

Students' Perceptions about the Profession of Nursing

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Nurses represent the largest category of professional workforce in the health care system. The role and contribution of them have a vital importance in the provision of health care system, especially in nowadays. The aim of this study is to evidence the students' perceptions about the profession of nursing. This is a cross-sectional study. The study was realized during the period of January–February 2020. The study was conducted with nursing students in first, second and third year of study, in bachelor degree. The research question is: "What are the nursing students' perceptions about the profession of nursing?" In this study we conduct a standardized questionnaire about the perception of nursing profession. The survey performed in classroom was anonymous. All data collected were elaborated with SPSS version 19. There are given the conclusions and recommendations. Nursing students have good perception about the nursing profession. It exist an non-significant and negative correlation between the age and students' perception. There is no significant relationship between students' course of study and their perception about nursing profession. There is a significant relationship between having family members in health care and students' perception about nursing profession. The inclusion of the subject "Introduction to nursing" in the high school curriculum should be considered.

Keywords: nurse, perception, student

Introduction

There are indications that professional identity can have a broadly positive influence on the practice of healthcare (Professional Standard Authorities 2016).

Professional identity can be defined as one's self as perceived in relation to a profession and to one's membership of it. Professional identity is created through one's beliefs and attitudes, values, motives and experiences through which individuals define themselves, in their current or anticipated professional life (Tsakissiris 2015).

An individual's professional identity as either a social or role identity is important because it is a key way that individuals assign meaning to themselves, and it shapes work attitudes, affect and behaviour (Caza and Creary 2016).

Kansas University School of Nursing (2020) define the professional identity in nursing as "a sense of oneself that is influenced by the characteristics, norms and values of the nursing discipline, resulting in the individual thinking, acting and feeling like a nurse" (Kansas University School of Nursing 2020).

Nurses have become healthcare professionals in their own right who possess a great deal of knowledge. The problem of nurses' professional identity continues to be seen in the disjunction between theoretical training and clinical placements. Moreover, it is not known how nursing students perceive these contradictions or

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how this discrepancy influences the construction of professional identity. However, the public does not always value the skills and competences nurses have acquired through education and innovation. The actual public image of nursing is diverse and incongruous. This image is partly self-created by nurses due to their invisibility and their lack of public discourse. Nurses derive their self-concept and professional identity from their public image, work environment, work values, education and traditional social and cultural values. Nurses should work harder to communicate their professionalism to the public. Social media like the Internet and YouTube can be used to show the public what they really do. To improve their public image and to obtain a stronger position in healthcare organizations, nurses need to increase their visibility. This could be realized by ongoing education and a challenging work environment that encourages nurses to stand up for themselves. Furthermore, nurses should make better use of strategic positions, such as case manager, nurse educator or clinical nurse specialist and use their professionalism to show the public what their work really entails (Hoeve et al. 2014).

A nursing professional identity (PI) develops continuously throughout an individual's lifetime, commencing prior to starting the pre-registration program and constantly evolving throughout their professional career (Maginnis 2018). A nursing PI possesses a common identity through using the title "nurse" and sharing common experiences. This is emphasized through professional socialization whereby the nursing student internalizes a sense of professionalism and belonging (Maginnis 2018).

According to Hoeve (2018) "In nurses, the development of professional identity occurs through work experience and the associated contextual impacts, such as cognitive challenges and workplace relationships".

Hoeve (2018), for example, concluded that professional identity in nursing is about how nurses conceptualize what it means to act and be a nurse (Hoeve 2018).

Nurses' concepts of their professional roles have changed over time, from thinking of themselves chiefly as doctors' assistants in the mid-20th century, to now conceiving of themselves as more autonomous and active in-patient care (Kalisch and Kalisch 2004). Research into how nurses form their sense of identity, and how this can be tested and strengthened, is essential to the development of nursing as a profession. For researchers to fully realize these implied relationships, a comprehensive review of what professional identity is and how it is formed is required. Self-concept is defined as our personal understanding of our perceived attributes (as a social, physical and cognitive person) Self-concept is how we think and feel about ourselves thereby including the multiple selves of awareness, esteem, worth and confidence (Marsh and Scalas 2010).

Professional identity in nursing is complicated, and nurses historically have struggled to define their work in parallel to the other professions. It is proposed that through applying SIT to the nursing profession, nurses will develop a fuller understanding of their own professional identity. As explained throughout this paper, SIT recognizes the contextual importance of organizational groups. Equally important are the contexts in which professional groups engage in the daily activities characteristic of their profession and their workplace. The relevant concepts include group belongingness as a consequence of the interpersonal–

intergroup continuum, group identity salience, the complexities of individuals and their multiple social identities, and the situational relevance and subjectivity of these identities. An adequate understanding of nurse professional identity must incorporate recognition of the diversity of contexts in which nurses undertake their practice. It is essential that our understanding of nurse professional identity not be limited to the academic preparation of nurses and the transition of graduates into the workplace. Rather, comprehensive and clear description of professional identity in nursing requires specific attention to the workplace settings where and the social actions through which nurses meet the daily demands of their profession (Willetts and Clarke 2014).

Nursing students believed that both theoretical and practical trainings were indispensable. Nevertheless, clinical placements were considered essential to confer sense to the theory and to shape their identity, as they helped student nurses to experience their future professional reality and to compare it with what they had been taught in theoretical and academic classes. The role of the clinical placement mentor was essential. With regard to theory, the skills developed in problem-based learning gave novice nurses' confidence to approach the problems of daily practice and new situations. Equally, this approach taught them to reflect on what they did and what they were taught and this ability was transferred to the clinical setting. For students, both strategies (theory and practice) are vital to nursing education and the construction of a professional identity, although pride of place is given to clinical placements and mentors. The skills developed with problem-based learning favor active and reflective learning and are transferred to learning in the clinical setting (Marañón and Pera2015).

In Albania, Law no. 10 171, dated 22/10/2009 "On the regulated professions in the Republic of Albania changed with law No. 10 470, dated 13/10/2011", among others, defines as a regulated profession also the profession of nurse, midwife and physiotherapist (article 5, points c, ç, d).

According to this law, "regulated profession" is an activity or group of professional activities, the right to exercise which or one of the forms of exercise is regulated by law is conditioned by a certain level of training or mastery of special professional qualifications (article 4, point a). Then, articles 7 and 8 determine what the vocational training and qualification should be as well as the criteria for practicing the regulated profession.

At the University of Shkodra "Luigj Gurakuqi", Albania, there are three Bachelor study programs that prepare nurses, namely Bachelor in General Nursing, Bachelor in Midwife and Bachelor in Physiotherapy offered by the Nursing Department, Faculty of Natural Sciences. The Nursing Department also offers a second cycle program, Professional Master in "Health Psychology".

The University of Shkodra "Luigj Gurakuqi", started its academic activity in 1957. At this time with a Decision of the Council of Ministers this institution was named the "Higher Pedagogical Institute of Shkodra". After its expansion and development in 1991 this institute was established at the University level (University of Shkodra "Luigj Gurakuqi").

The program of the first cycle of studies "General Nursing" was opened with the Order of the Ministry of Education and Science, no. 784/1, dated 05/06/2001,

full time, 3.5 years old, who with letter no. 11263/1 prot, dated 06/11/2018, based on article 124, point 2, of law no. 80/2015 "On higher education and scientific research in institutions of higher education in the Republic of Albania", has been converted as an Integrated Second Level Diploma (DIND), equivalent today to the Master of Sciences. The motive for opening this branch was related to the unsatisfactory level of Nursing staff, especially those with 1-year courses.

Bachelor in Midwife study program was opened in 2007. The motive for the opening was to increase the educational level of midwifery nurses. Also, the increase of labor market demand enabled the opening of this study program.

Bachelor in Physiotherapy study program was opened in 2007. In the academic year 2004–2005 the Bologna card system was implemented for the "General Nursing" study program, while the two new study programs, Bachelor in Midwife and Bachelor in Physiotherapy have started their studies respecting the Bologna charter. Professional Master in "Health Psychology" study program was opened in 2012.

The employers are satisfied with the graduate students in the three Bachelor study programs and with the graduate students in the program of the Professional Master study. There have never been any special requests regarding the change or modification of the curriculum. Over the years we have seen that the number of applicants coming to this branch is very large compared to the quotas offered and the quotas offered by USH have always been met. The Nursing branch can be called as a trend of the time and is in demand in every country of Albania and abroad.

Given the significant impact that professional identity has on the work practice of nurses, it has been seen as important to analyze the perceptions of future nurses regarding the nursing profession.

The aim of this study is to evidence the students' perceptions about the profession of nursing. The research question is: "What are the nursing students' perceptions about the profession of nursing?" The objectives of the study are:

1. Exploring the correlation between students' age and their perception about nursing profession.
2. Exploring the relationship between students' course of study and their perception about nursing profession.
3. Exploring the relationship between having family members in health care and students' perception about nursing profession.

Methodology

Study Design

This is a cross-sectional study. The aim of this study is to evidence the students' perceptions about the profession of nursing. The research question is: "What are the nursing students' perceptions about the profession of nursing?" The objectives of the study are:

1. Exploring the correlation between students' age and their perception about nursing profession.
2. Exploring the relationship between students' course of study and their perception about nursing profession.
3. Exploring the relationship between having family members in health care and students' perception about nursing profession.

The study was realized during the period of January–February 2020. The study was conducted with nursing students in first, second and third year of study, in bachelor degree in "General Nursing" of University of Shkoder, Department of Nursing.

In this study we conduct a standardized questionnaire about the perception of nursing profession. The Cockrell-Punter Nursing Perceptions Scale Instrument was the questionnaire used. The source of the questionnaire was the study made by Cockrell in 2002 and it was adapted for the Albanian context.

Part I of questionnaire used is composed by the demographic data and the students are asked about the first choice of study branch, the reason of choice, the influencing such as: the presence of family members in health care system, the previous experiences with nurses. Part II of the Cockrell-Punter Nursing Perceptions Scale consisted of 23 perception statements related to nursing to which respondents were asked to indicate their level of agreement on a five-point Likert-Type Scale ranging from 1=Strongly Disagree to 5=Strongly Agree. The survey performed in classroom and was anonymous. All data collected were elaborated with SPSS version 19 program.

Data Collection Tools

The questionnaire was considered as the main tool for obtaining the data of this study. Were conducted also several focus groups in order to have a clear idea about the reliability of the data obtained from the questionnaire.

The Focus Group (FG) has won recognition as a technique of production of data, by the application in various research areas (Kinalski et al. 2017).

Focus groups arguably provide researchers with more surprises than other types of research. Individuals who participate in focus group sessions are not restricted by the "A, B, C" choices provided by the typical survey researcher. Participants generally are allowed to say anything they would like in focus groups sessions. Focus groups therefore are considered to be naturalistic (Grudens-Schuck et al. 2004). The researcher listens not only for the content of focus group discussions, but for emotions, ironies, contradictions, and tensions. This enables the researcher to learn or confirm not just the facts (as in survey method), but the meaning behind the facts".

Analysis of the Data

The data obtained from the questionnaire were processed through SPSS program, version 19. It is used Pearson Correlation in order to explore the

correlation between students' age and their perception about nursing profession. It is used Anova Table in order to explore the relationship between students' course of study and their perception about nursing profession and the relationship between having family members in health care and students' perception about nursing profession.

Ethical Consideration

The permission has been obtained for the development of the questionnaire to the governing authorities of the faculty. Students are assured of maintaining anonymity and confidentiality. Students have been free to participate or not in the study.

Results

Study Sampling

From all data collected and elaborated we have evidence the demographic data. The population of the research is composed by the students of the Bachelor degree in General Nursing. There are 270 students in this study program, 202 (74%) are female and 68 (26%) are male. 90 students are in the first year, 25 of whom are male and 65 are female; 90 students are in the second year, 18 of whom are male and 62 are female and in the third-year study 90 students, 25 of whom are male and 55 are female. The sample size is composed of 152 students (56.29% of the population). The sample size in the study is a representative of students' population. The selection of the sample size is based on students' desire to participate. All students don't work. In this study were included $n = 152$ students, respectively: $n = 55$ (36.2%) in the first year, $n = 52$ (35.2%) in the second year and $n = 45$ (29.6%) in the third year of study. In this study, 13.2% ($n = 20$) of students were male and 86.8% ($n = 132$) were female. The distribution of student's age was: 15% were 18 years old, 33% were 19 years old, 32.2% were 20 years old, 13.2% were 21 years old and 6.6% were over 21 years old. The mean was 19.8 years old, minimum 18 years old, maximum was 30 year old, Std. Dev ± 1.46 . According to the residence, 109 (71.7%) of students were from urban area and 43 (28.3%) from rural area, 54% of them were from Shkodra and 46% were from the other cities such as Lezha, Malësi e Madhe.

The Data Obtained

The research question is: "What are the nursing students' perceptions about the profession of nursing?" In the second part of the questionnaire we have collected the perception of students about this profession.

It should be noted that these scores no longer reflected simply agreement/disagreement, but as positive or negative perceptions of nursing with a scale values ranged from 1=negative perception to 5=positive perception (Cockrell 2002).

In Table 1 we can see that the mean is 82.53, the median is 83 and the mode is 85, the minimum is 64 and the maximum is 101. So, students have good perception about the nursing profession. More detailed information we can obtain from Figure 1.

Table 1. Data about the Perceptions of Future Nurses regarding the Nursing Profession

	N	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
Perception	152	82.53	83	85	7.58	64	101

Figure 1. Data about the Perceptions of Future Nurses regarding the Nursing Profession

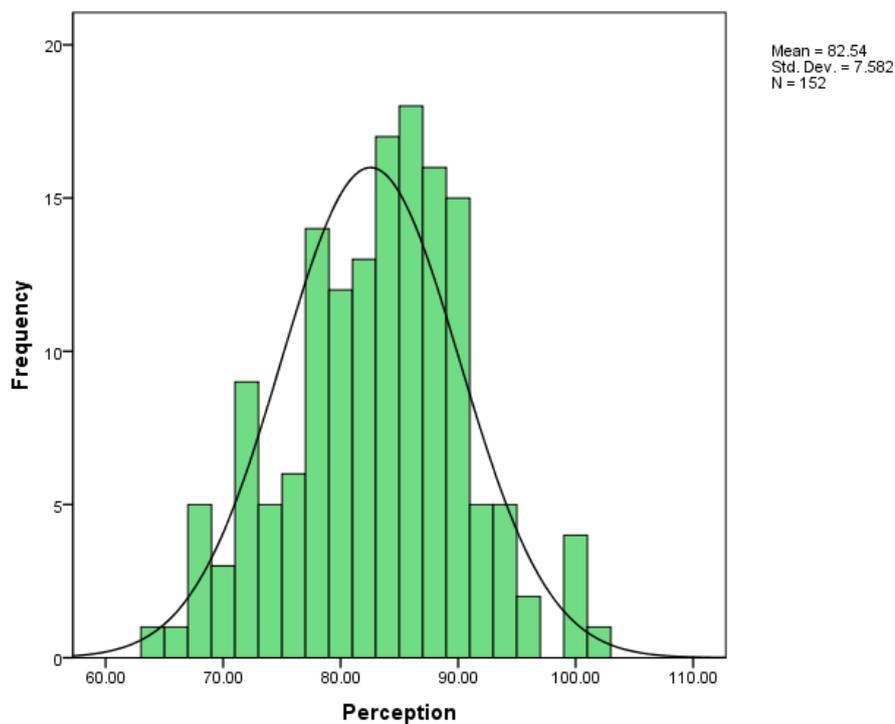


Table 2. The Frequency and Percentage of Answers about the Students' Perception

Items	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
Popular media is the primary source by which individuals define nursing.	N=12 (8%)	N=44 (29.3%)	N= 51 (34%)	N=41 27.3%	N=2 1.3%
Nursing students in rural and underserved areas are more likely to want to return to their hometown to work after graduation.	N=8 (5.3%)	N=21 (13.9%)	N=54 (35.8%)	N=49 (32.5%)	N=19 (12.6%)
Students are more likely to choose nursing if family members or friends are in healthcare careers.	N=6 (3.9%)	N=12 (7.9%)	N=16 (10.5%)	N=96 (63.2%)	N=22 (14.5%)
Patient education is a major part of the role of nurses.	N=0 (0%)	N=4 (2.6%)	N=8 (5.3%)	N=57 (37.5%)	N=83 (54.6%)
Most high school graduates make the decision to enter nursing based on accurate information about nursing.	N=5 (3.3%)	N=21 (13.8%)	N=51 (33.6%)	N=63 (41.4%)	N=12 (7.9%)
There is currently a shortage of registered nurses.	N=7 (4.7%)	N=37 (24.7%)	N=74 (49.3%)	N=28 (18.7%)	N=4 (2.7%)
The Albanian Order of the Nurses position is that Baccalaureate nursing education should be the standard for entry into professional nursing.	N=0 (0%)	N=1 (0.7%)	N=25 (16.7%)	N=93 (61.2%)	N=31 (20.7%)
Mentoring is critical for success in nursing.	N=1 (0.7%)	N=9 (6%)	N=22 (14.6%)	N=75 (49.7%)	N=44 (29.1%)
Graduates from a baccalaureate nursing program can be employed in a wide variety of medical areas.	N=4 (2.7%)	N=19 (12.7%)	N=45 (30%)	N=67 (44.7%)	N=15 (10%)
The majority of currently employed licensed nurses work in a hospital setting.	N=3 (2%)	N=38 (25%)	N=44 (28.9%)	N=57 (37.5%)	N=10 (6.6%)
High salaries are the primary reason students choose nursing as a career.	N=24(15.8%)	N=49(32.2%)	N=37 (24.3%)	N=31 (20.4%)	N=11 (7.2%)
Nurses are called on to fulfil multiple roles as nursing professionals.	N=4 (2.7%)	N=21 (14.1%)	N=38 (25.5%)	N=62 (41.6%)	N=24 (16.1%)
Managed healthcare has had a positive influence on nursing.	N=0 (0%)	N=3 (2%)	N=22 (14.5%)	N=98 (64.5%)	N=29 (19.1%)
Students in baccalaureate nursing programs are automatically licensed as registered nurses upon graduation.	N=16 (10.6%)	N=22 (14.6%)	N=44 (29.1%)	N=51 (33.8%)	N=18 (11.9%)
Observing and "shadowing" nurses influences an individual's perceptions of the nursing profession.	N=2 (1.4%)	N=8 (5.4%)	N=21 (14.2%)	N=83 (56.1%)	N=34 (23%)
High school graduated	N=8	N=59	N=45	N=31	N=9

understand the roles and responsibilities of professional nurses.	(5.3%)	(38.8%)	(29.6%)	(20.4%)	(5.9%)
Career information about nursing is readily available to all students on the university campus.	N=1 (0.7%)	N=16 (10.8%)	N=25 (16.9%)	N=74 (50%)	N=32 (21.6%)
Licensed nurses cannot make decisions about patient care without first consulting with a physician.	N=2 (1.3%)	N=9 (6%)	N=24 (15.9%)	N=63 (41.7%)	N=53 (35.1%)
Understanding the nursing profession is a primary concern of high school graduated.	N=2 (1.3%)	N=12 (7.9%)	N=45 (29.6%)	N=70 (46.1%)	N=23 (15.1%)
High school graduated would benefit from a pre nursing orientation course.	N=3 (2%)	N=6 (4%)	N=19 (12.8%)	N=60 (40.3%)	N=61 (40.9%)
Nurses are regarded a highly ethical and honest professionals.	N=3 (2%)	N=13 (8.6%)	N=19 (12.6%)	N=63 (41.7%)	N=53 (35.1%)
Completion of an Introduction to Nursing class before entering nursing school would have a strong influence on students' perceptions of nursing.	N=2 (1.3%)	N=2 (1.3%)	N=14 (9.3%)	N=70 (46.4%)	N=63 (41.7%)
The majority of currently employed nurses have positive perceptions about nursing.	N=5 (3.3%)	N=9 (5.9%)	N=42 (27.6%)	N=65 (42.8%)	N=31 (20.4%)

In Table 2 we can see the evaluation according to the 23 items. It is important to evidence that 35.8% of students from rural areas are undecided to return to their hometown to work after the graduation. More than 77.7% of students admit that are more likely to choose nursing if family members or friends are in healthcare careers. They are well informed about the duties, role and obligations of nurses. So 78.8% of them agree that mentoring is critical for success in nursing, 77.7% admit that nurses are called on to fulfill multiple roles as nursing professionals. 79.1% claim that observing and "shadowing" nurses influences an individual's perceptions of the nursing profession. The students are conscious that understanding the nursing profession is a primary concern of high school graduated (61.2%). They think that high school graduated would benefit from a pre nursing orientation course (81.2%). About the item if the nurses are regarded a highly ethical and honest professionals 71.6% of students agree and strongly agree. Also 88.1% of students think that completion of an introduction to nursing class before entering nursing school would have a strong influence on student's perceptions of nursing. 63.2% admit that the majority of currently employed nurses have positive perceptions about nursing.

According the answers we can evidence that students have a positive perception about the nursing profession.

When the students are asked about the first choice of study branch, 109 (71.7%) of them claim it was their first choice and 43 (28.3%) refer that it was not the first choice.

If they had the opportunity to choose another branch of study, some of them would like to choose: medicine (12.5%), dentistry (6.6%), physiotherapy (6.6%) and psychology (5.3%), but 9.9% were not decided if they want another choice. Is fact that they want to choose medicine, physiotherapy; dentistry and psychology because all these branch are human sciences similar with nursing sciences and the opportunity for a good job. So we can see this opinion in different studies.

In the study 70.4% (n=107) admit that observing a nurse in action didn't influence them to choose nursing as a career. The reasons of choosing nursing as the profession were expressed by them such as: the desire to help the others (71.7%), diversity of job opportunities (63.2%), Desire to take care of family and friends (46.7%) and individual professional fulfillment, interested in research of health and human sciences.

In this study we can conclude that between the age and the perception exist a non-significant and negative correlation (see Table 3). This means that with age the level of perception decreases, so the oldest have not a positive perception. Youngest student are more altruist and expect more from the future.

Table 3. *Correlations between Age and Perception of Students*

Correlations between age and perception		Age	Perception
Age	Pearson Correlation	1	-0.056
	Sig. (2-tailed)		0.491
	N	152	152

There is no significant relationship between students' course of study and their perception about nursing profession (Sig=0.848) (Table 4).

Table 4. *The Relationship between Students' Course of Study and their Perception about Nursing Profession*

Course	Mean	N	Std. Deviation	Minimum	Maximum
First Year Ba	83.0000	55	6.80686	66.00	95.00
Second Year Ba	82.3654	52	6.84572	68.00	100.00
Third Year Ba	82.1778	45	9.25470	64.00	101.00
Total	82.5395	152	7.58168	64.00	101.00

As we can see, the students' perception of the first academic year is more positive, but this difference is very small, it is not significant.

It is difficult to explore the relationship between having family members in health care and students' perception about nursing profession, because 59.9% of them admit that didn't have anyone in family in healthcare. Only 35.5% have family members other than parents in healthcare, and 4.6% of students have one or both parents in healthcare. The most of students are well-oriented about their choice. They are convinced that they will have a secure job in the near future.

Table 5. *The Relationship between having Family Members in Health Care and Students' Perception*

Having family members in health care	Mean	Nr	Std. Dev.	Min	Max
One or both parents is/are in healthcare	86.0	7	9.2	73.0	101.0
Family members other than parents are in healthcare	84.4	54	8.1	66.0	100.0
No one in family is in healthcare	81.1	91	6.8	64.0	94.0
Total	82.5	152	7.5	64.0	101.0

There is a significant relationship between having family members in health care and students' perception about nursing profession (Sig=0.018) (Table 5). The mean is higher among the students that have one or both parents is/are in healthcare.

There is no significant relationship between students' gender and their perception about nursing profession (Sig=0.331) (Table 6), but it should be noted the fact that in this study program nursing is a women-dominated profession. As we can see, the female nurses have more positive perception about nursing profession.

Table 6. *The Relationship between Gender and Students' Perception*

Gender	Mean	N	Std. Deviation	Minimum	Maximum
Male	81.0000	20	8.97951	68.00	100.00
Female	82.7727	132	7.35843	64.00	101.00
Total	82.5395	152	7.58168	64.00	101.00

There is a significant relationship between students' residence and their perception about nursing profession (Sig=0.028) (Table 7).

Table 7. *The Relationship between Students' Residence and their Perception*

Residence	Mean	N	Std. Deviation	Minimum	Maximum
City	83.5596	109	7.65147	66.00	101.00
Village	80.3611	36	6.92471	64.00	92.00
Total	82.7655	145	7.58197	64.00	101.00

The mean is higher among the students that are borned in the city.

Discussion and Conclusion

Nursing students have good perception about the nursing profession. Between the age and the perception exists a non-significant and negative correlation. This means that with age the level of perception decreases, so the younger students have more positive perception. There is no significant relationship between students' course of study and their perception about nursing profession. There is a significant relationship between having family members in health care and students' perception about nursing profession.

It is important to evidence that 35.8% of students from rural areas are undecided to return to their hometown to work after the graduation. Most students admit that are more likely to choose nursing if family members or friends are in healthcare careers. They are well informed about the duties, role and obligations of nurses. So, most of them agree that mentoring is critical for success in nursing, most of them admit that nurses are called on to fulfill multiple roles as nursing professionals and claim that observing and "shadowing" nurses influences an individual's perceptions of the nursing profession. It is positive the fact that nurses are regarded a highly ethical and honest professionals for most of the students. The students are conscious that understanding the nursing profession is a primary concern of high school graduated. They think that high school graduated would benefit from a pre nursing orientation course. About the item if the nurses are regarded a highly ethical and honest professional most students agree and strongly agree. Also 88.1% of students think that completion of an introduction to nursing class before entering nursing school would have a strong influence on student's perceptions of nursing.

In general, the findings of the study are similar to the findings of similar studies in the world. The inclusion of the subject "Introduction to nursing" in the high school curriculum should be considered, because a considerable part of the students think that most high school graduates make the decision to enter nursing based on accurate information about nursing. We think that the inclusion of this subject should be considered also for the fact that only 26.3% of the study participants think that high school graduated understand the roles and responsibilities of professional nurses, so, they need this kind of information. Most of the study participants think that a primary concern of high school graduates understand the nursing profession and the vast majority of them think that high school graduated would benefit from a pre nursing orientation course.

Marcinowicz et al. (2016) concluded that "the decision about choosing nursing is mainly determined by practical aspects, e.g., the opportunity for employment. Although young people are aware of the low prestige of the nursing profession in Poland, they believe it is possible to improve its image and enhance its prestige". Wilkes et al. (2015) conducted a study with nursing students of their first year of study in Sydney, Australia. They concluded that "Nursing remains a career of choice for young and mature students entering university. It is seen to provide security, interest and opportunity to help and care for others".

In the study made by Elibol and Harmanci (2017) in Istanbul with students in nursing program, it was resulted that "related to the reasons for choosing the nursing profession, it was determined that the majority of those who had at least one person in their family in the nursing profession (50.6%) had positive thoughts on nursing prior to coming to the nursing school (91.8%) and already knew about the nursing profession before attending the nursing school (69%)" (Elibol and Harmanci 2017). It was determined that most of the students knew about the profession prior to entering the school (69%) and that the majority (91.8%) had positive feelings towards nursing and the majority chose the profession on account of "easily finding a job", while a smaller number of the students chose "the nursing profession willfully" (Elibol and Harmanci 2017).

So, we can conclude that the results of our study are similar with those of our international colleagues.

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