

**Original Article****Professional Values among Undergraduate Nursing Students in Nobel Medical College Teaching Hospital**Indira Pokhrel<sup>\*1</sup>, Saraswata Neupane<sup>2</sup>, Dilli Ram Niroula<sup>3</sup><sup>1</sup>Department of Pediatric Nursing, Nobel Medical College Teaching Hospital, Biratnagar, Nepal<sup>2</sup>Department of Midwifery Nursing, Nobel Medical College Teaching Hospital, Biratnagar, Nepal<sup>3</sup>Department of Physiology, Birat Medical College Teaching Hospital, Biratnagar, NepalArticle Received: 18<sup>th</sup> March, 2023; Accepted: 16<sup>th</sup> June, 2023; Published: 30<sup>th</sup> June, 2023DOI: <https://doi.org/10.3126/jonmc.v12i1.56372>**Abstract****Background**

Professional values are the basis to professional nursing practices. Professional values can be challenged by the variety of situation due to increasing globalization, diversity and health variance and can generate ethical dilemmas in health care delivery. Nursing students must be familiar to the professional value of the profession in which they are enrolled to imply the effective care to the patients.

**Material and Methods**

A descriptive cross sectional study design was done to assess the Professional values among undergraduate Nursing students in Nobel Medical College Teaching Hospital. A total of 119 nursing students were included in the study using total enumerative sampling techniques. Nurses Professional Values Scale (NPVS-3) was used to assess professional values among the Nursing Students. The data were analysed using SPSS version 23. For descriptive statistics frequency, percentage, mean and standard deviation was calculated and for inferential statistics Pearson's correlation test was used.


**Results**

The total mean score of professional values from the nursing student's outlook was high ( $115.24 \pm 13.50$ ) and also it reveals that 51.3% of the nursing students were conscious of professional values about nursing profession. The mean score was high ( $42.34 \pm 5.11$ ) on caring sub-dimension than Activism and Professionalism. There was statistically significant relationship between the total score of professional values with Age.

**Conclusion**

Findings of the study showed that the overall nursing professional value was high and the mean score was high on caring sub-dimension whereas professionalism and activism has been given less importance by the nursing students in comparison with caring domain.

**Keywords:** *Nursing Students, Professionalism, Value orientation*

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**Citation**

Pokhrel I, Neupane S, Niroula DR, Professional Values among Undergraduate Nursing Students in Nobel Medical College Teaching Hospital, JoNMC. 12:1 (2023) 55-59.



## Introduction

Values are the attitudes, beliefs, and preferences that guide behavior; thus, professional values form the basis of nursing practice and include attitude, devotion, and enthusiasm to help others [1]. The development of a career revolves around acquiring and internalizing the values that the profession has chosen to uphold. This shared framework allows for the creation of expectations and standards [2]. Honesty, patient privacy, care, and trust are a few of the nursing traits that are considered the profession's fundamental tenets. The values that are significant for every nurse professional are the protection of the patient's rights and the security of his personal rights. However, the ICN consolidated all of these principles into five fundamentals: justice, professionalism, activism, and compassion [1]. Nursing is one of the most respected professions that are based on professional ethics and ideals. Respect for human beings, truthfulness, tenderness, and fairness are seen as fundamental professional nursing ideas that form the basis for norms, professional conduct, and judgment [3].

Professional values guide nurses' ethical judgment and help them provide patients with a sense of security as well as human care and attention [4]. If nurses act in accordance with predetermined values and beliefs while dealing with moral conundrums and support, the formation of positive professional values like freedom, human dignity, fairness, and truth, their professional lives will be improved. Therefore, in order to avoid inefficient communication in tense situations, nurses should be fully aware of their own opinions, values, cultural differences, and biases [5]. Values become the standards in practice and direct behavior when they are absorbed. Through education, values can be explicitly or subtly taught, changed, and promoted. Each student comes to nursing school with a set of ideals that could change as they become more socialized [6]. To be able to provide excellent care, nursing students need to have a strong dedication to professional ideals as well as in-depth subject knowledge [7]. To ensure the future of nursing, professional values must be thoughtfully incorporated into nursing education [8].

Researchers have not uncovered enough data regarding Nepalese nursing students' professional values. The purpose of the current study was to investigate the significance of professional values from the viewpoint of nursing stu-

dents as it is necessary for today's nurses to have knowledge and awareness of professional values as a standard for providing safe, high-quality ethical practice.

## Materials and Methods

A descriptive cross sectional study design was used to assess the Professional values among undergraduate Nursing students in Nobel Medical College Teaching Hospital from September, 2021 to February, 2022. Nurses Professional Values Scale (NPVS-3) was used to assess professional values among the Nursing Students after receiving the formal permission from the authors. Nursing students from B.Sc. nursing 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year and BNS 2<sup>nd</sup> and 3<sup>rd</sup> year were included in the study. B.Sc. nursing and BNS 1<sup>st</sup> year student were excluded in the study. Data were collected after obtaining the approval from institutional review committee of Nobel Medical College (Ref: IRC-NMCTH 5/8/2021). Prior data collection the objective of the study was explained to the participant and written consent was obtained from each participants considering their voluntary choice of participation. Cochran formula  $n = n_0 / (1 + n_0 / N)$  was use to calculate the sample size. The calculated sample was 100 but using non probability total enumerative sampling technique all 119 students were included in the study. Self administered questionnaire was used to collect data which comprised of two sections. Section I consisted of socio demographic variables including age, religion, academic program, year of study, and reason of choosing the profession. Section II consisted of Nurses Professional Values Scale (NPVS-3) developed by Darlene Weis and Mary Jane Schank [8, 9]. It indicate the importance of the following value statements relative to nursing practice. NPVS-3 is a 3 dimension (caring, activism, professionalism), 28 items tool designed to measure professional value among nurses. The caring dimension consists of ten items, activism consist ten items and professionalism consist of eight items. The NPVS-3 is a Likert scale in which the degree of importance is determined as not important 1, somewhat important 2, important 3, very important 4 and most important 5. The range of score ranges from 28-140. The higher score indicate the strong professional value orientation among nurses. The data were analyzed using SPSS version 23. For descriptive statistics frequency, percentage, mean and standard deviation was calculated and



for inferential statistics Pearson's correlation test was used to find out the relationship between the total score and socio-demographic variables and results were presented with appropriate tables.

## Results

NPVS- 3 questionnaire was filled by the total of 119 nursing students. Among them the age range was 20-36 with the mean age of  $22.7 \pm 2.535$  SD. Most of the participants were Hindu (95%), nearly two-third (65.5%) were enrolled in B.Sc. nursing Program. Participants year of study were second year (42%), third year (34.5%) and fourth year (23.5%). Half of the participants (50.4%) join the nursing program voluntarily. Majority of the participants have no any members of same profession in family. There was statistically significant relationship between the total score of professional values with Age. Likewise religion, year of study, current nursing program, reason of joining Nursing, and any members of same profession in family had no statistically significant relationship between the total score of professional values at ( $p < 0.05$ ).

**Table 1: Demographic characteristics of nursing students and its relationship with**

| Characteristics                                 | professional value |                    | NPVS Score Mean $\pm$ SD | n=119<br>P value |
|---|--------------------|--------------------|--------------------------|------------------|
|   | Frequency (N)      | Percentage(%) of N |                          |                  |
| <b>Age in years</b>                             |                    |                    |                          |                  |
| =22   | 56                 | 47.1               | 111.48 $\pm$ 15.09       | 0.031*           |
| 23 - 24   | 50                 | 42.0               | 118.98 $\pm$ 11.50       |                  |
| =25   | 13                 | 10.9               | 117.54 $\pm$ 8.96        |                  |
| Mean/SD=22.7 $\pm$ 2.535                        |                    |                    |                          |                  |
| <b>Religion</b>                                 |                    |                    |                          |                  |
| Hindu   | 113                | 95                 | 115.10 $\pm$ 13.66       | 0.610            |
| Others  | 6                  | 5                  | 118 $\pm$ 10.49          |                  |
| <b>Current Nursing Program</b>                  |                    |                    |                          |                  |
| B.Sc Nursing                                    | 78                 | 65.5               | 113.59 $\pm$ 14.87       | 0.065            |
| BNS   | 51                 | 34.5               | 118.39 $\pm$ 9.83        |                  |
| <b>Year of Study</b>                            |                    |                    |                          |                  |
| Second Year                                     | 50                 | 42.0               | 115.94 $\pm$ 14.56       | 0.622            |
| Third Year                                      | 41                 | 34.5               | 114.95 $\pm$ 12.32       |                  |
| Fourth Year                                     | 28                 | 23.5               | 114.43 $\pm$ 13.60       |                  |
| <b>Reason of joining Nursing</b>                |                    |                    |                          |                  |
| Voluntarily                                     | 60                 | 50.4               | 114.93 $\pm$ 13.93       | 0.477            |
| With guidance of family                         | 49                 | 42.2               | 114.53 $\pm$ 13.796      |                  |
| Job Guarantee                                   | 10                 | 8.4                | 120.60 $\pm$ 8.29        |                  |
| <b>Any members of same profession in family</b> |                    |                    |                          |                  |
| Yes   | 42                 | 35.3               | 115 $\pm$ 12.61          | 0.332            |
| No  | 77                 | 64.7               | 115.38 $\pm$ 14.04       |                  |

**Table 2: Nursing professional value scale (NPVS - 3) score n=119**

| S No | Statement   | Mean | SD    |
|------|---|------|-------|
| 15   | Safeguarding patients' moral and legal rights.  | 4.50 | 0.687 |
| 2    | Respect each person's inherent worth, moral principles, and human rights.                                       | 4.46 | 0.648 |
| 3    | Safeguard the patient/public health and safety.   | 4.46 | 0.734 |
| 19   | Protect the patient's right to privacy and confidentiality.   | 4.39 | 0.760 |
| 18   | Providing patients and groups with care without bias or prejudice.  | 4.32 | 0.873 |
| 9    | To keep your competency up to date, get more education.   | 4.29 | 0.837 |
| 10   | Advance your career by actively participating in health-related activities.                                     | 4.17 | 0.837 |
| 14   | Be responsible for your own actions and duties.   | 4.15 | 0.880 |
| 23   | Actively encourage population health.   | 4.14 | 0.784 |
| 6    | Establish benchmarks to serve as a guide for action.  | 4.14 | 0.795 |
| 28   | Recognize the limits of your profession.  | 4.13 | 0.710 |
| 8    | Take steps to enhance practice situations.  | 4.13 | 0.724 |
| 11   | Acknowledge the influence of professional nursing associations on health policy.                                | 4.11 | 0.711 |
| 22   | Practice is governed by the ethics of loyalty and respect for the individual.                                   | 4.11 | 0.768 |
| 21   | Defend the rights of research participants.   | 4.11 | 0.757 |
| 4    | Take charge of your personal wellbeing.   | 4.10 | 0.775 |
| 7    | Wherever students are engaged in organized learning activities, promote and maintain standards.                 | 4.08 | 0.845 |
| 16   | Advocate for patients.  | 4.06 | 0.795 |
| 27   | Consult with others or work together to deliver the best possible treatment..                                   | 4.06 | 0.773 |
| 17   | Participate in nursing research and/or put the research's conclusions into practice.                            | 4.05 | 0.882 |
| 26   | Engage in advocacy to persuade lawmakers and other decision-makers to improve healthcare.                       | 4.03 | 0.838 |
| 25   | To promote high-quality care and career happiness, encourage cooperation among peers and collegial exchanges..  | 3.99 | 0.695 |
| 24   | To ensure high-quality care and career happiness, take part in professional activities and collegial contacts.. | 3.96 | 0.741 |
| 1    | Maintain a regular self-evaluation process.   | 3.91 | 0.911 |
| 12   | To lessen healthcare inequities, establish cooperative alliances..  | 3.84 | 0.833 |
| 5    | Take part in peer evaluation.   | 3.82 | 0.770 |
| 20   | Talk to practitioners about their unethical or inappropriate behavior.  | 3.78 | 0.865 |
| 13   | Take charge of addressing the demands of various groups in terms of health.                                     | 3.77 | 0.807 |

Table 2 in NPVS - 3 the professional values among nursing students, the statements like "Safeguarding patients' moral and legal rights", "Respect each person's inherent worth, moral principles, and human rights", "Safeguard the patient/public health and safety", "Protect the patient's right to privacy and confidentiality", "Providing patients and groups with care without bias or prejudice", "To keep your competency up to date, get more education" obtained the highest score, whereas the statements "Take part in peer evaluation", "Talk to practitioners about their unethical or inappropriate behavior", "Take



charge of addressing the demands of various groups in terms of health” obtain the lowest score. The total mean score of professional values from the nursing student's outlook was high ( $115.24 \pm 13.50$ ) and also it reveals that 51.3% of the nursing students were conscious of professional values about nursing profession. The mean score was high ( $42.34 \pm 5.11$ ) on caring sub-dimension than Activism and Professionalism (Table 3)

**Table 3: Domains of Nursing Professional Values Scale (NPVS-3) n=119**

| Domains of the scale     | Range  | Minimum score | Maximum Score | Mean   | SD    |
|--------------------------|--------|---------------|---------------|--------|-------|
| Caring (10 items)        | 10-50  | 28            | 50            | 42.34  | 5.11  |
| Activism (10 items)      | 10-50  | 27            | 50            | 40.12  | 5.35  |
| Professionalism (8items) | 8-40   | 24            | 40            | 32.78  | 4.30  |
| Total (28 items)         | 28-140 | 80            | 140           | 115.24 | 13.50 |

Table 3 shows that the total mean score of professional values from the nursing student's outlook was high ( $115.24 \pm 13.50$ ) and also it reveals that 51.3% of the nursing students were conscious of professional values about nursing profession. The mean score was high ( $42.34 \pm 5.11$ ) on caring sub- dimension than Activism and Professionalism.

## Discussion

The present study aims to identify the professional values among undergraduate nursing students by employing the NPVS-3. The higher score indicate the strong professional value orientation among nursing students. Whereas, majority of the participants distinguish the professional value in caring domains supreme then values mentioned in activism and professionalism. Present study findings was supported by the results of study done by Poorchangizi et al in Iran which shows the highest mean score in caring domain [6]. Whereas the result of the study carried out among nursing student in Jamaica was inconsistent with the present study findings as caring domain score the lowest mean score [1]. Professional responsibilities of the nurses is to deliver the safe, ethical and quality care in the best possible way. Which can be accomplished by treating the patient with dignity, respect and affection. In this study the higher rated item was “protect moral and legal rights of patient” with the mean score of ( $4.50 \pm 0.687$ ) from caring sub-dimension and the lowest rated item was “Assume responsibility for meeting health needs of diverse populations” with the mean score of ( $3.77 \pm 0.807$ ). The total mean score of professional val-

ues from the nursing student's outlook was high ( $115.24 \pm 13.50$ ) and also it reveals that 51.3% of the nursing students were conscious of professional values about nursing profession. This result is contradicted with the study carried out in India which shows that the item from caring domain, “Respect the inherent dignity, values and human rights of all individuals” was rated highest with mean score ( $4.65 \pm 0.57$ ) and the lowest rated item was “engage in consultation and collaboration to provide optimal care with mean score of ( $4.05 \pm 0.98$ ). The total mean score of professional value from nurses perspective was high ( $121.07 \pm 15.32$ ) which suggest 86% nurses hold strong Professional value[9]. Likewise, the least significant factor was professional experience. Contrary to more seasoned nurses, these students lacked the time and experience to appropriately estimate their level of professional and social participation with patients, families, and the community[10]. The prime focus was given to the caring domain in this study by the participants so it is important to create the awareness among nursing students to get better understanding regarding activism and professional domain simultaneously as providing care to build the leadership quality among nurses, to impact the healthcare reform as well a nurse to be proactive in global health issues.

Present study revealed that there was statistically significant relationship between the total score of professional values with Age. Likewise religion, year of study, current nursing program, reason of joining Nursing, and any members of same profession in family had no statistically significant relationship between the total score of professional values at ( $p < 0.05$ ). The Study Result Was Supported by the findings of the study done in Jordan which shows the relationship between professional value score and age of the participants [9]. In contrast the study conducted in Iran by Poorchangizi et al. revealed a statistically significant correlation between the students' grade and the professional value score at ( $P 0.05$ )[6].

## Conclusion

The study's findings demonstrated that the overall value of nursing professionals was high and that the caring sub-dimension's mean score was high, while comparing the score between the sub-dimension professionalism has the lowest score among nursing students. The study result also revealed that higher the age the more professional value orientation among Nursing Students.



### Recommendation

A similar study can be conducted including large samples to generalize the findings for a large population. Comparative study can be conducted between the nursing students and experienced nurses.

### Acknowledgement

We would like to acknowledge a deep sense of gratitude to all the participants for their cooperation and willingness to participate in the study. We express a sincere thanks to Darlene Weis and Mary Jane Schank for giving permission to use the NPVS-3 tool.

**Conflict of interest:** None

**Financial disclosure:** None

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