

## Nursing Profession as Baccalaureate Nursing Students Perceived

Abeer Refaat Ali Kabeel\* & Sahar Abd El-Mohsen Mosa Eisa\*\*

\* Nursing Administration1 Department, \*\*Psychiatric/Mental Health Nursing Department, Faculty of Nursing, Modern University for Technology & Information (MTI)

### Abstract

**Introduction:** The inconsistencies between the perception of the profession of nursing and the reality of practice can lead to problems in student attrition or result in disillusionment with a career in nursing after a new graduate enters practice. With the nursing shortage reaching critical levels, it is important to examine possible discrepancies that exist and address strategies to reduce them. Perception of profession of nursing is important because they offer strategic clues to overcome the increasing nursing shortage, and public negative stereotyping. **Aim:** For that, this study was selected to explore the perception of the nursing profession among baccalaureate nursing students. **Design:** Descriptive design was selected. **Subjects and Methods:** A convenience sample of baccalaureate nursing students (BSN) was used (N=100). Students who were enrolled at the academic year 2015-2016, at the eight semesters were participated in this quantitative descriptive study. Each participant completed the Perceptions of Professional Nursing Tool (PPNT) which measured perceptions utilizing the tenets of nursing Practice, Values, and Public Image. **Results:** The findings demonstrated that the majority of faculty nurse students perceived moderate level of nursing profession perception. The highest dimension of subscale is practice followed by the subscale of values had then the lowest subscale is public image. There was a significant correlation between Pre/current experience at hospital or health agency and total nursing profession as well as the nationality and Level of education and pre-university qualification within the students' perception of nursing profession. **Conclusion:** providing educational and care environments based on ethical and professional values in nursing is essential and it can be done by conducting broad studies. **Recommendations:** Education of professional nurses in terms of professional values should be initiated early at the student stage. The students should also be able to recognize the expected tasks and responsibility while they are in faculty. Conducting conferences and workshops for nurse students to orient them about the nursing career, history of nursing, nursing education programs and different clinical experiences and providing good models of professional nurse manager from service.

**Key words:** Nursing Profession, Baccalaureate Nursing Students

### INTRODUCTION

The term professional nursing refers to the attitudes, beliefs, and priorities of nurses that ultimately functions as guidance and motivation in interactions with patients, colleagues, and other professionals (Leners et al., 2006). Professional values are encouraging standards of action that are

favorable by professional practitioners and provide a framework for evaluating behavior (Vezeau 2006; Meulenbergs et al., 2004). In the context of nursing profession, values are essential to maintain high standards of the nursing care (Clark, 2009). Professional values are important for the hospitals and facilities that hire nurses because despite the constantly changing health care systems, ethical and professional values continue to

affect patient safety and outcomes (**LeDuc & Kotzer, 2009**). The changes in health care systems present care teams with greater professional and ethical challenges, i.e., delivery of evidence based practice to support best patient outcomes (**Leners et al., 2006; Martin, et al., 2003**). As a result of nursing shortage, schools of nursing have experience pressure from healthcare organizations to increase student enrollment to produce more nurse graduates. Despite numerous studies that have been carried out to investigate the public image of nurses. On the other hand, there has been little work exploring how students perceive the nursing profession upon entry into a nursing education program (**Sand-Jecklin & Schaffer, 2006**).

The image of nursing is vital to the profession and an important concept for future nurses to understand (**Lohri-Posey, 2005**). The purpose of nursing school is to develop the nursing profession in the same line with societal realities (**Tüfekçi & Yıldız, 2009**). Nursing schools must recruit and retain qualified applicants to be able to solve current challenges in the profession. Perceptions of nursing have been linked to students' decisions to enter the nursing profession and to continue, or withdraw from, nursing programs and career (**Grainger & Bolanm, 2006**). The perceptions of the nursing profession, held by nursing students, are indicated by three tenets of nursing practice, values and public image. Practice was referred to how individuals perceived the role of the nurse in the healthcare setting. Values explored how participants viewed nursing as a profession, and are important because they motivate and reward behavior. Public image which asked participants how they felt the public viewed the nursing profession. These perceptions are useful in understanding how nurses view these dimensions of their profession. It is helpful for nurse educators to obtain relevant information to share with students seeking education or a career in nursing. This

information will also assist leaders of the profession in determining which perceptions of nursing need attention and improvement (**Sand-Jecklin & Schaffer, 2006**).

Studies have identified a number of negative societal perceptions of nursing related to gendered stereotyping such as subordination to doctors (male), low academic standards, limited career opportunities and poor pay and conditions (**Brodie et al., 2004; Yun et al., 2010**). The stereotypical public image of nursing is therefore a major concern to nurses. It is known that the relationship between nurses' perceived public image and self-image is associated with their job performance and turnover intentions (**Takase et al., 2006**), and that stereotypical images also affect nursing by distorting the public's concept of nursing, possibly depriving the profession of high-quality recruits, by affecting the decisions of policymakers, and by affecting nursing's self-image (**Fletcher, 2007**). Furthermore, little is known about how students perceive the nursing career upon entry into a nursing education program (**Dante, et al., 2011**). It may appear that the image of nursing as a career choice in the Egyptian community was not improved properly even after the nurse has been qualified in a university level (**Abdel El-Halem et al., 2011**).

### **Significance of the study**

---

Image of undergraduates' nurse students are important because they offer strategic clues toward successful recruitment of the next generation of nurses. While there have been many studies on the public image of nurses, there is a lack of research on how junior students' nurses actually perceive and interpret their public image based on their self-image and nursing practice, as well as how this interpretation affects their work behavior (**Luchesi et al., 2009**). A poor public image of nursing may affect not only nursing recruitment, but also nurses' attitudes towards work (**Takase et al., 2006, Luchesi**

et al., 2009). Maintaining an intra-professional positive image is significant in attracting new recruits to the profession, contributing to morale and job satisfaction, and influencing social status, economic value and career development (Takase et al., 2006). Perceptions of nursing profession among students of nursing are important because the image of both nurses and nursing as a profession are vital in the successful recruitment and retention of staff in the healthcare (Meiring, 2010). An understanding of students' perception of nursing profession during the course of the program studying can assist nurse educators in evaluating the educational program's strengths and weaknesses. This understanding can help for curricular development towards a caring and holistic paradigm of nursing. Moreover, it would add to the body of knowledge of nurse educators in academic field, especially in relation to admission processes, by examining specific personal factors during the application and interviews and the follow up of students after graduated as a professional nurses. Although some studies have been conducted on the perception of profession of nurses globally, there is a lack of research on how nurses perceive their profession in Egypt especially among students especially in the private university. Therefore, this study, as few on studying of nursing profession among baccalaureate nursing students at the Faculty of Nursing, in private University in Egypt.

### **Aim of the study**

---

The aim of this study was to explore the perception of the nursing profession among baccalaureate nursing students program at nursing faculty of Modern University for Technology & Information.

### **Research questions**

The following research questions were addressed:

- What is the professional nursing of baccalaureate nursing students?
- What are nursing students' perceptions of the public image of nursing?
- What is the feeling of nursing students toward the value of nursing profession?
- Are there differences in perception of nursing profession based on level of education in baccalaureate program?

### **Subjects and methods**

#### **Research design**

Descriptive design was selected for this study to explore the perception of the nursing profession among baccalaureate nursing students.

#### **Setting**

The study was conducted at faculty of nursing, Modern University for Technology & Information (MTI) as a private sector of high education in Egypt.

#### **Subjects**

Nursing students (N=100) of baccalaureate program who were enrolled at the academic year 2015-2016, at the eight semesters were participated in this quantitative descriptive study.

#### **Tool of data collection**

##### **Part 1: Demographic Data**

The Demographic Data included age, gender, level of education program (semester), nationality, pre-university qualification and pre/current experience at hospital or health agency.

##### **Part 2: Perceptions of Professional Nursing Tool (PPNT)**

Nursing perceptions were assessed using the Perceptions of Professional Nursing

Tool (PPNT), developed by **Sand-Jecklin & Schaffer (2006)**. This tool measured the perceptions of nursing based on three subscales: Practice, Values, and Public Image. They modified the PPNT for use with nursing students by removing items that did not apply to the student population. Sand-Jecklin authored the PPNT and granted permission to use the survey for this study and authorized modification of the instrument as needed. The PPNT originally contained 37 items that measured the perceptions of nursing, on a 5-point Likert scale. Sand-Jecklin and Schaffer (2006) modified the questionnaire to contain sections on demographics and the subscale items of Practice, Values, and Public image.

### **Practice**

The Practice subscale referred to how individuals perceived the role of the nurse in the healthcare setting. The PPNT (**Sand-Jecklin & Schaffer, 2006**) explored perceptions regarding the different levels of education (as BSN), the importance of teaching health promotion and disease prevention, autonomy, and competence, accountability, and physician/nurse collaboration in 13 items (items No. 3, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21).

### **Values**

The Values subscale explored how participants viewed nursing as a profession. The survey contained questions that inquired about the importance of nursing, the characteristics of nurses, and their opinion of the profession as a whole in 11 items (items No. 2, 4, 5, 6, 8, 9, 22, 23, 24, 25, and 26).

### **Public Image**

The Public Image subscale asked participants how they felt the public viewed nursing. The questions explored aspects of the profession that included whether the public considered nurses as professional,

valuable, hard workers, intelligent, and other descriptors in 13 items (items No. 1, 7, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, and 37).

### **Validity Considerations**

The final PPNT consisted of 37 items within the subscales which included 13 items in Practice, 11 items in Values, and 13 items in Public Image. The authors tested internal consistency of the PPNT with a standard coefficient alpha. **Sand-Jecklin & Schaffer (2006)** reported the alpha was 0.89 for the first inventory administration and 0.96 for the second. The coefficient alpha for the Practice subscale was 0.78 and 0.94. The reliability for the Values subscale was 0.91 and 0.95 and the Public Image subscale was 0.91 and 0.92.

### **Scoring system**

Responses were measured on a 5-point Likert rating scale ranging from (1) strongly disagree to (5) strongly agree. The total score ranged from 37 to 185. The high level of perception of nursing profession with score more than 156, the moderate level of perception of nursing profession with score from 111 to 156, and The low level of perception of nursing profession with score less than 111.

### **Preparatory phase**

Official Permission to conduct this study was obtained from the dean of the faculty of Nursing, Modern University for Technology & Information (MTI).

### **Ethical considerations**

---

The purpose of the study was explained to each student and oral consent to participate in the study was obtained from them. Confidentiality and anonymity were ensured to participants.

---

## Procedures

Data was collected through self-administered questionnaires sheet that were distributed among the subjects during the studying day. The researchers was met the subjects individual and groups after the lectures in the available time, explain the purpose of the study, and answer the questions of the students for clarification the two tools. The questionnaire was taken about 10 to 15 min to fill by the subjects. The data was collected for a period of 2 months during semester fall-2015, in academic year of 2015-2016, started from the beginning of December 2015 to the end of 31<sup>st</sup> of January 2016.

## Statistical analysis

After data were collected it was revised, coded and fed to statistical software SPSS version 21. All statistical analysis was done using two tailed tests and alpha error of 0.05. P value equals to or less than 0.05 was considered to be significant. As for the tool, scores were given according to Likert scale items. Then the sum of scores for each dimension and total score was calculated by summing the scores given for its responses. Descriptive statistics were done using numbers, percentage, mean with standard deviation. Analytical statistics were done using significance test for independent samples t-test, One Way ANOVA, and inter-scale correlations.

---

## Result

Table (1) shows that the 76 % of students were in age from 18 to less than 24 years; while the minority had more than 30 years old (3 %). However, the mean of age (main  $\pm$ SD) was  $20.2\pm 1.9$ . Nearly more than half of the subjects were male (58%). Regarding to the level of education, about 20% of students were enrolled of semester four while semester five was 5%. The majority of the subjects were Egyptian

(81%), while the Nigerian was 18% and Palestinian was 1%.

Figure (1) shows the distribution of the subjects according to their pre-University qualification. About 61% of subjects have secondary school certificate as pre-university qualification, and 6% has nursing diploma certificate.

Figure (2) states the distribution of the subjects according to their pre/current experience at hospital or health agency. About Pre/current experience at hospital or health agency, approximately half of the subjects have Pre/current experience at hospital or health agency (53%), while half of them have not (47%).

Table (2) reveals distribution of students' perception of nursing profession. The 66% of the subjects have moderate level of nursing profession perception. And the subjects who have high level were 27%. On the other hand, 7% of the subjects have low level of nursing profession perception.

Table (3): states that the total student nurses' perceptions of nursing profession had a mean and standard deviation score ( $141.70 \pm 21.437$ ). The highest dimension of subscale mean and standard deviation score is practice ( $54.14\pm 5.885$ ). The subscale of values had mean and standard deviation score of ( $45.06\pm 5.244$ ). On the other hand, the lowest subscale mean and standard deviation score is public image ( $42.50 \pm 8.988$ ).

Table (4) presents the relationship of levels of students' perception of nursing profession with the three subscales items Practice with Mean $\pm$ SD ( $54.14\pm 5.885$ ), Values with Mean $\pm$ SD ( $45.06\pm 5.244$ ), and Public Image with Mean $\pm$ SD ( $42.50 \pm 8.988$ ). There is a statistically significant relation among the three subscales items (Practice, Values, and Public Image) and the three levels of students' perception of nursing profession low (p value= 0.002), moderate (p value= 0.000), and high (p value= 0.000).

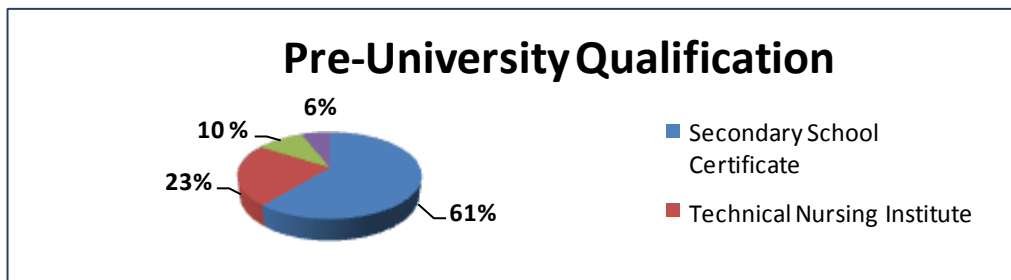
Table (5) shows the correlation between students' perception of nursing profession and their demographic characteristics. There was a significant correlation between Pre/current experience at hospital or health agency and total nursing profession as well as the Nationality (p= 0.000). Also, there

was a significant correlation between Level of education and total nursing profession (p=0.001) as the same of the Pre-University Qualification (p=0.002). However, Age and Gender are not significantly correlated with students' perception of nursing profession.

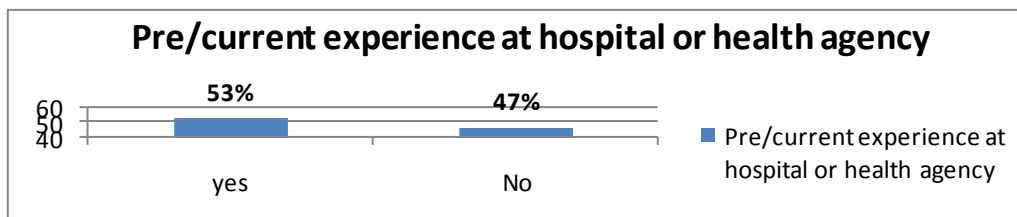
**Table (1):** Distribution of the study subjects according to their characteristics (N= 100)

Demographic characteristics	Frequency	Percentage
<b>Age :</b>		
• Less than 18	6	6
• From 18 to less than 24	76	76
• From 24 to less than 30	15	15
• More than 30	3	3
Mean ± SD	20.2±1.9	
<b>Gender:</b>		
• Male	58	58
• female	42	42
<b>Level of education:</b>		
• Semester one	12	12
• Semester Two	18	18
• Semester Three	10	10
• Semester Four	20	20
• Semester Five	5	5
• Semester Six	12	12
• Semester Seven	11	11
• Semester Eight	12	12
<b>Nationality:</b>		
• Egyptian	81	81
• Nigerian	18	18
• Palestinian	1	1

**Figure 1:** Distribution of the subjects according to their pre-University qualification



**Figure 2:** Distribution of the subjects according to their pre/current experience at hospital or health agency



**Table 2:** Distribution of students' perception of nursing profession (N= 100)

Level of nursing profession	Minimum score	Maximum score	Frequency	Percentage
▪ low	84	110	7	7%
▪ Moderate	111	154	66	66%
▪ High	159	172	27	27%
<b>Mean ± SD</b>	<b>141.70 ± 21.437</b>			

Low level <111, moderate level from 111 to 156, high level >156

**Table 3:** Distribution of subscale of students' perception of nursing profession (N= 100)

Subscale items	Minimum score	Maximum score	Mean ± SD
Practice	14	64	54.14±5.885
Values	14	55	45.06±5.244
Public image	13	65	42.50 ± 8.988
Overall	41	184	141.70 ± 21.437

**Table 4:** Relationship between levels of students' perception of nursing profession and its subscale (N= 100)

levels	Practice	Values	Public image	ANOVA	
	Mean±SD	Mean±SD	Mean±SD	F	P - value
▪ Low	15.87±2.69	17.30±2.85	8.57±3.49	3.167	0.002*
▪ Moderate	39.28±4.48	35.95±3.89	28.98±5.14	10.101	0.000*
▪ High	46.43±7.58	46.56±4.18	51.76±8.04	11.301	0.000*
Mean±SD	54.14±5.885	45.06±5.244	42.50 ± 8.988		

Low level <111, moderate level from 111 to 156, high level >156 (\*) statistically significant at p<0.05

**Table 5:** Correlation matrix for students' perception of nursing profession and their characteristics (N= 100)

Item	Spearman rank correlation coefficient	
	Students' perception of nursing profession	
	correlation	Significant
Age	0.861	0.108
Gender	0.499	0.013
Level of education	0.212	0.001*
Nationality	0.531	0.000*
Pre-University Qualification	0.251	0.002*
Pre/current experience at hospital or health agency	0.371	0.000*

(\*) Statistically significant at p<0.05

---

## Discussion

---

The most frequently asked questions during recruitment processes, career planning and entrance into post graduate programs are “Why do you want to be a nurse” (Covin & Johnson, 2011) and “What kind of a nurse would you like to be”. Professional perception has an important influence on the development of nursing students and the future quality of the nursing profession (Zhang & Petrini, 2008). The development of nursing is only possible with nursing students who graduate with sufficient information and comprehension regarding their profession (Karaöz, 2004). It is important for a professional in any career to acquire a professional awareness (Dimitriadou et al., 2015). The foundations of professional awareness are laid during education, continue throughout professional life and facilitate the formation of a professional philosophy (Tunç et al., 2010; Cockrell, 2002). It has been previously reported that the learning environment plays a critical role in determining the professional perceptions of students (Dimitriadou et al., 2015; Happell 2000). During nursing students’ education, the perception of nursing students towards nursing profession at the beginning is replaced by a more realistic comprehension of the nursing career. Additionally, studying the professional perception of students and factors causing this interaction will help to understand them in regard to their cultural backgrounds, which will provide knowledge to the candidates who enter the profession in the future (Papathanasiou et al., 2014). A positive image is an important factor in attracting and retaining nurses and is therefore very important for the future of the profession (Siebens et al., 2006; Takase et al., 2006; Yun et al., 2010). For this reason, it is essential to obtain results from studies that observe the professional perception of nursing students during their education period. Through the undergraduate program,

students will acquire different perspectives in theoretical and clinical training settings. The present study would to explore the perception of the nursing profession among baccalaureate nursing students for achievement a better understanding of student perception and its evolution during the course of the eight semesters of the undergraduate baccalaureate program at faculty of nursing in private university. Our results can be helpful for nurse educators in evaluating the strengths and weaknesses of the educational program.

This study finding that the majority of the students have moderate level of nursing profession perception and the minority has low level of nursing profession perception. This may be due to classroom education and clinical environment which increase interactions between the students and their educators, as well as among students themselves. Also, this may be regarding the reasons for enrollment at the faculty of nursing, due to variety in career opportunity and economic opportunity. Nursing was considered as a chance to work in Egypt and other countries. In addition, undergraduates nurse students tended to view nursing as a respectable and stable career with much job security and rewarding, as it provides them with job satisfaction. This means that nursing was viewed by undergraduates’ nurse students as an attractive and desirable career.

This finding was consistent with Mohaand & El-Sayed (2013) who studied the Junior Undergraduates Nurse Students' Images of Nursing as a Career Choice. They were finding that the majority of total score for nursing career image among junior undergraduates nurse students (males and females) was perceived a very positive view of nursing career. Moreover, the majority of female and male junior nurses' students perceived positive image concerning respect from other health care professionals for nursing career. Also, Zulu & Ngoma (2015) found that most (70%) of the students had a



positive perception of the Nursing profession and 30% had negative perceptions of the image of nursing. Consistent with this view is the fact that **Abdel El-Halem et al., (2011)** showed that positive changes in the image of nursing as a career among more than half of the study subjects due to working conditions, clinical training, relationship with faculty members and relationship with friends. Consequently, **O'lynn & Tranbarger (2003)** suggested that in order to attract more individuals to the profession, a positive image of nursing needs to be engendered by nurse education and general community. Accordingly, **Mkhize & Nzimande (2007)** suggested that positive perceptions include that nursing offers good job security, and that the shortage of nurses will lead to pay rises and wider choice of jobs.

The findings of this study revealed that the highest dimension of subscale mean and standard deviation score is practice followed by subscale of values then the lowest is public image. This finding may be due to the interaction during the clinical setting and also the previous experience in hospital as it common among students in private university. For instance the study of **Abd El Rahman & Abou Shousha (2013)** found that the highest dimension mean score and standard deviation is practice. On the other hand, the lowest subscale is public image; compared to values subscale. Moreover, **Shukri (2005)** reported that nursing is still suffering from negative public image in the Arab world. This is supported by the findings of **Morris-Thompson et al., (2011)**, who mentioned that the public appear ill-informed of what nurses do, purporting to respect nursing but would not recommend nursing as a career choice for themselves, their children or their pupils. In addition to that, **Tawash et al., (2012)** concluded that the impact of society and influence of culture and tradition is strongly reflected in the perceptions of nursing as a career; and that the respondents claimed that nursing is not very well accepted socially. **Mohaand & El-Sayed (2013)** found the results of their study showed that

junior nurses' students in Public Service Center of Medical Secretarial Program perceived the highest mean score regarding both self-valuing and nursing practice of nursing career image. This means, those students perceived that the public viewed them less positively than they saw themselves as professionals. This may be explained by high perception of self-image which may be considered by them as more important than public image. This finding confirmed by **Mohamed's study (2013)** who discussed the implications of stereotypical self and public nursing image on performance of nurses and nursing students.

The findings of this study revealed significant correlation among levels of students' perception of nursing profession with the three subscales items (Practice, Values, and Public Image). These results are in line with **Lovan's study (2009)**, who concluded that the correlations among the three subscales revealed that they were generally interrelated but measured very different aspects of nursing views.

The findings of this study revealed significant correlation between students' perception of nursing profession and the level of education. This finding is supported by the researchers' expectations, because the students were expected to have more positive perception of nursing profession as they progress from semester to next semester during the undergraduate education. This finding is in line with **Gamel (2006)**, who found that nursing students became more attracted to their profession and more closely identified with it as they progressed in their nursing education. This was not in accordance within **Abdel El-Halem et al., (2011)**, who found that there was no significant correlation between nursing image and the students' academic year. Also, studies that investigated the influence of nursing education on professional perceptions have reported that the curriculum plays a crucial role in shaping student attitudes towards nursing profession (**Zhang & Petrini, 2008**;

Nilsson & Silén, 2010; Tang et al., 2001). Dinç et al., (2007) reported that 42.7% of students had initial positive views when they first began their nursing education and that this percentage significantly increased to 70.7% as the number of applied lessons and the amount of their knowledge increased. In another study, it was identified that Canadian nursing students displayed differences in nursing perceptions between their first and fourth years of school (Grainger & Bolan, 2006).

The findings of this study revealed significant correlation between students' perception of nursing profession and Pre-University Qualification. This finding was consistent with the findings of Mohaand & El-Sayed (2013) this study revealed positive statistical significance differences between pre-university qualification of nurses' students and all items of nursing image. The findings of this study revealed that there was no significant correlation between students' perception of nursing profession and students' age and gender. In this aspect, Ozdemir et al., (2008) reported that both genders consider nursing as a profession which has negative image in the public. Hence, the choice of nursing as a career does not depend only on the public image, social prestige, media, role models, nursing educators, nurse preceptors and nursing education programs, but also on self-perception of the image (Abdel El-Halem et al., 2011). In conclusion, when educators understand nursing students' perceptions of nursing before, during and after their education program, they can be more aware of potential disparities in student's ideals, expectations and realities of nursing practice; nursing leaders and faculty also should encourage the students' respect for the role that will be fulfilled in a dynamic healthcare system (Sand-Jecklin & Schaffer, 2006). Studies that investigated the influence of nursing education on professional perceptions have reported that curriculum, education process, number of applied lessons

and the amount of their knowledge increased, clinical learning environment, clinical learning experience and exposure to clinical experiences at early stages of curriculum plays a significant role in shaping students' perceptions towards nursing profession (Tang et al., 2001; Papastavrou et al., 2010).

### **Conclusion**

---

Professional perception or values among the students was developed through education and achieving experience, perspective and attitude and also some cultural and individual factors. Therefore, providing educational and care environments based on professional ethical values in nursing is essential for building positive professional image. In conclusion, findings demonstrated that the majority of faculty nurse students perceived moderate level of nursing profession perception. There was a significant correlation between Pre/current experience at hospital or health agency and total nursing profession as well as the nationality and Level of education and pre-university qualification within the students' perception of nursing profession.

### **Recommendation**

---

Based on current evidence of present study, the researchers recommended the following:

- Education of professional nurses in terms of professional values should be initiated early at the student stage.
- The students should also be able to recognize the expected tasks and responsibility while they are in faculty.
- Curricular should emphasis on expanding and raising nursing students' awareness of their responsibilities toward patients, and on improving their concept of nursing as a career.
- Conducting conferences and workshops for nurse students to orient them about

the nursing career, history of nursing, nursing education programs and different clinical experiences and providing good models of professional nurse manager from service.

- Understanding the perception of nursing profession of nursing students as future nurses will provide valuable information to assist faculty and nurse leaders in bridging the gap between nursing education and practice.
- Conducting further research to examine the public's opinion of nursing careers as a profession, media messages, and its effect as factors shape these perceptions.
- Nurses should prepare competent and devoted nurses who are ready to do the best of their abilities in this profession that is understaffed yet the salaries are not satisfying as the students were able to notice.

#### References

---

- Abd El Rahman Reem Mabrouk & Abou Shousha Abeer Abd El Fattah. (2013) Perceptions of the Public Image of Nursing among Baccalaureate Nursing Students. *Life Sci J* 2013;10(12s):1061-1071 (ISSN: 1097 8135).<http://www.lifesciencesite.com>.
- Abdel El-Halem G.E., El Hawashy ZI, Gamal El- Dein A.A., and Taha E. E. , (2011). Undergraduate Male Nursing students' Perception about the Image of the Nursing Profession. *Journal of American Science*, 2011; 7(3), 614-23.
- Brodie D., Andrews G., Andrews J., Thomas G., Wong J. and Rixon L. (2004). Perceptions of nursing: confirmation, change and the student experience. *International Journal of Nursing Studies*, 42, 721–733.
- Clark D.K. (2009). Professional values A study of education and experience in nursing students and nurses: Capella University; 2009.
- Cockrell, E.D.S. (2002). Prenursing students' perceptions of the nursing profession. Unpublished master's thesis, Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College, Bachelor of Science in Nursing (BSN) Program, Northwestern State University, Louisiana.
- Cowin, L.S., and Johnson, M. (2011). Many paths lead to nursing: factors influencing students' perceptions of nursing. *Int Nurs. Rev*, 58(4):413-9.
- Dante A., Valoppi G., Saiani L., and Palese A. (2011). Factors Associated with Nursing Students' Academic Success or Failure: a Retrospective Italian Multicenter Study," *Nurse Education Today*, 2011; 31(1): 59–64.
- Dimitriadou, M., Papastavrou, E., Efstathiou, G., and Theodorou, M. (2015). Baccalaureate nursing students' perceptions of learning and supervision in the clinical environment. *Nurs. Health Sci*,17(2):236-42.
- Dinç, S., Kaya, Ö., and Şimşek, Z. (2007). Harran Üniversitesi Sağlık Yüksekokulu Öğrencilerinin hemşirelik mesleği hakkındaki bilgi, düşünce ve beklentileri. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 10 (1): 1-19.
- Fletcher K. (2007). Image: changing how women nurses think about themselves. literature review. *Journal of Advanced Nursing*, 58, 207–215.
- Gamel R. (2006). The image of nursing as a profession among undergraduate nursing students and interns. Unpublished Master Thesis, Faculty of Nursing: Alexandria University.
- Grainger, P., and Bolan, C. (2006). Perceptions of nursing as a career choice of students in the Baccalaureate nursing

- program. *Nurse Educ. Today*, 26(1):38-44.
- Happell, B. (2000). Student interest in perioperative nursing practice as a career. *AORN J.*, 71(3):600-5.
- Karaoz, S. (2004). Change in nursing students' perceptions of nursing during their education: the role of the Introduction to Nursing course in this change. *Nurse Educ. Today*, 24(2):128-35.
- LeDuc, K., & Kotzer, A. (2009). Bridging the gap: a comparison of the professional nursing values of students, new graduates, and seasoned professionals. *Nursing Education Perspectives*, 30(5), 279-284.
- Leners, D., Roehrs, C., and Piccone, A. (2006). Tracking the development of professional values in undergraduate nursing students. *Journal of Nursing Education*, 45(12), 504-511.
- Lohri-Posey B. (2005). Empowering Students to Choose Nursing as a Career. *Nurse Educator*. 2005; 30(3): pp 95-6.
- Lovan S.H. (2009). Comparing perceptions of the nursing profession among associate and baccalaureate nursing students and registered nurses. Published doctorate dissertation, Western Kentucky University. Available at: <http://proquest.umi.com/pqdweb?index=0&anddid=98652041&andSrchMode=1&andsid=2&andFmt=6&andVInst=PROD&andVType=PQD&andRQT=398&andVName=PQD&andTS=5689585319&andclientId=597654>, accessed 20 July 2012.
- Luchesi L. B., Costa Mendes I. A., Shiniyashiki G. T., and Costa Junior M. L., (2009). An Instrument to Analyze Secondary-Level Students' Images about Nurses. *Rev Esc Enferm USP*, 2009; 43(2):272-8.
- Martin, P., Yarbrough, S., and Alfred, D. (2003). Professional values held by baccalaureate and associate degree nursing students. *Journal of Nursing Scholarship*, 35 (3), 291-296. doi:10.1111/j.1547-5069.2003.00291.x
- Meiring A. (2010). The image of nurses as perceived by the south African public. Published Master Thesis, Faculty of Health Sciences, University of Pretoria. Available at: <http://proquest.umi.com/pqdweb?index=0&anddid=814512041&andSrchMode=1&andsid=2&andFmt=6&andVInst=PROD&andVType=PQD&andRQT=309&andVName=PQD&andTS=1321225315&andclientId=485420>, accessed 20 February 2012.
- Meulenbergs T, Verpeet E, Schotsmans P, and Gastmans C. (2004). Professional codes in a changing nursing context: literature review. *J Adv Nurs*. 2004;46(3):331-6.
- Mkhize S. and Nzimande S. (2007) Career Choices in Relation to Nursing: A Cross-Sectional Descriptive Study Investigating the Career Choices of School Leavers in Relation to Nursing, and What Influences These Choices, Published by Health Systems Trust, 2007; 1-28. Available at: <http://www.hst.org.za>
- Mohamed G.A. (2013). Implications of Stereotypical Self and Public Nursing Image on Performance of Nurses and Nursing students. *International Journal of Manag. (IJM)*, 2013; 4(3): 151-61.
- Mohamed Lobna Khamis and El-Sayed Karima Ahmed. (2013). Junior Undergraduates Nurse Students' Images of Nursing as a Career Choice. *J Am Sci* 2013;9(12):25-3]. (ISSN: 1545-1003). <http://www.jofamericanscience.org>.
- Morris-Thompson T., Shepherd J., Plata Ba R. and Maran D. (2011). Diversity,
-

- fulfillment and privilege: the image of nursing. *Journal of Nursing Management*, 19, 683–692.
- Nilsson, AF., and Silén, C. (2010). “You have to know why”: The influence of different curricula on nursing students’ perceptions of nursing. *Scandinavian Journal of Education Research* 54:63142.
- O’Lynn CE, and Trabarger RE. (2003). *Men in Nursing: History, Challenges, and Opportunities*. New York. Springer publishing company, LLC.2003.
- Ozdemir A, Akansel N, and Tunk GC. (2008). Female and Male Nursing Student’s Perceptions of Male Nursing Role in Turkey. *Health Science Journal*.2008; 2 (3): 153-60.
- Papastavrou, E., Lambrinou, E., Tsangari, H., Saarikoski, M., and Leino-Kilpi, H. (2010). Student nurses experience of learning in the clinical environment. *Nurse Educ Pract.*,10(3):176-82.
- Papathanasiou, IV., Tsaras, K., and Sarafis, P. (2014). Views and perceptions of nursing students on their clinical learning environment: teaching and learning. *Nurse Educ. Today*, 34(1):57-60.
- Sand-Jecklin K., and Schaffer A. (2006). Nursing students’ perceptions of their chosen profession. *Nursing Education Perspectives*, 27, 130 - 135.
- Siebens K., Casterle B., and Abraham I. (2006). The professional self-image of nurses in Belgian hospitals: a crosssectional questionnaire survey. *International journal of Nursing Studies*, 43,71–82.
- Takase M., Maude P. and Maniase E. (2006). Impact of the perceived public image of nursing on nurses work behaviour. *Journal of Advanced Nursing* 53, 333–343.
- Tang, D., Zhao, Y., Chen, TY., Hu, Q., Zhang, YL., and Yang, HY. (2001). Discussions on strengthening nursing undergraduate students’ professional thoughts education and its countermeasures. *Journal of Dali Medical College*, 10:120-2.
- Tawash E., Cowman S., and Anunciacion E. (2012). A triangulation study: Bahraini nursing students’ perceptions of nursing as a career. *Journal of Nursing Education and Practice*, August 2012, 2(3), 81-92.
- Tüfekçi, FG., and Yildiz, A.(2009). The students’ reasons of nursing preference and ideas about their future. *Journal of Anatolia Nursing and Health Science*, 12(1):31-7.
- Tunç, GÇ., Akanse, N., and Özdemir, A. (2010). Factors affecting nursing and health officer students’ selection of profession. *Maltepe University Journal Nursing Science and Art.*, 3(1):24-31.
- Vezeau T.M. (2006). Teaching professional values in a BSN program. *Int J Nurs Educ Scholarsh*. 2006; 3: Article25.
- Yun H., Jie S. and Anli J. (2010). Nursing shortage in China: state, causes and strategy. *Nursing Outlook*, 58, 122–128.
- Zhang, MF., and Petrini, MA. (2008).Factors influencing Chinese undergraduate nursing students’ perceptions of the nursing profession. *Int. Nurs.Rev.*, 55(3):274-80.
- Zulu C. and Ngoma C. (2015). A survey on perception of the image of the nursing profession in Zambia by nursing students at the Department of Nursing Sciences, University of Zambia. *Unified Journal of Nursing and Midwifery Vol 1(1) pp. 001-014* October, 2015. <http://www.unifiedjournals.org/ujnm> Copyright © 2015 Unified Journ
-