

Professional Values From the Perspectives of Midwifery Students: A Cross-Sectional Study

Ebelik Öğrencilerinin Perspektifinden Profesyonel Değerler: Kesitsel Bir Çalışma

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ABSTRACT

Objective: The objective of this study was to evaluate midwifery students' perceptions on the value of their profession.

Methods: This cross-sectional study was conducted face to face with 100 midwifery students, between January and June 2020, using the Student Information Form and the Professional Values of Midwives' Scale.

Results: The individual mean score of the participants in Professional Values of Midwives' Scale was 125.88 ± 24.28 . It was observed that there was a statistically significant difference between the mean Professional Values of Midwives' Scale scores of the first-grade students and the fourth-grade students, and the Professional Values of Midwives' Scale scores of the fourth-grade students were higher than the first-grade students. The students who chose midwifery as a career "at the request of their family" had statistically significantly lower Professional Values of Midwives' Scale mean scores than those who did not.

Conclusion: The perceptions of professional values among midwifery students were positive; however, they ranged by grade level. The most essential aspect in choosing a profession was "loving the profession," while students who prefer a profession "at the request of their family" have poorer professional value evaluations. It is recommended to conduct studies with large samples evaluating the factors affecting the professional value perceptions of students and to develop midwifery education curricula in a way that will improve their professional value perception.

Keywords: Midwifery, professional value, Professional Values of Midwives' Scale, student

ÖZ

Amaç: Bu çalışmanın amacı ebelik öğrencilerinin profesyonel değerlerine ilişkin algılarını değerlendirmektir.

Yöntemler: Bu kesitsel çalışma Ocak-Haziran 2020 tarihleri arasında 100 ebelik öğrencisi ile Öğrenci Bilgi Formu ve Ebelerin Mesleki Değerleri Ölçeği kullanılarak yüz yüze yapılmıştır.

Bulgular: Katılımcıların EPDÖ'nden aldıkları bireysel puan ortalaması $125,88 \pm 24,28$ idi. 1. sınıf öğrencilerinin EPDÖ puan ortalamaları ile 4. sınıf öğrencilerinin EPDÖ puan ortalamaları arasında istatistiksel olarak anlamlı bir fark olduğu ve 4. sınıf öğrencilerinin EPDÖ puanlarının 1. sınıflara göre daha yüksek olduğu görülmüştür. Ebeliği "ailesinin isteği üzerine" tercih eden öğrencilerin EPDÖ ortalama puanları, diğer nedenlerle seçenlere göre istatistiksel olarak anlamlı derecede daha düşük olarak belirlendi.

Sonuç: Ebelik öğrencilerinin mesleki değer algıları sınıf düzeyine göre değişmekle birlikte iyi bir düzeydedir Meslek seçiminde en önemli unsur "mesleği sevmek" iken, "ailesinin isteği üzerine" mesleği tercih eden öğrencilerin profesyonel değer düzeyleri daha düşüktür. Öğrencilerin profesyonel değer algılarını etkileyen faktörlerin değerlendirildiği geniş örneklemlili çalışmaların yapılması ve ebelik eğitimi müfredatlarının profesyonel değer algılarını geliştirecek şekilde geliştirilmesi önerilmektedir.

Anahtar Kelimeler: Ebelik, profesyonel değer, Ebelerin Profesyonel Değerleri Ölçeği, öğrenci

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Introduction

The concept of profession has been a subject that has been studied for many years, on which various discussions are made, theories are developed, and its effects on individual and social dimensions are examined. On the other hand, the fact that every individual needs to have a profession and do a job has led to the occupations having an important place in employment policies (Seçer, 2009). Approximately one-third of our lives are spent in activities related to our field of occupation. That activities related to occupations are also expressed as “job” and “profession.” According to the Turkish Language Association (Türk Dil Kurumu-TDK, 2022), job is “activity, work, which is done by exerting effort to achieve a result, to produce anything.” Profession is “to produce useful goods and services to people based on systematic knowledge and skills gained through a certain education and work done to earn money in return, with determined rules.” Profession often stems from work, but it has many dimensions that differ from work and is therefore difficult to define (Korkmaz & Gorgulu, 2010).

The differences between the concept of job and profession have been tried to be revealed by social scientists since the 1900s. Flexner, who worked in this field, defined the criteria that a profession should have in 1910. Genevieve and Roy Bixler published in 1959 the criteria that a professional member and a job must have in order to be a profession. In 1971, Povalko explained eight criteria that a job must comply with in order to be considered a profession, such as knowledge load, connection with the basic social values of the society, duration of education, providing service to the society, independence, sociability, professional ethics, and commitment to the profession (Korkmaz & Gorgulu, 2010). As a result of these various explanations, it was stressed that, in terms of occupational criteria, autonomy, meeting a need with the service or product supplied, not being gender specific, having established standards, and being ethically and legally appropriate were all important (Kaya et al., 2006, 2016). In the report prepared by the World Health Organization, United Nations Population Fund and International Confederation of Midwifery, midwifery is defined as “one of the key elements of providing the necessary health services for the support and care of women and newborns in the prenatal, birth and postpartum period, including sexual health, reproductive health and especially pregnancy” (UNFPA et al., 2014). The midwifery, which is one of the oldest known jobs and contains many personal–professional values along with the cultural values of the society, meets the “profession criteria” (Özcan et al., 2012).

In addition to defining a job as a profession, members of the profession are expected to meet certain conditions. These conditions are responsibility, impartiality, competence, giving importance to confidentiality observing the interests of the individual to whom it serves, compliance with the corporate culture, and a broad understanding of professionalism (Karaca Saydam, 2015). Members of the profession who will fulfill the midwifery profession should also have characteristics such as an understanding attitude, good communication, patience, maturity, decision-making skills, taking responsibility, coping with stress, and being a good listener (NIDirect, 2022). Over time; scientific studies on the midwifery profession have led midwives to constantly improve themselves, to be open to innovations, intellectual, investigative, responsible, leader, and high in social communication, and thus

to progress on the path of professionalism (Adıgüzel et al., 2011; Unsar et al., 2011).

The midwifery profession is founded on professional and personal values that include the physiological realities of pregnancy and childbirth as well as cultural values that affect women and babies (Ergin et al., 2013a). Thus, midwifery, which is a professional health discipline that blends science and art and is based on moral values, may be one of the rare professions that have constantly observed basic values since its first emergence (Özcan et al., 2012). The birth process has many differences in terms of cultural values, and midwives serve both women and newborns in this culturally rich process, and they provide care based on their personal and professional values (Ergin et al., 2013a; Thompson, 2004). Today, the International Confederation of Midwives has determined some ethical codes for midwifery, which is defined as a profession that includes the cultural effects of pregnancy and birth processes and depends on individual and professional values (Ergin et al., 2013a; International Confederation of Midwives-ICM, 2019; Kaya et al., 2016; Yildirim et al., 2014). Various studies have been conducted in Turkey to determine national ethical midwifery codes and professional values, including the Turkish Midwifery Association contributing to the “National Midwifery Ethics Codes Project” (Ergin et al., 2013b; Özcan et al., 2012; Yildirim et al., 2014). According to the Özcan et al. (2012), justice, equality, and human dignity were listed as the top three professional values by midwifery students.

Midwives who adopt professional values will be midwives who can solve problems, intervene in crisis, have a high level of education, perform appropriate interventions in protecting and improving health, adopt a respectful, holistic, and humanistic perspective, have ethical behavior, and will not only manage the birth but also take an active role in the care process. Knowing and adopting ethical codes and professional values by midwives enables to increase the quality of care provided, to provide professional development, to positively affect the professional reputation in terms of society, and to protect both the midwife and the patient. As in all professions, the foundation of professionalism in the midwifery profession starts with the student years and develops continuously with the education process. In terms of individual and professional growth, it is critical for students to acquire information about the professional values of midwifery from the start of their studies (Kaya et al., 2016; Ertekin Pinar et al., 2013).

This study aimed to determine the perception of professional value, which is a requirement of the midwifery profession, from the perspective of midwifery students and the research question was:

(a) What is the level of professional value perception perceived by midwifery students?

Methods

Type of the Study

This study was carried out with a cross-sectional and descriptive type.

Time and Place of the Study

The research was carried out in the Midwifery Department of a university between January and June 2020.

Sample of the Study

While the study population consisted of midwifery students of a university, it was planned to include first- and fourth-grade students in the sampling ($n=127$). Students who voluntarily agreed to participate in the study after the necessary information was given about the study were included in the sample ($n=100$).

The inclusion criteria were being a first- or fourth-grade midwifery student and being able to read and understand Turkish, and the exclusion criterion was not participating voluntarily in the study.

Data Collection Tools

The Student Information Form created by the researchers and the Professional Values of Midwives' Scale (PVMS) were used.

Student Information Form

This form, which was prepared by the researchers in line with the literature (Dinc et al., 2017), consists of 10 questions on the sociodemographic characteristics of the students, the reasons for choosing the midwifery department, and their thoughts about their future professional positions.

Professional Values of Midwives' Scale

The scale developed by Demirbaş Meydan and Kaya (2018) consists of 30 items in total and consists of four sub-dimensions such as midwifery initiatives (11 items), midwifery practices (9 items), development in midwifery knowledge and practices (7 items), and midwives' professional responsibilities (3 items). But the researchers who developed the scale suggested examining the scale as one dimensional. Cronbach's alpha coefficient is found to be 0.96, and each item is scored from 1 to 5 on a 5-point Likert type (1: "not important," 2: "somewhat important," 3: "important," 4: "very important," and 5: "very important"). The total score obtained from the scale varies between 30 and 150. The calculation of the score obtained from the scale is as follows: individual's scale score = (total raw score from the scale) \times 100 / (scale maximum raw score). It is interpreted that as the score obtained from the scale increases, the professional value increases. In our study, Cronbach's alpha coefficient of the PVMS is found to be 0.98.

Data Collection

The data were collected face to face at the midwifery department of a university. Answering the data collection tools took approximately 10 minutes for each participant.

Statistical Analysis

For evaluation of the data, a statistical package program [Statistical Package for Social Sciences, Version 25 (v25)] was used (IBM SPSS Corp., Armonk, NY, USA). In the first stage, the numbers, percentages, and averages of the data were taken, and in the second stage, the normality distributions were examined with the Kolmogorov-Smirnov test. Kruskal-Wallis and Mann-Whitney U -test were used to evaluate the data that did not fit the normality distribution. Spearman correlation test was applied for the relationship between the variables. The significance level at the 95% CI was accepted as $p < .05$.

Ethical Considerations

The permission to use PVMS in the research was obtained from Demirbaş Meydan and Kaya (2018) via email. Approval of the ethics committee was taken from Istinie University Ethical Committee of Social and Human Sciences Research (Date: December 19,

2019, approval number is 2019/12). Verbal and written informed consent was obtained from the participants before the study.

Results

The study includes 100 participants, with a mean age of 20.04 ± 1.42 years. Table 1 shows the participants' characteristics as well as information on midwifery. The professional value perception of the students was given in Table 2, and the individual mean score obtained from the scale was found to be 125.88 ± 24.28 (minimum: 54 maximum: 150). A comparison of the characteristics and the PVMS is given in Table 3.

It was found that there was a statistically significant difference between the mean PVMS scores of the first-grade students and the fourth-grade students, and it was observed that the fourth-grade students' PVMS scores were higher than the first-grade students ($p < .05$). There was no statistically significant difference between the PVMS scores of the participants according to the place of residence, income status, and family type ($p > .05$).

While there was no statistically significant difference between the PVMS scores of the students whose reason for choosing the midwifery department was "loving the profession" and "having the opportunity to find a job" and not, it was seen that there was a significant difference between the PVMS scores of the students whose preference reason was "the family's request" and those who did not ($p < .05$). According to this result, students who chose the midwifery department at the request of their families had lower PVMS score averages. When the PVMS scores of the participants were evaluated according to the fields they want to work in after graduation and their status of recommending the midwifery department to their friends no statistically significant difference was found ($p > .05$) (Table 1).

Discussion

Professionalism in the profession is a desired and an expected feature by all members of the profession. Professionalism starts in the student years and develops continuously with the education received. Midwifery education consists of theoretical and practical parts, and students develop their professionalism from the moment they start receiving both theoretical and practical training (Ertekin Pınar et al., 2013). In our study, which was conducted to evaluate midwifery students' perceptions of professional values, the average score of midwifery students in PVMS was found to be 125.88 ± 24.28 points. When looking at the literature, one study found that the mean PVMS score in clinical midwives is 87.60 ± 10.30 points (Demirbaş Meydan & Kaya, 2018), and another study found that the mean PVMS score in student midwives is 87.2 ± 1.0 points (Yucel et al., 2018). In addition, in two different studies using different scales other than the PVMS, it was reported that midwifery students' professionalism levels were high (Ertekin Pınar et al., 2013; Erol., 2018). The PVMS score obtained in our study also supports the fact that midwifery students' professional value perceptions are at a good level.

It is known that positive attitudes toward the profession increase, and students' perceptions of professional values improve with clinical practices in the education of professions in the field of health (Kucukguclu & Kanbay, 2011; Yilmaz et al., 2014). In our study, when the PVMS scores of midwifery students were compared according to their grade levels, it was determined that

	Mean \pm SD	Minimum–Maximum
Age	20.04 \pm 1.42	18–26
	<i>n</i>	%
<i>Place of residence</i>		
With family	70	70
At dormitory	23	23
At student home	5	5
With relatives	2	2
<i>Grade</i>		
1	78	78
4	22	22
<i>Income level</i>		
0–500 TL	28	28
501–1000 TL	17	17
1001–1500 TL	5	5
1500 TL +	40	40
<i>Family type</i>		
Nuclear	82	82
Extended	14	14
Broken	2	2
<i>Reason for choosing the midwifery department*</i>		
Loving the job	74	74
Opportunity to find a job	28	28
At request of the family	34	34
Other	7	7
<i>Where she would like to work after graduation</i>		
Hospital	49	49
Family health center	15	15
Own clinic	15	15
Academician	21	21
<i>Does she consider becoming a midwife after graduation?</i>		
Yes	99	99
No	1	1
<i>Status of recommending the midwifery department</i>		
Yes	95	95
No	5	5

*Participants ticked more than one option.
TL = Turkish liras.

there was a statistically significant difference between the PVMS scores of the first- and fourth-grade students, and the fourth-grade students had higher scores. Similarly, according to Yucel et al. (2018), second-, third-, and fourth-grade students' PVMS scores were found to be higher than the first-grade students. Also, it was determined that the PVMS scores of the participants who performed clinical practice in health institutions, delivery rooms, and family health centers were higher. This result can be

PVMS	Mean	SD	Minimum–Maximum
Midwifery Relationships Subscale	45.20	9.15	16–55
Midwifery Practices Subscale	38.52	7.81	15–45
Development in Midwifery Knowledge and Practices Subscale	29.58	6.03	13–35
Professional Responsibilities of Midwives Subscale	12.50	2.51	6–15
Total PVMS score	125.88	24.28	54–150

Note: PVMS = Professional Values of Midwives Scale; SD = standard deviation.

explained by the fact that the first-grade students who participated in our study did not go into clinical practice and that their professional value perceptions were at a lower level compared to the fourth-grade students.

Students' choices for the midwifery profession are influenced by their desires, culture, and society (Al Hadid et al., 2018; Huicho et al., 2015; Lindqvist et al., 2005). Furthermore, it is well recognized that family, health-care professionals, and friends' recommendations, as well as career chances after graduation and scores on university placement exams, are all useful in deciding on the midwifery profession (Al Hadid et al., 2018; Citil Canbay et al., 2020; Dinc et al., 2017; Güner et al., 2019; Yucel et al., 2018). In our study, we determined that 51.7% of the students chose the midwifery department willingly, and their PVMS scores were higher than those of students who chose the department at their family's request. In other studies, in the literature, it was determined that majority of the midwifery students willingly preferred the midwifery department (Ertekin Pinar et al., 2013; Yucel et al., 2018; Yurtsal et al., 2014). So, it can be thought that students' choosing the profession they want improves their professional perceptions.

Midwifery is a profession with more than one field of work. In addition to working in a hospital, health center, family health center, or own midwife clinic as a clinician midwife, a midwife can also work as an academician. In our study, while 49% of the participants stated that they wanted to be a clinician midwife in the hospital, 21% of them stated that they wanted to be an academician midwife. In one study, it was found that 45.2% of the students wanted to work in the hospital and 28% in the maternity home, while 10.8% of them wanted to be an academician or a health vocational high school teacher (Yurtsal et al., 2014). In one study, 77.2% of the students wanted to be clinician midwives and 18.2% wanted to be academicians (Yucel et al., 2018), while another study found that 41.1% of students wanted to be academician midwives (Ertekin Pinar et al., 2013). It is thought that the master's and doctoral programs in midwifery education and the fact that these programs are carried out in the institutions where the students receive education may be an effective factor in the desire of students to become academician midwives.

Limitations of the Study

There are limitations in this study such as the fact that it cannot be applied to all grades since the grades other than the first and fourth grades are in clinical practice at the time of the research, and this study is a single-centered study. Because of this, the findings of this study cannot be generalized to all the midwifery students.

Table 3. <i>The Relationship Between the Mean PVMS Scores According to the Sociodemographic Variables</i>			
Comparison of Characteristics and the PVMS		Test	p
Age		$r_s: .154$.126
Features	Mean ± SD (PVMS Score)	Test	p-Value
Place of residence		KW: 1.119	.773
With family	83.98 ± 15.35		
At dormitory	80.25 ± 17.40		
At student home	75.06 ± 26.37		
With relatives	85.99 ± 1.88		
Grade		Z: -2.007	.045*
1	80.88 ± 17.00		
4	89.23 ± 11.61		
Income level		KW: 1.294	.731
0–500 TL	78.75 ± 14.41		
501–1000 TL	83.29 ± 16.31		
1001–1500 TL	81.55 ± 21.04		
1500 TL+	85.69 ± 12.26		
Family type		KW: 0.657	.720
Nuclear	82.30 ± 17.25		
Extended	86.28 ± 9.34		
Broken	78.83 ± 16.09		
Reason for choosing the midwifery department**		Z: -1.577	.115
Loving the job	84.19 ± 15.75		
Opportunity to find a job	82.56 ± 14.78	Z: -0.381	.703
At request of the family	76.80 ± 18.13	Z: -2.330	.020*
Other	82.72 ± 16.29	–	–
Where she would like to work after graduation		KW: 4.176	.243
Hospital	83.73 ± 17.24		
Family health center	79.64 ± 14.44		
Own clinic	76.61 ± 19.32		
Academician	86.91 ± 11.72		
Does she consider becoming a midwife after graduation?		Z: -1.196	.232
Yes	82.95 ± 16.21		
No	60.00		
Status of recommending the midwifery department		Z: -1.282	.200
Yes	83.41 ± 15.63		
No	69.59 ± 24.55		

Note: * $p < .05$ significance level.
 **A comparison was made between participants with and without the stated condition.
 KW = Kruskal–Wallis test; PVMS = Professional Values of the Midwives Scale; r_s = Spearman correlation test; SD = standard deviation; TL = Turkish liras; Z = Mann–Whitney U-test. PVMS = Professional Values of Midwives Scale;

Conclusions and Recommendations

It was determined that midwifery students' perception of professional value was at a good level, but it differed according to the first- and fourth-grade level of the student. Based on this result, it can be said that professional value perceptions develop during midwifery education.

It is recommended to carry out studies with large samples, including other grade levels, evaluating the factors affecting students' professional value perceptions, and to develop midwifery

education curricula in the first year of midwifery education to help students comprehend professional values and to add elective courses accordingly.

Ethics Committee Approval: Ethics committee approval was received for this study from the Social Sciences and Human Research Ethics Committee of Istinie University (Date: December 19, 2019, Number: 2019/12).

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Geniřletilmiř zet

Meslek, "belirli bir eđitim ve đretim sonucu kazanılan sistemli bilgi ve becerilere ve karřılıđında para kazanmak iin yapılan alıřmaya dayalı olarak, belirlenmiř kurullarla insanlara faydalı mal ve hizmetler retmektir." Meslek genellikle iřten kaynaklanır ancak birok boyutu vardır ve iřten farklıdır, bu nedenle tanımlanması zordur. Bilinen en eski mesleklerden biri olan ve toplumun kltrel deđerleri ile birok kiřisel-profesyonel deđer iinde barındıran ebelik "meslek ltn" karřılamaktadır. Ebelik mesleđini yerine getirecek meslek mensuplarının aynı zamanda anlayıřlı tutum, iyi iletiřim, sabır, olgunluk, karar verme becerileri, sorumluluk alma, stresle bař etme, iyi bir dinleyici olma gibi zelliklere sahip olması gerekmektedir. Ebelik mesleđi, gebelik ve dođumun fizyolojik gereklerini ieren profesyonel ve kiřisel deđerler ile kadın ve bebekleri etkileyen kltrel deđerler zerine kuruludur. Bu nedenle bilim ve sanatı harmanlayan, ahlaki deđerleri temel alan profesyonel bir sađlık disiplini olan ebelik, ilk ortaya ıkıřından bu yana temel deđerleri srekli gzeten ender mesleklerden biri olabilir. Bu kesitsel arařtırma, ebelik đrencilerinin profesyonel deđerlerine iliřkin algılarını deđerlendirmeyi amalamıřtır. alıřma Ocak-Haziran 2020 tarihleri arasında 1. ve 4. sınıf ebelik đrencilerinden toplam 100 katılımcı ile yz yze gerekleřtirilmiřtir. alıřma hakkında gerekli bilgiler verildikten sonra gönll olarak arařtırmaya katılmayı kabul eden đrenciler alıřmaya dahil edilmiřtir. Veriler, đrenci Bilgi Formu ve Ebelerin Profesyonel Deđerleri leđi (EPD) kullanılarak toplanmıř ve her katılımcı iin yaklařık 10 dakika srmřtr. Veri analizinde anlamlılık dzeyi $p < ,05$ olarak kabul edilmiřtir. Ebelerin Profesyonel Deđerleri leđi'nin arařtırmada kullanılması iin Demirbař Meydan ve Kaya'dan e-posta yoluyla izin alınmıřtır. Etik kurul onayı arařtırmacıların kurumu olan İstinye niversitesi'nin Sosyal Bilimler ve İnsan Arařtırmaları Etik Kurulu'ndan alınmıřtır (onay numarası 2019/12). Katılımcıların yař ortalaması 20.04 ± 1.42 olarak belirlendi. Katılımcıların ođunluđunun (%70) aileleriyle yařadıđı ve %82'sinin ekirdek aile yapısına sahip olduđu belirlendi. Katılımcıların %40'ının gelirini "iyi" olarak ifade ettiđi tespit edildi. Katılımcıların yaklařık yarısının mezun olduktan sonra hastanede alıřmak istediđi belirlendi. Katılımcıların neredeyse tmnn mezun olduktan sonra mesleđini icra etmek istediđi ve ebelik mesleđini bařkalarına tavsiye edeceđi belirlendi. Meslekte profesyonellik, tm meslek mensupları tarafından istenen ve beklenen bir zelliktir. Profesyonellik đrencilik yıllarında bařlar ve alınan eđitimle srekli geliřir. Ebelik đrencilerinin profesyonel deđer algılarını deđerlendirmek amaıyla yaptığımız bu alıřmada ebelik đrencilerinin Ebelerin Profesyonel Deđerleri leđinden aldıkları puan ortalaması 125.88 ± 24.28 bulunmuřtur. Bu lek puanı ebelik đrencilerinin profesyonel deđer algılarının iyi dzeyde olduđunu desteklemektedir. Sađlık alanındaki mesleklerin eđitiminde klinik uygulamalarla mesleđe ynelik olumlu tutumların arttıđı ve đrencilerin profesyonel deđerlere iliřkin algılarının geliřtiđi bilinmektedir. alıřmamızda ebelik đrencilerinin sınıf seviyelerine gre EPD puanları karřılařtırıldıđında, birinci ve drdnc sınıf đrencilerinin EPD puanları arasında istatistiksel olarak anlamlı bir fark olduđu belirlenmiřtir. Buna gre drdnc sınıf đrencilerinin EPD puanlarının daha yksek olduđu saptanmıřtır. đrencilerin ebelik mesleđini seme nedenleri arzularından, kltrlerinden ve toplumlarından etkilenir. Ayrıca aile, sađlık alıřanları ve arkadařların tavsiyelerinin yanı sıra mezuniyet sonrası kariyer fırsatları ve niversite yerleřtirme sınavlarından alınan puanların ebelik mesleđine karar vermede etkili olduđu bilinmektedir. alıřmamızda đrencilerin %51.7'sinin ebelik blmn isteyerek setiđi ve bu đrencilerin EPD puanlarının blm ailesinin isteđi ile seen đrencilere gre daha yksek olduđu saptanmıřtır. Bir ebe hastane, sađlık ocađı, aile sađlıđı merkezi veya kendi ebe kliniđinde klinisyen ebe olarak alıřabileceđi gibi akademisyen olarak da alıřabilir. alıřmamızda katılımcıların %49'u hastanede klinisyen ebe olmak istediđini belirtirken, %21'i akademisyen ebe olmak istediđini belirtmiřtir. Yksek lisans ve doktora imkanlarının đrencilerin profesyonel deđer algılarını olumlu ynde etkileyebileceđi dřnlmektedir. Bu sonutan hareketle đrencilerin profesyonel deđer algılarını etkileyen faktrlerin deđerlendirildiđi diđer sınıf dzeylerini de ieren geniř rneklemli alıřmaların yapılması nerilmektedir. Ayrıca mfredata ebelikte profesyonel deđerlerle ilgili derslerin veya konuların eklenmesinin faydalı olabileceđi dřnlmektedir.