because by joining them, they feel more professional, and the organizations expand for the betterment of their members. If nurses as a group do not develop their social skills, it can affect their attitudes and how they are perceived by others. In addition, it can interfere with the advancement of the nursing profession. (Hisar et al., 2010).

According to Ghadirian et al. (2014) "Professionalization" is a crucial aspect of jobs in service. The idea of professionalization is expressed in the naming of numerous job groups, with a rich history, especially in the social context. Different functions and natures with many definitions are dynamic features of professionalization and produced by various interpretations.

As stated by Fantahun et al. (2014) Professionalism has no single, generalizable definition or assessment method regard it is a multifaceted concept. Personal (traits, abilities, and behaviors), interpersonal (interactions with other individuals and contexts), and social dimensions (social responsibility and ethics, political and economic concerns), as well as the interactions between these dimensions, can be used to assess professionalism. Professionalism is defined as the idea of a professional's responsibilities, attributes, interactions, attitudes, and role behaviors in relation to individual clients and society at large. Nursing professional practice includes dedication to compassion, caring, and strong ethical principles; continuous development of self- and others; accountability and responsibility for prudent practice; and displays a collaborative and flexible spirit.

Abu et al. (2018). Clinical learning illustrates the relevance of the nursing students' clinical performance and allows them to practice their abilities, build their professional identity, broaden their perspective, and apply theoretical and practical content in a clinical situation. Consequently, the readiness of new graduate nurses to enter professional practice should be closely monitored, especially in view of the

increasing demand for competent nurses in the healthcare sector. The gap between nursing theory and practice is characterized as the difference between what student nurses learn in theoretical classroom lectures and what they experience in the clinical setting.

As stated by Coban (2015) the nursing profession evolved over many years from a menial vocation to an acknowledged profession. Many studies carried out globally have shown that nurses' attitudes regarding their work vary to varying degrees. A study of 346 nurses' perceptions of the nursing profession conducted in Saudi Arabia revealed that 33.2% of nurses had a positive view of the nursing profession. Another descriptive cross-sectional study approach was used to assess the perspectives and related characteristics of nurses in southern Turkey, and the findings showed that 80.6% of them were not members of a nurse union and were convinced to become nurses by family members.

Despite significant efforts by the profession, multiple studies have found growing discrepancies between nursing theory and practice to be a concern for students. (EL Hussein & Osuji. (2016).

Students must have certain qualifications before being allowed to take the Nursing Qualification Examination which includes 80% of both theoretical and practical attendance during university training. Also, students must have the clinical skills and expertise required, which includes two sections: scheduled nursing practical contact sessions and work-based hours at the University of Health Services. (Magobolo & Dube, 2019). In Africa, study nursing programs differ from country to country. South Africa is one of the leading countries in Africa, a 4-year university training for a bachelor's in nursing allows the student to register as a general nurse, psychiatric nurse or community nurse, depending on their area of interest.

Student, and licensed by the Nursing Council of South Africa. Student nursing placements in clinical settings give them the opportunity to engage with patients and enhance their social skills while practicing nursing (Donnelly & Wiechula, 2012). Students who skip clinical sessions lose important knowledge about the procedures being conducted in that particular clinical setting.

The evolution of the nursing profession during the past ten years has been

largely attributed to changes in curricula and the passage of legislation that aims to organize the healthcare professions. In a report titled *The Essentials: Fundamental skills for a professional nursing education* published in 2021, the American Association of Colleges of Nurses issued new criteria to influence nursing education in the United States. The core competencies of the nursing profession and practice are outlined in this report's list of 10 domains (AACN, 2021). Through the Tuning Educational Structures in Europe program, which was launched in 1999, a new competence-based training paradigm was in turn introduced in Europe. Both approaches speak of "competencies" as the dynamic blend of knowledge, abilities, attitudes, and responsibilities when describing curriculum goals. As a result, the set of competencies that nursing practitioners are required to possess defines the nursing profession. These programs defined the competencies that characterize the nursing profession by grouping them into 10 categories for the United States or five groupings of competencies for Europe (European Union, 2018). Hall's Professionalism Inventory (HPI) scale was used in a study that evaluated the professionalism of Korean American registered nurses (RNs) and looked at aspects related to professionalism. Professionalism among Korean American RNs was connected to their current position in nursing, current job status, work environment, total years of nursing experience, final degree attainment location, and length of nursing study in the United States. (Etzioni 1969 & Wynd, 2010).

According to International Council of Nurses (ICN), nursing is a profession that entails providing independent and cooperative care to individuals who are ill or at-healthy, families, groups, and communities. Nursing care includes actions that have been scientifically demonstrated to be effective in promoting the care of ill or dying patients, preventing illness, and improving an individual's quality of health. (Yilmaz et al., 2016). Nursing practice includes both autonomous and collaborative care for people of all ages, families, groups, and communities, whether they are sick or well, and in any situation. (WHO, 2012). Due to continuous, consistent, and safe care, many countries have set a level of qualification and skills to be obtained before practicing as a nurse. European and South American countries make use of national systems for licensing nurses due to the centralized health systems (D'Antonio & Buhler-Wilkerson, 2013).

The likelihood of nurses developing mental illnesses like stress, tension, and excessive anxiety is higher if they are dissatisfied with their profession and have a negative attitude about their line of work. This will make it difficult for them to concentrate on their work, which will cause them to engage in behaviors that interfere with the availability of nursing services, such as complaining about their jobs, employers, and coworkers, as well as being idly and absent from work. In addition, they will have a bad impact on their coworkers, which could damage their motivation and productivity. The behaviors that nurses will exhibit in various domains can be predicted by how they feel about their work, profession, organization, and administration. By assessing their attitudes and acting in accordance with the findings, nursing service administrators can support the growth of the nursing service as well as the staff members themselves (Altuntaş & Baykal 2008).

Carrier Image

Nursing career imagery is the focus of many research projects globally and serves as a bridge between nurse students and associate nursing students.

One of the numerous problems facing the health system is the effort to recruit nursing staff, which depends heavily on the perception of the nursing profession. The significance of the image of the nurse has been questioned since the eighteenth century, and although much has changed since then, it is still not very high. Work was seen as feminine and maternal, including tasks such as care, protection, washing and laundering. (McAllister & Brien 2020)

According to Ibrahim, (2013) the study was conducted in Balqa Applied University Jordan, the study selected three significant parts related to career image, professional outlook, dependent and independent direction of work and personal development. These statistics were obtained through a self-administered questionnaire that consisted of three main sections: the first section included socio-demographic aspects; the second section is the image of nursing; and the third section includes occupational social status. One hundred students were randomly selected. Studies indicate that associate nursing students generally have very positive perceptions of the career image of the nursing profession. However, the study revealed that most of the

students enrolled in nursing were due to financial availability and work accessibility. Many students feel comfortable and proud when discussing the nursing profession with others. Family members and health professional colleagues have great influence in reshaping the image of nursing.

Another factor that affects nursing careers is stereotypes, with gender documented as a potential factor that limits male enrollment in the nursing profession. This led to a less significant number of males in the profession; however, more males are now choosing nursing as a career due to result of recent developments. (Rubinstein & Tabak, 2013). This in turn has an impact on how the public perceives the profession. (Stanley et al., 2016) Although men have historically held nursing jobs, their numbers have always been substantially lower than those of women. (Hodges et al., 2017)

Another study focused on identifying the perceptions of undergraduate male nursing students. The study included 370 male nursing students who are in their fourth level during their internship posting in the academic 2008-2009 session. It was found that 2/3 of the respondents had optimistic awareness about the nursing profession. While 1/3 of the respondents consider nursing as a female profession. However, all respondents agreed that either a man or a woman can be a good nurse. There is a significant difference in the data obtained and the perception of the image of nursing as a profession. This provides a positive result in determining the perception of male students about nursing career. Based on the results, further longitudinal research is recommended to observe and identify male student's perception of the nursing profession.

This knowledge can improve curriculum development toward a compassionate and holistic nursing paradigm. Exploring certain personal characteristics that influence student perspectives will also contribute to knowledge of nursing education, particularly regarding admissions processes. (Safadi et al., 2011).

Nurses are committed to addressing the diverse and often complex needs of patients in a knowledgeable and compassionate manner. Although many nurses consider nursing a "calling," it is a difficult profession. Nurses face mental, physical, emotional and moral challenges in their employment. Depending on the nurse's work role and setting, it may include accepting the risk of illness, physical abuse, meeting

physical demands, managing and supporting the needs of many patients with complex needs, and emotional interactions with patients and their families. , and dealing with difficult social and ethical issues. The stress of seeing health inequities exposed, such as unsafe housing, food, and security, may also be experienced by nurses, especially those working in communities and public health settings. These stresses and expectations on nurses' health and well-being affect their health and well-being, which in turn affects their job by increasing the likelihood of medical errors and compromising patient safety and care. (Melnik et al., 2018).

Perception of Nursing

Perception is defined by the Oxford English Dictionary as "awareness and understanding of sensory information derived from the interaction of previous experiences, one's own way of life, and interpretation of the experienced. (Safadi et al., 2011).

According to Prosen, (2022), the year 2020, which was also the International Year of Nurses and Midwives, presented significant challenges for the nursing profession, but also provided an opportunity to think about the future evolution of that profession. Gender-defined roles in nursing, or how they are perceived, is a topic that appears out of place in twenty-first century discourses but is important to professionalization. The fact is that nursing has historically been a career dominated by women.

Many researchers identify a negative stereotype problem based on gender that affects the public regard and grade nursing profession because female is dominated in the career which gives it low public respect, however educational status, and educational standard are among the factors that significantly affect the profession in terms of employment, salary scale which contribute to the low perception of nursing profession. When looking at the direction of societal perception and academic perception of nursing research indicates that nurses face a lot of challenges at the workstations when interacting with other health workers due to qualification and educational status. However, some research has linked the low esteem of the nursing profession to date, less research has linked the specified styles and perceptions that

nursing students hold when initially enrolling in their educational program and consider how this change, or confirmation, occurs has been done for their experiences. (Cho & Jang, 2021).

Keogh and O'lynn (2007), based on research conducted to identify student perceptions of the nursing profession before enrolling the discipline and during the period of training as a student nurse. The perspective here means the way a nurse view, regard, and define himself, it also includes the way the community and public view and assume nursing education, nursing practice, and nursing role in the healthcare industry. Forty-one students participated in this research who have recently joined the nursing profession at Swedish Midland University. Data was collected through participant observation, consultation, and document analysis. The result shows that they see the nursing profession in a very cultural and traditional way. The findings recommend that further research should focus on the self-concept of the nursing profession rather than the traditional concept of nursing. In this perspective, a study was conducted to examine students' perception of nursing as a career.

Catherine et al. (2018), conducted research on perceptions of the nursing profession among first-year nursing students at university. 206 students participated in this study. The purpose of this study is to identify their perception of learning, factors influencing learning and elements that enhance the achievement of learning goals. Studies have shown that fresher's face challenges in adjusting to a learning environment that puts them under some stress before learning some basic terminology and clinical skills and many of them. Results show positive responses based on learning new skills both theoretically and practically.

Furthermore, it was found that there was a positive significant link between nursing students' levels of compassion and their attitude towards the job. Many studies have found that students who have a high sense of humanity have a more positive perception of the nursing profession than students who have a low sense of humanity. So it is concluded that teaching strategies contribute a lot to change the emotions and facilitate the level of human feeling, respect and positive attitude towards the nursing profession. (Ilkanur, 2018).

Lakhvir et al. (2016), researched the assessment of nursing students' assertiveness towards the nursing profession. Attitudes are crucial in guiding human behavior to achieve goals, be aware of their consequences, and process complex data about the environment in which we live. The purpose of this study is to assess the attitudes of nursing students towards the nursing profession.

In previous research studies, it was found that most students chose the nursing profession because they wanted to help people, and nursing was seen as a caring and humanitarian profession. In contrast, a study by Lai et al., (2006) conducted in Taiwan revealed that most nursing students would not continue in the profession after graduation. Concerning their future careers, junior nursing students' attitudes were worrying. According to Lisa and Pugsly (2005) many of the students had no intention of working as bedside nurses and did not prioritize providing high-quality care for patients.

Reasons for Choosing a Nursing Profession and Factors that Influence the Choice of the Career.

According to reports, many students have the misconception that nursing is a low-status job that generally lacks respect, leading to the idea that nursing is a bad choice for higher education. Society generally views nursing students as stereotypes, for example, male nurses are seen as emotional, less empathetic and less caring. As a result, business is often seen as a women's business (Bartfay & Clow, 2010).

The motives and factors that lead the students to choose to study nursing at first instant are the learning and occupational expectation which includes the student's faith that nursing is their vision of occupational career of choice due to a progressive improvement in the nursing field as a health profession. (Tan-kuick & Ng, 2010).

Other research revealed that nursing students view the field as a compassionate one that offers the chance to improve people's health. Additionally, according to nursing students, becoming a nurse is a noble profession that calls for compassion, strength, and endurance (Beck, 2012). A longitudinal study of nursing students' views of nursing as a job requiring expertise in nursing and responsibility delved beyond the

standard notion of nursing as caring. (Buerhaus et.al, 2005).

Another motive that influences and stimulates the student in choosing nursing as a career is job opportunity and stability. However, a study conducted in Hong Kong School, shows that the student's decision to select or not select nursing majorly are related to issues like Gender, science subject pursued, previous academic accomplishment, family profession, and the student's awareness. Similarly, parents, teachers, friends, previous experiences with professional activities, and working in a healthcare facility were some of the factors that influenced students' decision to study nursing. (Law & Arthur, 2003).

Another reason is the socio-economic status which comprises job assurance, images, stereotypes, and financial benefit. Also, parental and peer encouragement is another reason that involves parental and peer perceptions and support. Expectations of employment is another reason that draw the attention of student because they believe that after graduation from school, there is job assurance and security therefore one cannot go with a job. (Gutierrez et al., 2010).

A survey conducted in Ireland found that many of the students who took part in the study did not consider nursing to be their first choice career. Some planned jobs in various healthcare professions such as occupational therapy, medicine or physiotherapy, while others were interested in education but chose nursing due to poor grades, but none of them regretted their decision. (Mooney et al., 2008).

According to several research studies, most nursing graduates are not prepared to work in bedside nursing and those who do so with the wrong mindset. (Anurag et al., 2011). The demands and expectations of the job vary depending on the year of nursing study. One of the main factors in students' decision to leave their chosen future careers was their unfavorable clinical practice experience as nursing students. It is impossible to overstate the importance of having a steady workforce (Last & Fulbrook, 2003). In most health care systems, nurses are the "front line" employees, and it is acknowledged that their contributions are recognized as critical to meeting growth goals as well as providing safe and effective care. (SweeGeok, 2016)

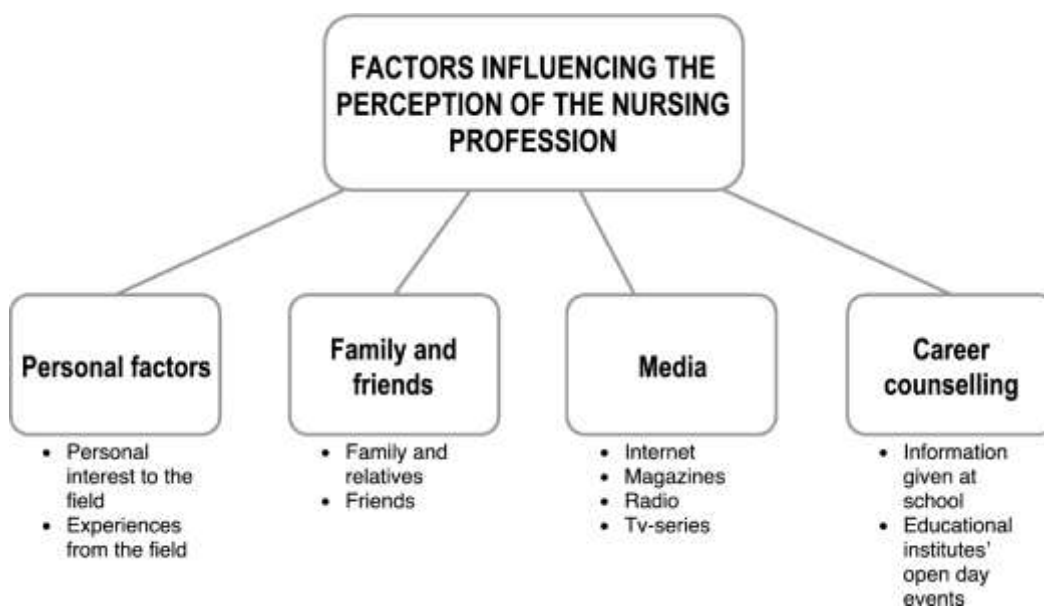


Figure 1: Nursing applicants' perception of the nursing profession. (Glerean et al., 2019)

Furthermore, in a study on factors influencing the perception of the nursing profession among applicants (Glerean et al., 2019) including personal factors, family and friends, media and career counselling.

Personal factors

Perception of the nursing profession is said to be significantly influenced by personal interest in the field. Even if the environment was hostile to the idea, the interest of the candidates motivated them to research and pursue the nursing profession.

Friends and family

The perception of applicants is influenced by family and relatives. Additionally, family information and encouragement were cited as important factors in the decision to pursue a career in nursing. Family influence has a significant effect on how undergraduate nursing students view the nursing profession. Parental drive has been found to have a major impact on how these students are perceived (Bartfay & Clow, 2010). Peer influence also contributes to their understanding, approach and knowledge of the nursing profession, another important aspect. These undergraduate

nursing students' decisions to pursue a career in nursing are also influenced by their school advisors. (Neilson & Lauder, 2008).

Studies looking at how an education or training intervention for nurses affected their perception of how important it is to involve family members in care have revealed that nurses felt less burdened after training and that their understanding of how important family members are to care was strengthened (Yamazaki et al., 2017; Blondal et al., 2014) proposed adapting interventions to practice areas even though they found no differences in nurses attitudes between before and after their educational intervention. It may also be necessary to include a control group in intervention research.

Media

The nursing school applicants spoke about how they learned about the nursing field through media like the Internet, publications, radio, and TV shows. The portrayal of nursing by the media however, was reportedly unfavorable.

Career counselling

Young people come into the nursing profession because of the availability of job and opportunity for continuing education, availability of a variety of roles, the flexibility of the job and unconditional selfless service to humanity (ICN, 2010).

A study by Neilson and Lauder (2008), reported that the main factor that entices young college and University leavers into a career in Nursing is inner motivation to care for and help the sick. In a descriptive study done by Tan-Kuick and Nig (2010), it was reported that many students conceive a view that nursing is a low-status profession that does not generally command respect leading to the notion that Nursing is not good choice for higher studies. Therefore, the goal of this study is to ascertain how undergraduate nursing students feel about the nursing profession to establish baseline data that would be useful in creating an intervention that will enhance the public perception of nursing and inspire the students.

CHAPTER III

Methodology

Information on the study design, participants/sample, data collecting and analytic processes, as well as how the findings was analysed, is provided in this chapter.

Material and method

This chapter discusses the methodological approach of the study. It presents not only the research design and the study environment but also some aspects of the study population and sample. Also, aspects related to data collection techniques, data collection treatment plan and research ethics.

Research Design

This study type used a cross-sectional descriptive study to determine undergraduate students' perceptions and perceptions of the nursing profession as a career choice. The method used in this study is descriptive. In the case of nursing student's perceptions of the profession during their course education, focus on the meaning of their lived experiences and how individuals see their world in their given context (Polit & Beck, 2010). This was measured using the Weis and Schank Nurses Professional Values Scale (NPVS).

Population, Sample Size, and Sampling Techniques

The study population consisted of the total population of undergraduate English speaking students of Nursing Faculty, Near East University who volunteer to participate in the survey constitute the accessible population of this study, estimated

to be 515 with a sample size of 212. The details of the number of samples are as follows.

$$n = \frac{N}{1+N(e)^2} \quad n = \frac{515}{1+515(0.05)^2} \quad n=212$$

Where

n = sample size of 212.

N = population size of 515.

e = margin of error =0.05.

Data collection

In this study, data was collected in the second week of February 2023 and lasted 30 days through an online questionnaire in 15 minutes. The questionnaire was created and distributed online to the study participants at Near East University, North Cyprus. The online survey was made with Google form, email addresses of the students as well as student groups on social media, and WhatsApp was distributed as the survey link. The respondents of the form reached were not spoken to, as they saw the link either on social media or by friends of friends sharing the link. Closed questions are asked because the researcher needs feedback because he cannot predict the conclusion, but to support his research question, for the purpose of coding and proper analysis of the result. Before the questionnaire was presented to the students, they were instructed on how to complete it, and they were given sufficient time to complete it. As soon as the form is submitted, the response is automatically saved and made available to the researcher on the Google survey website.

Scale-3 NPVS-R

The development of the Nurses Professional Values Scale-3 NPVS-R by Weis and Schank was incorporated into the design and testing of the NPVS-3 (Weis & Schank, 2000). This scale is a five-point Likert scale from 1 (agree) to 5 (strongly disagree) with 22 questions, and nurses use it to assess their professional values. Each

NPVS-3 item is a brief descriptive phrase that reflects a single code provision and its interpretive commentary. All items are phrased positively; none is evaluated negatively. The possible scores range from 22 to 110. Higher scores in the scale indicate a stronger professional value orientation among the participant. Total scores are calculated by adding the numerical replies to each item. The internal consistency of the study instruments was tested using the Cronbach alpha coefficient method = 0.92, indicating a good degree of dependability.

Sociodemography

The demographic questionnaire was developed by the researchers Weis and schank according to the literature and included the variables of sex, age, nationality, marital status, reasons for enrolment to the faculty of nursing, and family's reaction to student enrolment. It is used to explained the nursing image among nursing students in Near East University using likert scale format which consist of twenty two statements answered on a 5 point scale of response agree, strongly agree, not sure, disagree, strongly disagree. The sociodemogrpahy questions used in the collection are:

The Study Site

In this research, the participants are undergraduates in years 1 to 4 of the Near East University of Nursing Faculty. The questionnaire was created and distributed online focusing on social media places where Faculty of Nursing students of Near East University frequently hang out in TRNC. Also, it was sent to students using group leaders of nursing department groups such as WhatsApp.

Inclusion Exclusion Criteria

Included criteria:

- English speaking student
- Undergraduate Near East nursing students.

Excluded criteria:

- Non-English students.

Data Analysis

The research questionnaire was evaluated using IBM Statistical Package for Social Sciences (SPSS) 24.0 software. Descriptive statistics are applied using numbers, percentages and arithmetic mean, standard deviation for collection, analysis organization, interpretation and presentation of data. The independent variables consisted of students' socio-demographic results, student experience, and reasons for enrolling in the nursing profession. In which, students' perception of nursing as a profession was used as the dependent variable. Other statistical methods applied to the collected data include independent t-test, analysis of variance (ANOVA) and chi-square, if the independent variable is in 2 categories, the Mann-Whitney t-test is used, if more than 2 categories, the Kruskal-Wallis H test was used. The results are presented using tables, pie and bar charts relative to the different modalities of the questionnaire.

Ethical Considerations

Ethical approval was obtained from the Near East University Scientific Research and Ethics Committee (YDU/2022/102-1544). Participation was voluntary and each participant signed an informed consent before participating in the study. Participants were free to withdraw from the study at any time and data collected would be kept confidential.

CHAPTER IV

Findings

Table 1: *Distribution of Participants' Sociodemographic Characteristics (n=212)*

	n	%
Gender		
Female	119	56.1
Male	93	43.9
Age group		
18-20	50	23.6
21-25	102	48.1
26-29	51	24.1
30+	9	4.2
Marital Status		
Single	186	87.7
Married	26	12.3
Nationality		
Nigeria	110	51.9
Zimbabwe	57	26.9
Ghana	21	9.9
Jordan	8	3.8
Other	16	7.5
Religion		
Christian	107	50.5
Muslim	93	43.9
Other	12	5.7

When Table 1 was analyzed, it was determined that 56.1% (n: 119) of the participants were female, 43.9% (n:93) were male and 23% (n:50) were between 18-20 years of age, 48.1% (n:102) of the participants were between 21-25 years of age, 24.1% (n:51) were between 26-29 years of age and 4.2% (n:9) were 30 and above. When the marital status of the participants was analysed, it was found that 87.7% (n:

186) were single and 12.3% (n:26) were married. When the nationality was analysed it was found that 51.9% (n:110) were Nigerian, 26.9% (n:57) were Zimbabwean, 9.9% (n:21) were Ghanaian, 3.8%(n:8) were from Jordan while 7.5%(n:16) were of other nationals. When the belief status of the participants was analysed, it was found that 50.5% (n: 107) of them stated their beliefs as Christian. 43 % (n: 93) were Muslims and 5.7% (n: 12) were of other beliefs.

Table 2: *Distribution of Participants' Educational Characteristics (n=212)*

	n	%
Year at the University		
First	37	17.5
Second	50	23.6
Third	54	25.5
Fourth	71	33.5
Reason for Selecting Nursing Education		
Desire to Help	89	42.0
Advice from family	46	21.7
Secondary School Grade and Advice from Family	42	19.8
Final Reasons/Available Work and Desire to Help	35	16.5
Family's Reaction to Student Enrolment		
Positive	165	77.8
Negative	10	4.7
Natural	37	17.5
Having Nurse Friends and Relatives		
Yes	195	92
No	17	8

When Table 2 was analyzed, 33.5% (n: 71) of the participants were in the fourth year, 25.5% (n: 54) in the third year, 23.6% in the second year (n: 50) and 17.5% (n: 37) in the first year. When the reasons why the participants chose the nursing profession were analysed, it was determined that 42.0% (n: 89) of them answered a desire to help, 21.7 % (n:46) advised from family, 19.8% (n:42) was

due to secondary school grade and advice from family, 16.5% (n:35). It was found that 77.8% (n: 165) of the participants' families gave a positive reaction to their enrolment in nursing while 4.7% (n:10) gave a negative reaction with 17.5% (n:37) neutral. It was determined that 92% (n: 194) of the participants had a nurse friend or relative and only 8% (n:17) without a nurse friend or relatives.

Table 3: *Test of Normality*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean	0.129	212	0.00	0.954	212	0.00

**Score of
NPVS-R**

U*: Mann Whitney U

When Table 3 was analysed, it was determined that the data were not normally distributed ($p=0.00$) when the normal distribution test was performed using Kolmogorov-Smirnov and Kolmogorov-Smirnov with the mean score of the NPVS-R scale used in the study.

Table 4: *Mean Score of NPVS-R*

Scale Points		This Study		X± Sd
Min	Max	Min	Max	
22	110	67	110	88.90±11.02

When Table 4 was analysed, it was determined that while a minimum score of 22 points could be obtained from the NPVS-R scale, 67 points were obtained in this study, and while a maximum score of 110 points could be obtained, the participants obtained a maximum score of 110 points in the study. When the table was analyzed, it was determined that a mean score of 88.90±11.02 was obtained from the scale.

Table 5: *Comparison of Some Characteristics of the Participants with the NPVS-R*

Variables	U*	p
Gender	4550.50	0.02
Marital Status	1243.50	0.01
Having a Nurse Friend or Relative	1192.50	0.06

When Table 5 was analyzed, it was found that there was a statistically significant difference between gender and marital status, but not a statistically significant difference between having a nurse friend or relative when compared to participant characteristics and NPVS-R scale scores.

Table 6: *Comparison of Some Characteristics of the Participants with the NPVS-R*

Variables	X²	p
Age	2.44	0.48
Religion	4.69	0.09
Reason for Selecting Nursing Education	17.24	0.01
Family's Reaction to Student Enrolment	4.97	0.08
Nationality	19.19	0.01
Year at the University	12.76	0.01

When Table 6 was analysed, it was found that there was a statistically significant difference between the reason for selecting nursing education, nationality, and year at the university, while there was no statistically significant difference between age, religion, and family's reaction to student enrolment.

CHAPTER V

Discussion

The study found that nursing students had favorable impressions of nursing profession. In this study, it was found that there is a statistically significant difference between the age group, religion and status towards the nursing profession.

In this study the mean professional values scale NPVS-R score for student nurses is 88.90 ± 11.02 , with a maximum score of 110 points which shows that majority of the students had a positive view towards the nursing profession.. In the study performed by Geckil et al. (2012) reported a mean NPVS score of 106.4 ± 13.6 . In a study by Alkaya et al. (2017) including Turkish and American nursing students, the mean NPVS score for the American students was 101.6 ± 17.0 , whereas the mean score for the Turkish students was 109.2 ± 12.3 . This finding was higher than that found in another study conducted at Hue University of Medicine and Pharmacy in Vietnam, where only 62.07% of students expressed positive opinions regarding the nursing profession Mai B et al., (2018). This could be attributed to the influence of family and friends on students who chose to study nursing despite having no goals or interest in working at a hospital. In contrast, students in this study were interested in nursing for a variety of reasons, including academic success. As a result, friends and family were not the only primary motivators for their decision to pursue a career in nursing.

Analysis of the NPVS-R assessment in (Table 6) found that there is a statistically significant difference between the reasons for choosing nurses' education, nationality, and years at the University, while there was no statistically significant difference between age, religion and family's reaction to student enrolment. This result corresponds with many studies in Belgium-2010 (Milisen Et al., 2010). Where students had a positive and improving professional self-image, despite the challenges of self-image in the profession. The current study aimed to examine how associate undergraduate nursing students at Near East University's nursing faculty perceived the nursing profession.

The number of male respondents (Table 1), (42.9%) which is close to female

respondents (56.1%) is an indication that males are entering the nursing profession. More males need to join the profession to change the current perception that nursing is a female profession. All participants stated that nursing is a noble profession and is consistent with Beck (2012), who reported that nursing is a noble and well-regarded career. In low-income nations like Jordan, men are more likely to pursue a profession in nursing due to its secure work and high earnings.

The nursing profession also encourages students to work outside the country. In Arab countries, males are expected to take on significant responsibilities, which may contribute to their motivation to pursue a career in nursing. Graduates are often hired and have opportunities to work abroad in both Arab and Western countries. (Gamel 2006). Findings of study conducted by Safaa et al. (2019) Female nursing students demonstrated a more positive attitude than males. Nursing is often perceived as a female-dominated profession. Nursing is a profession founded by women who embody the feminine attributes of support and care, as opposed to the masculine traits of dominance, violence, and authority. Male nurses face challenges with stereotyping and role strains, especially when it comes to patient care. Patients expect female nurses to care for them, making it harder for guys to adjust to the profession.

The current study provides additional information on the students view toward the profession, causes as well as critical proposition and systematic efforts to bridge or reduce the gap between factors and carrier image in the nursing. Nursing student's opinions of the nursing profession are shaped by their own experiences as well as their cursory observation of nurse's conduct. Despite being highly difficult, the career is not well regarded (Marcinowicz et al., 2016). In a study conducted at the University of Jos Nigeria the nursing profession was seen as demanding despite the fact that if offered decent payment (Oyedele et al., 2015)

Majority of our respondents enrolled in nursing faculty because of their desire to help and care for humanity as discussed in our literature review (Lai et al., 2006). Previous research studies showed that most students chose the nursing profession because they wanted to help others, and nursing was perceived as a caring and humanitarian job; however, Lai HL et al. (2006) conducted a study in Taiwan and discovered that 65.4% of nursing students would not choose nursing as a career after graduation.

When the reasons why the participants chose the nursing profession were analyzed, it was determined that 42.0% of them answered the desire to help. Since this is the highest, it is clear from the results obtained that the desire to help others has a significant impact on the student nurse's decision to study nursing as a career. The most convincing justification for choosing nursing as a career is still the idea of wanting to help others.

Similar results were found in a Swedish study by Jirwe and Rudman (2012), where 73.3% of nursing students said they chose the profession because they wanted to care for and help others, another study conducted in India by Patidar et al., (2011), where 99.1% of the respondents said that they chose nursing because it offered an opportunity to serve humanity. One of the top key factors under the category of “intrinsic attraction to nursing” is the ability to work closely with people ($M = 2.50$, $SD = 0.54$); This finding is further supported by Eley and Rogers (2010), where out of 17 items, “sense of giving to community” came fifth.

According to our research, perceptions are shaped by society, and friends and family play a significant influence in a nursing student's career decision which confirms our findings in Table 2, it was found that 77.8% of the participants' families gave a positive reaction to their enrolment in nursing.

In this study 92% (n: 194) of the participants had a nurse friend or relative it was also found that there was a statistically significant difference between gender and marital status, but there was no statistically significant difference between having a nurse friend or relative when compared with the participants' characteristics and NPVS-R scale score. This is contrary to the result obtained by a study conducted in Egypt and Syria by El Sharkawy and El Hadad, (1996) to find out the factors affecting students' choice of nursing as a career. The study discovered that family members had a significant impact on the choice of nursing as a career. Another research carried out in Chicago by Kelly et al. (1996) reported that family members are the most influencing and facilitating element for the enrolment of nursing programs and the central source of moral support during the years of schooling. The results of these findings confirmed, that positive family reaction to enrolment in the faculty of nursing represents 92.6% of the subjects in this study.

Nursing students may be enrolling in nursing schools in reaction to their parents' aspirations rather than their own, and the majority of subjects had a friend or family member who worked as a nurse (Heath 2001). However 4.7% of our participant indicate negative reaction from family, this is similar to a study carried out by Wu et al. (2015) which discovered that several research found parents to be unsupportive of their children pursuing the nursing profession due to low salary and status, a viewpoint shared by others. Undergraduate nursing students' perceptions of the nursing profession are greatly influenced by their families. According to research, parental drive significantly affects how these students are viewed (Bartfay & Clow, 2010). The Mann Whitney U check at the NPVS- R evaluation (table 5) on having a nurse friend or relative there was no statistically significant difference between having a nurse friend or relative when compared with the participants' characteristics ($P>0.05$). Having friends or family members who are nurses or who had spent time in hospitals was identified as an influential factor in a study (Mckenna et al., 2017).

Studies in the literature show that nurses when looking at the direction of academic and work perception of nursing, research indicates that nurses face a lot of challenges at the workstations when interacting with other health workers due to qualification and educational status. However, some research linked the low esteem of the nursing profession to date, and few research studies have linked the mentioned styles and considered the perceptions that nursing students hold as they initially enroll in their educational program and how this modification, or are confirmed, is due to their experiences(Cho & Jang, 2021). In our findings 16.5% of the participant choses nursing as a profession due to the availability of work. This correspond with a study carried out in the United States by Buerhaus et al. (2005), significantly over one third of the individuals entered nursing due to job availability.

The perception of nurses needs to be changed to one that emphasizes their knowledge, abilities, and competence as well as their many roles and responsibilities and the autonomous nature of their job to prevent misconceptions from influencing people's decisions to pursue careers in nursing. A realistic and positive perception of nursing should be promoted, and nursing schools should already be teaching students how to engage with the public and the media.

CHAPTER VI

Conclusion and Recommendation

Conclusion

- In this study, the factors affecting professional values were determined to be gender, family, and desire to help.
- Positive views regarding the nursing profession were demonstrated by the study's findings among undergraduate nursing students.
- The mean score of the professional values scale (NPVS-R) of the student nurses is 88.90 ± 11.02 and the maximum score that can be taken from this scale was 110 points.
- There was a statistically significant difference between gender and marital status, but not a statistically significant difference between having a nurse friend or relative when compared to participant characteristics and NPVS-R scale scores.
- there was a statistically significant difference between the reason for selecting nursing education, nationality, and year at the university
- Lilliefors Significance Correction was analysed, and it was determined that the data were not normally distributed ($p=0.00$) when the normal distribution test was performed using Kolmogorov-Smirnov and Kolmogorov-Smirnov with the mean score of the NPVS-R scale used in the study. The study outcome showed no significant statistical difference on the Mann-Whitney U test ($P>0.05$) on the NPVS-R analysis on gender.
- A comprehensive study of this topic should be conducted with several nurses from the first to the fourth year. According to the research results, nursing students have a positive view of nursing. The attitude of nursing students towards nursing is changing in a positive direction.

Recommendation According to Findings

- According to this study, the attitudes of family members regarding nursing have influenced the career choice making of their children, thus it is vital to develop recruitment techniques that not only attract candidates, but also influence the perception of parents.
- This study recommends that student nurses should be taught the value of nursing profession especially in terms of care for humanity in order to continue having desire to help at heart.
- It is recommended that the male gender should be encouraged into the nursing profession to break the gender stereotype.
- Considering students that join nursing due to secondary school grade it is suggested that student grade should be considered when accepting students into nursing schools.

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APPENDICES

Appendix A: Questionnaire

Dear Students,

I am a Masters Student of Nursing Faculty at the Near East University. This study is designed to collect information on Perception of Nursing Profession among nursing students in Near East University. The nurses are the backbone of the healthcare sector and are fundamental in the delivery of quality care. The image of both nurses and nursing as a profession is vital in the successful recruitment and retention of staff in the healthcare industry. The findings of this study are used to describe the perception of nursing students of the image of nursing and the reasons behind this image and will provide opportunities for improvement that will ultimately contribute to promoting the nursing profession at Near East University.

All information received will remain strictly confidential, and no one will have access to it outside the individuals involved. Thank you for your time and attention to this questionnaire.

Yours faithfully

Wilson Ijayi Midawa

midawawilson@gmail.com

1) Sex

a) Male () b) female ()

2) Age

a) 18-20 () b) 21-25 () c) 26-29 () d) 30+

3) Religion

a) Christian () b) Muslim () c) Hindu () d) Jewish () e) Others ()

5) Marital status

a)Married() b) single ()

6) Nationality

Nigeria () Zimbabwe () Ghana () Jordan () Lebanese () others.....

Reason for enrollment into the faculty of nursing	Secondary school grade <input type="checkbox"/>	Desire to help <input type="checkbox"/>
	Final reasons/Available work <input type="checkbox"/>	Advice from family <input type="checkbox"/>

Do have a nurse friend or relative	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Family's reaction to student enrolment	Positive <input type="checkbox"/>	Negative <input type="checkbox"/>	Neutral <input type="checkbox"/>
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Appendix B

Perceptions of Nursing as a Profession: The Nurses Professional Values Scale (NPVS-R)

Please indicate to what extent you agree with this statement:

S/N	The nursing profession is:	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
1.	A respectable profession					
2.	An occupation, not a profession					
3.	Women profession					
4.	Similar to that of savants' job					
5.	A well appreciated job in the society					
6.	A prestigious profession					
7.	A dangerous profession					
8.	An extremely hard profession that does not receive enough appreciation					
9.	An essential profession in any society					
10	Nursing is a human profession					
11.	An independent profession in which nurses make decision for themselves					
12.	A significant in patient recovery					
13.	Helping in the promotion of health and prevention of diseases					
14.	Provide self-actualization					
15.	Nurses are given a chance to use their initiative in their work					
16.	Nurses obey doctors' orders without questioning them					

17.	Nurses waste a lot of time being busy doing nothing					
18.	I would like my child to become a nurse					
19.	Anyone could be a nurse easily					
20.	Opportunity for personal growth					
21.	Caring profession in which ethical standard of care is maintained					
22.	Equal to other profession					

Appendix C

Ethical Approval Form



ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi :28.04.2022
 Toplantı No :2022/102
 Proje No :1544

Yakin Doğu Üniversitesi Hemşirelik Fakültesi Öğretim Üyelerinden Yrd. Doç. Dr. Samineh Esmailzadeh'in sorumlu araştırmacısı olduğu, YDU/2022/102-1544 proje numarası ve "Perception of nursing profession among international nursing student" başlıklı proje önerisi kurulumuzca değerlendirilmiş olup, etik olarak uygun bulunmuştur.

S. Çalı

Prof. Dr. Şanda Çalı
 Yakin Doğu Üniversitesi
 Bilimsel Araştırmalar Etik Kurulu Başkanı

Kurul Üyesi	Toplantıya Katılım		Karar	
	Katıldı(✓)/ Katılmadı(X)		Onay(✓)/ Ret(X)	
Prof. Dr. Tamer Yılmaz	✓		✓	
Prof. Dr. Şahan Saygı	✓		✓	
Prof. Dr. Nurlan Bayraktar	✓		✓	
Prof. Dr. Mehmet Özmenoğlu	✓		✓	
Prof. Dr. İker İtikan	✓		✓	
Doç. Dr. Mehmet Tınazlı	✓		✓	
Doç. Dr. Nittifer Galip Çelik	✓		✓	
Doç. Dr. Emil Mammadov	✓		✓	
Doç. Dr. Ali Cenk Özyay	X		X	

Appendix D

Scale Permission

Darlene Weis and Mary Jane Schank to Research use of the NPVS-R : Thank you for your interest in our NPVS-R instrument. research or education or the product or service you a commercial entity. This copyright in this form is affiliated by Marquette University Colleage of Nursing, by the University commercial research and educational purposes. Your permission from the University Colleage of Nursing. The information is found in Development and psychometric evaluation of the Nurses Professional Values Scale--Revised/.All publications, presentations, reports, or developme as follows:The Nurses Professional Values Scale--Revised (NPVS-R).

Marquette University College of Nursing, Milwaukee, WI 53201-1881, USA. darlene.weis@marquette.edu

Appendix E

Turnitin Similarity Report

turnitin Sayfa 2 of 30 - Bütünlük Genel Bakış Gönderi Kimliği: 000000012001207374

23% Genel Benzerlik

Her veri tabanı için çakışan kaynaklar da dâhil tüm eşleşmelerin kombinasyonu.

Rapordan Filtrelenen

- Testim edilen çalışmalar

Eşleşme Grupları

- 13** Köf ya da Ajitip Yapılmamış 18%
Her metin için atf'ne de binaen işaret içeren eşleşmeler
- 36** Eskiç Alıntılar 50%
Kaynak materyali hâlinde çok benzer eşleşmeler
- 0** Eskiç Atf'ler 0%
Tümek işaretleri olan ancak metin içi atf'ler olmayan eşleşmeler
- 1** Atf Yapılan ve Alıntılanan 0%
Metin içi atf içeren ama binaen işaret içermeyen eşleşmeler

Ön Sıradaki Kaynaklar

- 30% İnternet kaynakları
- 10% Yayınlar
- 0% Önderlerin çalışmaları (Öğrenci Makaleleri)

Bütünlük Bayrakları

İncelene için Bütünlük Bayrağı:
Herhangi bir şüpheli metin manipülasyonu beklenmedi.

İncelenen algoritmaları bir belgenin, örneğin normal bir gösterileri ayarlamak her türlü tutarlılığı denetlemeye imkân. Tutarlı bir yazı farklı edisyonlar için ayarlamak üzere.

Bir bayrak mutlaka bir sorun olduğunu göstermez. Ancak daha fazla incelene için dikkatli olunmalıdır.

turnitin Sayfa 2 of 30 - Bütünlük Genel Bakış Gönderi Kimliği: 000000012001207374

Ön Sıradaki Kaynaklar

Gönderi içinde en yüksek eşleşme sayısına sahip kaynaklar; çakışan kaynaklar görülmüştür.

Sıra	Kaynak	Eşleşme Oranı
1	İnternet docs.neu.edu.tr	4%
2	İnternet www.ncbi.nlm.nih.gov	3%
3	İnternet eujournal.org	3%
4	İnternet mafiadoc.com	2%
5	İnternet dspace.unijos.edu.ng	2%
6	İnternet pdfs.semanticscholar.org	1%
7	İnternet silo.tips	1%
8	İnternet link.springer.com	1%
9	Yayın Akin Aksu, Ayşegül Demir, Aydın İnak, Kamış Doğan. "Local residents" and foreign...	1%
10	İnternet www.nmnec.org	1%

turnitin Sayfa 3 of 30 - Bütünlük Genel Bakış Gönderi Kimliği: 000000012001207374

CURRICULUM VITAE

1. PERSONAL INFORMATION

NAME SURNAME	WILSON IJAYI MIDAWA
DATE OF BIRTH and PLACE	09 MAY 1997, NIGERIA
CURRENT OCCUPATION:STUDENT	
ADDRESS of CORRESPONDENCE: NEAR EAST UNIVERSITY	
TELEPHONE: +905338326977	
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2. EDUCATION

GRADE	NAME OF INSTITUTE	GRADUATION YEAR
MASTERS	NEAR EAST UNIVERSITY	2024
UNDERGRADUATE	CYPRUS INTERNATIONAL UNIVERSITY	2020
HIGH SCHOOL	GOVT SECONDARY SCHOOL NGOKSAR	2008-2013