

Research Article**Investigation of Nursing Students' Perceptions of Nursing by Drawing
Method: Time Journey with Drawings***Çiğdem Gamze ÖZKAN¹  Yeter KURT²  Aysun BAYRAM³ **Abstract**

Nursing perception refers to nurses' own personal views about their professional roles, which are influenced by their beliefs, values, experiences, self-concepts, and self-images. The purpose of the study is to explore nursing students' perceptions of nursing through drawing. The sample of the descriptive study consisted of 385 voluntary nursing students from all classes of the nursing department. The data were obtained from the pictures they drew in response to the question "If nursing was a framework, what would be the picture in it?" on the papers. The students drew nurses and patients respectively as a woman 57% - 31%, with a happy face expression 53% - 29.6% and drew nurses wearing a cap 28%, and using a syringe 39%. The total rubric score of students was 7.0±2.78. Students' perceptions of nursing in the first and fourth years were higher than in others ($p<0.001$). Students' perceptions of nursing were found at a medium level.

Keywords: Drawing, nursing, perceptions, students**1. INTRODUCTION**

The concepts related to nursing awareness and nursing adaptation take shape during the undergraduate years. These concepts shape students' perceptions of nursing by being influenced by the nursing education they receive (Beydağ & Arslan, 2008). The perception of professional identity is influenced by culture, social life, and experiences as well as professional education (Browne, Wall, Batt, & Bennett, 2018). In other words, student nurses start nursing education with an awareness of their values and beliefs about the nursing profession. The professional perceptions of student nurses are influenced by nursing curriculum and its design, educators, faculty culture and philosophy as well as individual values, gained nursing skills, clinical experiences, and their communication with clinical nurses (Peterson, 2017). Moreover, this perception continues through the nursing career of the person and is influenced by the social interaction and culture in the working environment after graduation (Willets & Clarke, 2014).

In nursing education, it is very important to identify and improve students' professional identity perceptions. To reveal this perception, students should be allowed to express their perception of nursing. It is seen that among the methods applied to reveal nursing students' perceptions of nursing, the survey method is the most frequently used one (Karadağlı, 2016; Kızgüt & Ergöl, 2011). In addition to the survey method, some studies have used the drawing method on four key themes about being a nurse (to be a nurse, I have to look the part', to perform in a variety of roles', to connect with

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others', and to care for myself') (Browne et al., 2018) and investigated their views through these pictures (Özmen & Çetinkaya, 2016). The drawing method has been mostly employed in the literature to explore children's perception of nursing (Çakırer-Çalbayram, Altundağ, & Aydın, 2018; Uysal, Düzkaya, Bozkurt, & Çöplü, 2018). Although it is a fun and self-expressing method that allows students to express themselves more easily, to reflect their minds without limits (Guillemin, 2004), the number of studies that determine the professional perception of student nurses through the drawing method is limited. With this viewpoint, the drawing method, which is defined as an expression element that includes and reflects psychological values, can be an effective method to reflect the student nurses' perceptions of the nursing profession. Through this method, information about the effect of a specified theme or concept on the individual, the characteristics and emotional reflection of the individual can be obtained (Browne et al., 2018; Çakırer-Çalbayram et al., 2018). While drawing, the students can express the features such as form and content, which symbolize their feelings and behaviors, and reveal how they perceive themselves in the profession (Çakırer-Çalbayram et al., 2018). While drawing, students can unconsciously express features such as form and content that symbolize their emotions and behaviors and reveal how they perceive themselves in the profession. Therefore, the pictures drawn by the students can be used as a tool for the effects of socio-cultural variables on their professional perceptions (Özmen & Çetinkaya, 2016). Although there are various studies in the literature to determine the professional perceptions of nursing students (Kahraman, Tunçdemir & Özcan, 2015), the number of studies conducted with the drawing method is limited. One of these studies was performed by Özmen and Çetinkaya to examine the subjective experiences of fourth-year students regarding the nursing profession, and the pictures drawn by the students and their descriptions based on the pictures were used together. In the qualitative study conducted with 44 nursing students, the perception of the nursing profession of the students was evaluated in three main categories: image, figure and, working life.

There is not enough research in the literature to determine nursing students' perceptions of nursing through the drawing method at the undergraduate education level. Studies covering the drawing method generally evaluated the nursing perceptions of pediatric patients in a certain age range (Uysal, Düzkaya, Bozkurt, & Çöplü, 2018; Kahraman, Tunçdemir & Özcan, 2015) or the perceptions of student nurses towards psychiatric patients (Kulakaç & Uzun, 2020). It is important to define the nursing profession perceptions of future health professionals, nursing students, who will have an active role in care. Our study is valuable with its feature of revealing the perceptions of student nurses towards the nursing profession with the drawing technique. It is thought that the positive or negative perceptions that student nurses develop during their education process will affect the quality of care they will provide to individuals. In addition, no study, to the best of our knowledge, has measured nursing perceptions based on students' education levels. Considering this idea, this study was carried out to examine the personal perceptions of nursing students about the nursing profession by using the drawing method, to evaluate student drawings, and to contribute to the literature. For this purpose, answers will be sought to the following questions;

Do nursing students' perceptions of nursing differ significantly according to their demographic backgrounds in their drawings?

Do nursing students' perceptions of nursing differ significantly according to their education levels in their drawings?

2. METHOD

2.1. Research Type

This study was conducted in a qualitative research model using content analysis. The purpose of content analysis is to obtain concepts and relationships that can explain the data.

Unnoticed concepts and themes can be discovered through to this analysis (Çetinkaya & Özsoy, 2021). In this context, findings that introduce individuals are evaluated, the data are defined through content analysis, and those found to be similar and related are brought together and interpreted within the framework of certain concepts and themes (Altunışık, Coşkun, Bayraktaroğlu, & Yıldırım, 2010). The data in this study were evaluated in two ways with content analysis. In the first stage, themes were created, and students' pictures were subjected to statistical analysis, and in the second stage, a rubric-based evaluation was made by creating a rubric.

2.2. Design and Participants

The research population consisted of 1st, 2nd, 3rd, and 4th-year nursing students at the Faculty of Health Sciences in a university located in the Black Sea region, Turkey. The sample consisted of 385 nursing students who volunteered to participate in the study. Sample selection was not performed and the whole population was tried to be reached. Inclusion criteria for student nurses were continuing nursing education and having been engaged in clinical practice previously. Those who did not continue their education and who did not have a previous clinical internship were not included in the study. The demographic information of the participants is given in Table 1.

The mean age of student nurses in the research was 20.15 ± 1.67 , 80% (n=308) were female, and 20% (n=77) were male, 23.9% (n=92) were first year students, 25.2% (97) second year, 16.1% (n=62) third year and 34.8% (n=134) fourth year/senior students.

Table 1. Demographic information of the participants

		<i>Mean</i>	<i>SD</i>
Age		20.15	± 1.67
		<i>n</i>	<i>%</i>
Gender	Female	308	80
	Male	77	20
Class	1. year	92	23.9
	2. year	97	25.2
	3. year	62	16.1
	4. year	134	34.8

2.3. Data Collection Tools

Data collection tools were a drawing paper and the Drawing Assessment Rubric (DAR).

Drawing Paper: It is a blank paper given by the researchers to the students to write their ages, genders, classes, and to draw in response to the question "If nursing was a framework, what would be the picture in it?"

The Drawing Assessment Rubric (DAR): Considering the components of the nursing profession, it was designed by the researchers based on the literature to analyze students' drawings. After analyzing the items existing in students' drawings, dimensions were created in accordance with the literature as follows (Browne et al., 2018; Çakırer-Çalbayram et al., 2018); the physical characteristics of the nurse, the emotional characteristics of the nurse, the communication elements of the nurse, the environmental elements of the nurse, and the components of nursing care and the nursing roles. Each dimension in the rubric is scored between 0-3 (minimum 0, maximum 3). Accordingly, the score that can be obtained from the rubric was calculated as 0-18. The rubric is presented in Table 2. In addition, during the scoring, the researchers made the scoring independently, and they largely agreed on the codes. Disputes over the issues were later settled through discussions.

It is thought that a rubric that can be used to evaluate the drawings made by nursing students to determine their nursing perceptions will provide an alternative as a measurement tool that can be used in the literature. After consultation with 3 experts in the field of Nursing Principles for the validity of the DAR, a preliminary study was conducted for its reliability. For this purpose, 20 randomly selected

drawings were evaluated with DAR by two experts at different times. Since each picture is evaluated by two reviewers, the inter-rater reliability test, one of the reliability techniques, was used. As a result of the evaluation, the compatibility of the scores obtained from the rubric was calculated with the Intraclass Correlation Coefficient (ICC). Based on this, there was good agreement between the 2 reviewers in terms of DAR (ICC:0.973, $p = 0.000$), and a strong relationship was found between the first and the second reviewers' evaluations in DAR ($rs:0.960$, $p = 0.000$).

Table 2. The dimensions of drawing assessment rubric

Dimensions	0 Point	1 Point	2 Points	3 Points
The physical characteristics of the nurse	No physical characteristics	1-3 characteristics	4-5 characteristics	6 and more characteristics
The emotional characteristics of the nurse	No emotional characteristics	1-2 emotional characteristics	3-4 emotional characteristics	5 and more emotional characteristics
The communication elements of the nurse	No communication elements	1 element	2 elements	3 and more elements
The environmental elements of the nurse	No environmental elements	1-3 elements	4-5 elements	6 and more elements
The components of nursing care	No components of nursing care	1 component	2-4 components	5 and more elements
The nursing roles	No nursing roles	1-2 roles	3-4 roles	5 and more roles

2.4. Implementation and Data Collection Process

To reach all the 1st, 2nd, 3rd, and 4th-year nursing students, suitable lesson hours were determined using their timetables. Then, they were prompted to draw a picture in response to the question "If nursing was a framework, what would be the picture in it? without any intervention about the content of the drawing, the paper, and the pen they used. They were asked to reflect their thoughts on their drawings and write their demographic information such as age, gender, and class on the back of the paper. It took students about 20 minutes to complete, and the drawings were collected by the researchers. The drawings that explained the concept of nursing and that were thought to have a meaning for the research were included in the study and were analyzed with the DAR developed for the research.

2.5. Data Analysis

Numbers, percentages, and averages were used to define the demographic characteristics of the students. Kolmogorov-Smirnov tests were applied to determine the normal distribution of the data, and it was found to show normal distribution. ANOVA and t-test were used to compare students' demographic characteristics with their rubric scores. The findings were evaluated at a 95% confidence interval and a significance level of 5%.

2.6. Ethical Consideration

Written institutional permission was received from the faculty dean's office on 24/10/2019 (63582098/299/). The student nurses participated in the study voluntarily, and their verbal consent was obtained.

2.7. Limitation of the Research

The research was conducted only with the nursing students at a university.

3. FINDINGS

Drawing analyses of student nurses are given in Table 3. Examples of students' pictures are given in Pictures 1 and 2.

Table 3. Drawing analysis of student nurses

Characteristics of Drawing	n	%	
The Gender of the Nurse Character	Female	218	56.6
	Male	66	17.1
Facial Expression of the Nurse Character	Happy	205	53.2
	No expression	63	16.4
	Unhappy	28	7.3
Characteristics of the Nurse Character	Wearing a cap	109	28.3
	Cap with a "+" symbol	19	4.9
	Cap with a crescent sign	70	18.2
	Using a syringe	151	39.2
	Using a stethoscope	68	17.7
	Wearing a uniform with skirt	46	11.9
	Wearing scarf	15	3.9
Characteristics of the Patient Character	Female patient	120	31.2
	Male patient	61	15.8
	Baby/ child patient	54	14
Facial Expression of the Patient Character	Happy	114	29.6
	No expression	45	11.7
	Unhappy	38	9.9
The Patient's Environment	Only a patient	83	21.6
	Lying in bed	92	23.9
	Sitting in a chair	12	3.1

* (n multiple marking)

In the drawings, the students drew the nurse as a woman (56.6%), with a happy face (53.2%), with a cap (28.3%), with a syringe (39.2%), and with a skirt (11.9%). The patient in the students' drawings was female (31.2%), happy (29.6%), and s/he was in bed (23.9%) (Table 3).

Table 4. Comparison of descriptive characteristics of student nurses with mean scores of DAR

Characteristics	DAR Total	Tests	p	
	Mean±SD			
Class	1. year ^a	7.1±3.17	F= 8.368 a, d>b, c	
	2. year ^b	5.8±3.25		
	3. year ^c	5.1±2.58		
	4. year ^d	7.0±2.78		
	Total	6.45±0.15		
Gender	Female	6.74±3.06	t=3.738	<0.001
	Male	5.31±2.79		
Age	18-20	6.35±3.17	t=-0.794	0.428
	21 and over	6.60±2.90		

t: independent samples t-test statistics, F=Variance analysis test statistics, a-d= indicates the difference between the groups.

The DAR total score of the students is 6.45±0.15. The comparison of the classes of student nurses and their DAR scores revealed that students in the 1st and 4th year had statistically significantly higher average scores than those in the 2nd and 3rd year ($p<0.05$). Besides, female students had statistically significantly higher DAR scores than male students ($p<0.05$). However, there was no statistically significant difference between age and DAR scores ($p>0.05$) (Table 4).

Table 5. Comparison of student nurses' classes with the mean scores of DAR

Dimension	Class	n	Mean± SD	Tests	p
The physical characteristics of nurse	1. year ^a	92	0.91±0.58	F=5.959	0.001
	2. year ^b	97	0.64±0.66	a>b	
	3. year ^c	62	0.69±0.53	d>b, c	
	4. year ^d	134	0.91±0.45		
The emotional characteristics of nurse	1. year ^a	92	1.03±0.73	F=12.737	<0.001
	2. year ^b	97	0.69±0.76	a, d>b, c	
	3. year ^c	62	0.67±0.53		
	4. year ^d	134	1.12±0.61		
The communication elements of the nurse	1. year ^a	92	1.45±1.06	F=15.382	<0.001
	2. year ^b	97	0.88±0.86	a, d>b, c	
	3. year ^c	62	0.83±0.77		
	4. year ^d	134	1.5±0.89		
The environmental elements of the nurse	1. year ^a	92	1.10±0.68	F=2.214	0.088
	2. year ^b	97	1.05±0.69		
	3. year ^c	62	1.40±0.98		
	4. year ^d	134	1.05±0.82		
The components of nursing care	1. year ^a	92	1.29±0.81	F=16.098	<0.001
	2. year ^b	97	1.27±0.77	a, b>c	
	3. year ^c	62	0.56±0.71	d>c	
	4. year ^d	134	1.05±0.87		
The nursing roles	1. year ^a	92	1.34±0.85	F=3.383	0.019
	2. year ^b	97	1.29±0.76	a>c	
	3. year ^c	62	1.00±0.67		
	4. year ^d	134	1.15±0.72		

F=Variance analysis test statistics, a-d=indicates the difference between the groups.

When the student nurses' classes and rubric dimension mean scores were compared, a statistically significant difference was found in the physical characteristics of the nurse, the emotional characteristics of the nurse, the communication elements of the nurse, the components of nursing care, and the roles of the nurse ($p < 0.05$) (Table 5). Within the scope of the physical characteristics of the nurse, the average scores of the students in the first year were found to be higher than those in the second year, while the mean scores of the students in the fourth-year were higher than those in the second and third years. The mean scores of the students in the first and fourth-year were higher in terms of the emotional characteristics of the nurse and the communicative elements of the nurse compared to the students in the second and third years. The mean scores of the first, second and fourth-year students in terms of the nursing care components were higher than the third year students. In terms of the roles of the nurse, the mean scores of the first-year students were higher than the third-year students.

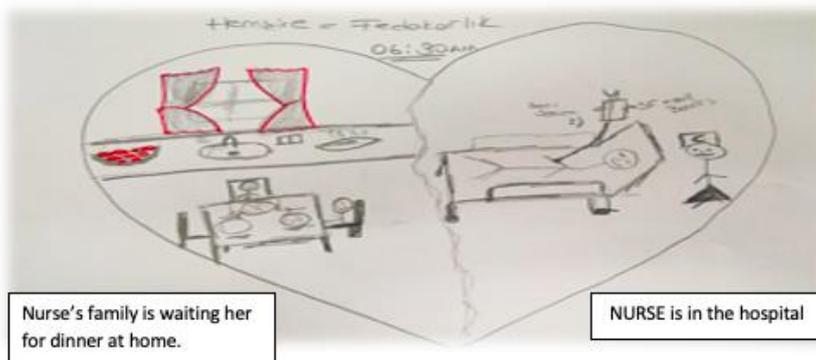


Figure 1. Nurse=sacrifice

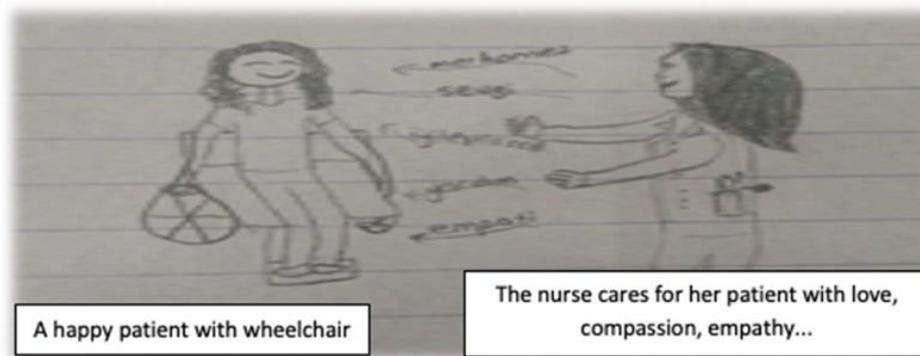


Figure 2. Reflection of Nursing

Examples of students' pictures are given in Pictures 1 and 2. Student nurses reflected the nursing roles and work and private life of nurses in their drawings.

4. DISCUSSION and CONCLUSION

Nursing undergraduate education is very important for students to adopt professional values, evidence-based practices, and establish their professional identities in the process starting from the first year until graduation (Browne et al., 2018). Every student who starts the nursing undergraduate education has a background idea about what it means to be a nurse and adaptation to nursing, which she/he brings from her/his own life and culture (Browne et al., 2018). Therefore, this implicit information inside the students' minds is reflected outside in different ways. In this sense, students were asked to fit nurses and nursing concepts in a picture frame in this research.

When the drawings were evaluated, it was seen that more than half of the student nurses drew nurses as women. When we consider the history of the nursing profession, it was seen that there has been a perception that nursing is a female-dominated, feminine, and compassionate profession in line with the students' thoughts (Valizadeh et al., 2014). However, today, nursing is a professional discipline that combines knowledge and practice and has no gender patterns (Çınar & Olgun, 2013). In the study conducted by Kahraman et al. (2015) with male students studying in the nursing department, it was observed that students perceived nursing as a woman-based profession and reported that being male can only be beneficial in situations that require power. Uysal et al. (2018) carried out a study with pediatric patients, and more than half of the patients drew nurses as women. The reason for this might be that nursing is still a woman-based profession. In the study, more than half of the students were female, so when they were asked to define their profession, they might have drawn nurses as women. In the study of Özmen and Çetinkaya (2016), students drew the character of the nurse with a figure focus and considered the nursing profession based on gender or they thought it away from this perception.

In this study, 39.2% and 17.7% of the student nurses drew a syringe and a stethoscope in their pictures, respectively (Table 3). The fact that monitoring vital signs and injection practices are among the basic practices of the nursing profession may have been effective for students. Half of the pediatric patients in the study of Çakırer-Çalbayram et al. (2018) drew nurses with syringes, and some drew them controlling blood pressure and putting on a drip. Uysal et al. (2018) reported that 60.7% of sick children drew the nurse as a person who gave an injection and pain. In the drawings, the students drew nurses with caps (28.3%), with a crescent sign cap (18.2%), and wearing a skirt (11.9%). Uniform worn by people belonging to the same profession serves as an icon representing professions. The uniforms of nurses vary within the historical process of the profession. Nurses have been allowed to wear trousers in Turkey as of 2005, and the use of caps was removed from use with the "Delegation on

Nurse Dress” published in 2004 (Ministry of Health, 2020). The effect of the technological age, social media, films, and TV series on the students’ perceptions of nurses may be the reason for the use of cap and skirted uniforms which has a long history is frequently seen in the drawings. Sand-Jecklin and Schaffer (2006), students in their study stated that society and the media hinder the professional perception of nursing. The media should positively portray nursing to create a positive image of the profession, address the nursing shortage, and improve the quality of health care (Abbas, Zakar, & Fischer, 2020). When we search for nurse pictures on the internet, we still encounter classic images of nurses with caps and uniforms. In the study carried out by Özmen and Çetinkaya (2016) with forty-four nursing students, twenty-six students drew the nurses with a cap, and six students drew without a cap, which overlaps with this study findings.

The mean scores of the DAR of the pictures drawn by all classes were evaluated according to the classes of student nurses, and they were determined to be at the “moderate level”. This means that nursing students' perception of nursing is close to positive, in other words, the positive perception of the profession is in the process of development. When the mean scores of the students’ DAR were compared with their classes, it was seen that the nursing perceptions of the first and fourth-year students were higher than those of the second and third-year students. It is believed that the excitement and desire of first-year students in the first steps to the profession, and the fourth-year students' approach to professional professionalism, and understanding the profession increase their perception of nursing (Kızgüt & Ergül, 2011). Yücel, Güler, İsmet, and Khorshid (2011) noted that the nursing perceptions of senior nursing students were at a moderate level, and their opinions about the nursing profession changed positively as they moved to higher classes. Karadağlı (2016) reported that the perceptions of first-year students about their nursing values were higher than the other years, which is consistent with this study. It is remarkable that the student, who has a positive perception in the first year, has a lower mean score on nursing perception in the second and third years. It is thought that the differences among the theoretical knowledge in the education process, the experiences in the clinical process, the expectations of the students, and the situations they encounter are thought to be effective for this decrease. It is a pleasing result that nursing students had a high perception in the first and fourth year, considering that they started nursing education with background beliefs regarding the nursing profession (Turaç, 2021). Considering that nursing students start their nursing education with basic beliefs about the nursing profession, it is a satisfying result that their perceptions are high in the first and fourth years. However, the fact that the perception of nursing is lower in the second and third years may suggest that the perception of nursing may have been affected by various factors. There are citations in the literature that the factors that negatively affect the students' perception are choosing the profession without knowing the profession fully, nursing education, technological nurse model, tradition-based nursing practices, clinical practices, clinical educators, perception of the future regarding the profession, being male, the workload and roles of the profession (Kızgüt & Ergül, 2011).

In this study, the nursing perception levels of female students were higher than those of male students. Özmen and Çetinkaya (2016) indicated that nursing is affected by the cultural structure of the individual, female students indicated the roles of nursing more in their drawings, and they accepted the roles of nursing more easily due to the patriarchal traditions. Like our study results, Karadağlı (2016) found that female students' perceptions of nursing value were higher. These results suggest that the reason why nursing is a profession easily adopted by women is that the protective, compassionate, and compassionate attitude of women in our society resembles the nursing profession. Nursing is a profession that is influenced by the sociocultural structure of the environment in which individuals are raised, and it has also a great impact on the private life of the individual. In this study, it was observed that student nurses were aware of this situation, and they reflected the work and private life of the nurse character in their drawings (Figure 1).

The comparison of classes of the students and the mean scores of the DAR showed that the physical and emotional characteristics, communicative and environmental elements, and nursing roles of nursing were highlighted in the pictures. One of the biggest goals of nursing is to act and interact with individuals and give feedback so that they can perform their daily life activities. Therefore, communication takes its place as an important element for the nursing profession to fulfill its goals (Kumcağız, Yılmaz, Çelik, & Avcı, 2011). This study showed that the mean scores of nursing communication elements of first and fourth-year students were higher than the others. The reason is thought to be the fact that the senior students feel ready and belong to the nursing profession, and they have more clinical practice experiences, and the first-year students attend the vocational courses in which the emphasis is on patient-nurse communication in the training methods. Browne et al. (2018) noted that good communication should be established with both patients and the team to become a nurse, and communication is vital for nursing.

It is known that effective and efficient nursing care increases the satisfaction levels and communication of the nurse and patient (Negarandeh, Hooshmand-Bahabadi, & Aliheydari-Mamaghani, 2014). In line with this information, when the facial expressions of the nurse and patient characters were examined in the drawings, it was observed that the most used facial expression for the two characters was “happy facial expression”. Özmen and Çetinkaya (2016) pointed out that senior nursing students use “love and geniality” as positive facial expressions in their drawings. In the study of Browne et al. (2018) with twenty-five student groups, only seven groups of students drew nurses with “happy facial expression or smile”. Çakırer-Çalbayram et al. (2017) stated that most of the pediatric patients in their study drew the nurse with a smiling face. In this study, the fact that the patient and the nurse have happy facial expressions may result from seeing positive examples or having positive/happy thoughts about nurses and patients.

Nursing care consists of components based on the knowledge, behavior, and skill of the nurse such as getting to know the patient, using technology, touching, listening, protecting, defending, being compassionate, and standing by the patient (Potter, Perry, Hall, & Stockert, 2013). In this study, the fact that half of the student nurses drew the patient figure that needed care showed that they adopted the role of nursing. The first and second-year students reflected “nursing care components” more in their drawings than the third and fourth-year students, while fourth-year students had the perception to indicate higher care components than third-year students. Türk et al. (2018) reported that as students moved to higher classes, their care behaviors increased. The main role of the nursing profession that has not changed since the first day is its caring role (Türk et al., 2018). It is known that nursing has broader and more important roles such as developing theories, developing evidence-based practices, developing policy and application standards, and transferring them to the field of nursing other than care (Hoeve, Jansen, & Roodbol, 2014). In this study, student nurses reflected other roles of nursing besides care and the perception levels of the first-year students regarding the roles of nursing were highest. It was observed that the students used the roles of nursing as healing, therapeutic, educative, communication, coordinator, rehabilitative, counseling, and decision making (Figure 2). Browne et al. (2018) determined that students expressed respect, tolerance, and empathy as the positive aspects of the caregiver role of nursing. In the study of Turgay et al. (2005) 71.9% of the students perceived the fearful aspects of nursing.

Nursing is a profession of a group of women or a woman according to the drawings of nursing students whose professional perceptions about nursing are in the process of development. Nursing was represented by student nurses physically with cap, syringe, and stethoscope figures, away from modern nursing style, with the effect of their previous nursing perceptions. Also, nurse students drew the nurse and the patient they care for as happy figures and highlighted the communication between nurses and patients in their drawings. Students defined nursing at a medium level according to the rubric assessment. However, the perceptions of the students in the first and fourth years about the

nursing profession were found higher than the others, and they considered nursing more realistic and positive. In general, it can be suggested that student nurses could not reflect the nursing profession as it is today and does not know the profession sufficiently. In line with these results, for nursing to continue its professional existence in society and to create awareness, nurse educators, nurses, and society have important duties. To demolish these stereotypes in students regarding the nursing profession, further studies towards the professionalization of the nursing profession should be carried out. It is believed that these negative stereotypes can be reduced by presenting the nursing profession in the media as a professional profession, improving the working conditions, preparing public spots that emphasize their modern roles, increasing career opportunities, and revealing the existence of academic nursing.

Every nurse and student with a high perception of the nursing profession should highlight their professional role by demonstrating their existence at every opportunity and fulfill their professionalism that can be an example to society and other professional groups. Therefore, it is recommended to increase the number of studies that determine how students adopt nursing and their roles to increase the existence of strong nurses in society. The findings of this study can be used as a guide for future studies. It is also recommended to organize supportive training and programs to develop student nurses' professional identities.

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