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Determination of Professional Belonging Level and Affecting Factors in Student and Working Midwives

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ABSTRACT

Objective: The aim of the study was to determine the professional belonging of final year undergraduate midwifery students studying midwifery at universities in Turkey and undergraduate midwives actively working as midwives in the field in Turkey. **Materials and Method:** This descriptive and cross-sectional study was conducted between 17 January and 29 April 2022 with 174 final year undergraduate midwifery students studying at universities in Turkey and 171 undergraduate graduate midwives actively working as midwives in the field in Turkey. The data were collected through Google questionnaires using a descriptive information form including socio-demographic characteristics, views on midwifery profession and professional activity information and Midwifery Belonging Scale prepared by the researchers. **Results:** Of the participants, 50.43% were final year undergraduate students and 49.57% were working midwives. The mean age of midwifery students (n:174) was 22.48±1.36 and the mean age of working midwives (n:171) was 32.30±7.90. The mean total score of the student midwives from the midwifery belonging scale was 93.18±10.01 and 90.21±13.18 for the working midwives. While there was a statistical difference between the mean scores of the emotional belonging sub-dimension of the scale between student midwives and working midwives, there was no difference in the other sub-dimension mean scores. A statistical difference was found in the total and sub-dimension mean scores of the midwifery belonging scale between student and working midwives who willingly chose the midwifery department/profession, liked the midwifery department/profession, participated in certified education/congresses, and were members of associations (p<0.05). **Conclusion:** It was determined that the participants had high levels of professional belonging.

Keywords: Professional belonging, professional belonging level, student and working midwives.

Öğrenci ve Çalışan Ebelerde Mesleki Aidiyet Düzeyi ve Etkileyen Faktörlerin Belirlenmesi

ÖZ

Amaç: Araştırma, Türkiye'deki üniversitelerde ebelik öğrenimi gören lisans son sınıf öğrencileri ve Türkiye'de sahada ebe olarak aktif çalışan lisans mezunu ebelerin mesleki aidiyetinin belirlenmesi amacıyla yapılmıştır. **Gereç ve Yöntem:** Tanımlayıcı ve kesitsel tipte olan bu çalışma, 17 Ocak- 29 Nisan 2022 tarihleri arasında, Türkiye'deki üniversitelerde öğrenim görmekte olan 174 ebelik öğrenimi gören lisans son sınıf öğrencisi ve Türkiye'de sahada ebe olarak aktif çalışan 171 lisans mezunu ebe ile yürütülmüştür. Veriler, araştırmacılar tarafından hazırlanan sosyo-demografik özellikleri, ebelik mesleğine ilişkin görüşler ile mesleki faaliyet bilgilerini içeren tanıtıcı bilgi formu ve Ebelik Aidiyet Ölçeği kullanılarak Google anket formlar aracılığıyla toplanmıştır. **Bulgular:** Araştırmaya katılanların %50,43'ü lisans son sınıf öğrencisi, %49,57'si çalışan ebedir. Ebelerinin (n:174) yaş ortalaması 22,48±1,36 ve çalışan ebelerin (n:171) yaş ortalaması 32,30±7,90'dır. Öğrenci ebelerin ebelik aidiyet ölçeğinden aldıkları toplam puan ortalaması 93,18±10,01, çalışan ebelerin ise 90,21±13,18'dir. Ölçeğin duygusal aidiyet alt boyut puan ortalamalarının öğrenci ebeler ile çalışan ebeler arasında istatistiksel anlamda fark saptanırken, diğer alt boyut puan ortalamalarında fark saptanmamıştır. Ebelik bölümünü/mesleğini isteyerek seçenlerin, ebelik bölümünü/mesleğini seven, sertifikalı eğitim/kongrelere katılan, derneklere üye olan öğrenci ve çalışan ebelerin ebelik aidiyet ölçeği toplam ve alt boyut puan ortalamalarında istatistiksel anlamda fark bulunmuştur (p<0.05). **Sonuç:** Katılımcıların mesleki aidiyet düzeylerinin yüksek olduğu belirlenmiştir.

Anahtar Kelimeler: Mesleki aidiyet, mesleki aidiyet düzeyi, öğrenci ve çalışan ebeler

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INTRODUCTION

Belonging is defined as “relatedness, interest”, which means a person’s relationship with any emotion, thought, or place (TDK, 2022), and is one of the high-level needs that must be met in Maslow’s hierarchy of the basic needs (Maslow, 1943; Baskaya, 2018).

A profession considered a part of belonging is one of an individual’s essential identity characteristics (Yesilcelebi, 2014). The concepts of professional belonging or professional commitment define the psychological bond between the person and the profession (Lee et al., 2000; Baskaya, 2018), the place of the profession in the person’s life (Baysal & Paksoy, 1999; Baskaya, 2018), the attitude of the person towards the profession (Blau, 2001; Baskaya, 2018), and the interest of the person towards the profession (Baskaya, 2018). Since the processes in professional life constitute an essential part of human life, the time spent directly affects work performance and success (Ozdevecioglu & Aktas, 2007; Baskaya, 2018). A strong sense of professional belonging increases job commitment, satisfaction, productivity, job satisfaction, identification, and happiness, enabling them to develop more positive professional feelings (Baskaya, 2018). Personality characteristics, education level, working and economic conditions, risk of accident and death, wage, job guarantee, team members, authority and responsibilities, material or moral rewards, professional status, social perspective, managerial attitude, career opportunities, participation in decisions and autonomy, and professional organization are the factors that affect professional belonging (Baskaya, 2018).

Midwifery is the oldest professional profession that has existed since the beginning of life, includes science and art, evidence-based practices, and is committed to ethical values (Arslan et al., 2008; Ocak Akturk et al., 2021). In the context of professional belonging, a midwife’s professional belonging can be associated with fulfilling her professional responsibilities by loving her profession and, in light of scientific developments, being devoted to ethical values, self-sacrifice, and protecting her profession (Ocak Akturk et al., 2021). There are studies in the literature evaluating the professional belonging levels of working midwives and related factors. However, more studies need to evaluate the level of professional belonging during the student period, when the foundations of the profession were laid.

Considering that the professional commitment of midwives begins with the education process and strengthens during the midwifery profession, it is essential to determine the professional belonging of student midwives, like working midwives (Gumusdas et al., 2021). No study has been found in the literature comparing the working and student midwives’ belonging levels. This study was planned as a descriptive cross-sectional and online type of research to determine the professional belonging of the undergraduate senior students studying midwifery

at universities in Türkiye and the midwives with a bachelor’s degree working actively as midwives in the field.

MATERIALS AND METHODS

Design and settings

The research was conducted as a descriptive, cross-sectional, and online survey study.

Recruitment and data collection

The universe of the study consists of the senior undergraduate students studying midwifery at universities in Türkiye and the midwives with bachelor’s degrees working actively in Türkiye. Midwives are invited to participate in the study online using the random sampling method, which is one of the improbable sampling methods. The invitation included an information sheet explaining the study, assuring participants that participation was voluntary and anonymous, and a link to a consent sheet and the online survey. The surveys were prepared via Google Forms and were open from January 17 to April 29, 2022.

Sample size

The Raosoft sample size calculation program was used to calculate the study’s sample size (http://www.raosoft.com/sample_size.html). Using the sample size formula of the unknown universe, it was determined that the study would reach a minimum of 163 senior undergraduate students and 163 working midwives ($\alpha=0.05$, $1-\beta=0.80$). While collecting data for the study, it was determined that six of the senior undergraduate participants did not fill out the forms completely. Thus, the study eventually reached 174 senior undergraduate students and 171 working midwives.

The inclusion criteria

The student midwives who have accepted to participate voluntarily in the study, have accessed the internet, and have answered the questionnaire completely must be actively registered in Türkiye in the 2021–2022 academic year. The working midwives must have a bachelor’s degree and be active midwives at any private or public institution. All of these were determined to be inclusion criteria.

Survey instruments

The survey incorporated: This is an information form and a midwifery belonging scale. The details of the forms are given below:

The Introductory Information Form: It was developed by researchers based on the findings of the literature (Ocak Akturk et al., 2021; Gumusdas et al., 2021; Baskaya et al., 2020; Demirci et al., 2021). In the form, there are five general questions about country of residence, age, reason for choosing the profession, and appreciation of the midwifery profession. There are also 11 questions assessing the class of the students, the AGNO, the participation in the professional activities, the fields and the units to be studied in the future, and 11 questions assessing the working unit, the year, and the participation of the working midwives in the

professional activities. The total number of questions is 27.

Midwifery Belonging Scale (MBS): The Midwifery Belonging Scale, developed by Baskaya et al. in 2020, is a 5-point Likert-type scale comprising 22 items. The scale consists of four sub-dimensions: "emotional belonging," "fulfilling professional roles and responsibilities," "evaluating professional development and opportunities," and "limit of duty and authority in the profession." The lowest score obtained from the scale is 22, and the highest is 110. It is accepted that the higher the score obtained from the scale, the higher the sense of belonging. The Cronbach Alpha Coefficient of the scale was determined to be 0.90 (Baskaya, 2018; Baskaya et al., 2020). Written permission was obtained for the use of the MBS. The total alpha value of the scale for this study is 0.81.

Statistical analysis

For data analysis, IBM SPSS V23 (SPSS, Inc., Chicago, IL, USA) was used. The conformity of the data to the normal distribution was examined with the Kolmogro-Smirnow test. The descriptive statistics and the Chi-square were used to compare categorical data; the Mann-Whitney U test was used to compare the data with a normal distribution according to the groups; the Kruskal-Wallis test was used to compare the data without a normal distribution according to the groups; and the post-hoc Benferonni test was used for the further analysis. The analysis results were presented as mean \pm s.d and median (minimum-maximum) for the

quantitative data and as frequency and percentage for the categorical data. $p < 0.05$ was considered to be statistically significant.

Ethical consideration

Approval for the study was obtained from Kırklareli University Clinical Research Ethics Committee (Date:28.12.2021, Approval no: E-69456409-199-35280/). All the procedures were performed by the rules regarding the studies involving human participants by considering the ethical standards of the institutional and national research committee and the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

RESULTS

The mean age of the midwifery students (n:174) participating in the study was 22.48 ± 1.36 , and the mean age of the working midwives (n:171) was 32.30 ± 7.90 . When the students and working midwives were examined in terms of their professional characteristics, it was determined that there was no statistically significant difference between the groups considering the midwifery profession as valuable, thinking that the midwifery profession was valued, and the reason for choosing the midwifery profession ($p=0.052$, $p=0.063$, $p=0.138$, Table 1).

Table 1. The comparison of the descriptive characteristics of the student and the working midwives.

Variables	Student Midwife (n=174)		Working Midwife (n=171)		Total (n=345)		Test/p
	X \pm SD		X \pm SD		X \pm SD		
Age	22.48 \pm 1.36		32.30 \pm 7.90		27.34 \pm 7.48		U=1390.00 p=0.000 ^a
Considering the midwifery profession is valuable	9.52 \pm 1.09		8.96 \pm 2.24		9.24 \pm 1.78		U=23.160 p=0.052 ^a
Thinking that the midwifery profession is valued	4.63 \pm 2.03		4.23 \pm 2.31		4.43 \pm 2.18		U=11.675 p=0.063 ^a
	n	%	n	%	n	%	
Reason for choosing the midwifery profession/department							
Willingly and by researching	70	40.2	61	35.7	131	38.0	X ² =8.352 p=0.138 ^b
Family request	18	10.3	21	12.3	39	11.3	
Friend/close environment recommendation	18	10.3	9	5.3	27	7.8	
Having good job opportunities	41	23.6	37	21.6	78	22.6	
Being the department that the student's grades are enough for it	24	13.8	35	20.5	59	17.1	
Other	3	1.7	8	4.7	11	3.2	

^a Mann Whitney U Test, ^bKi Kare Test.

It has been determined that the area where 63.2% of the student midwives and 58.3% of the working midwives participating in the research want to work after graduation and are still working is affiliated with public hospitals; the unit where 58.6% of the student

midwives want to work after graduation is the delivery room; and the unit where 53.2% of the working midwives work is FHC-CHC (Family Health Center-Community Health Center). It has also been determined that 42.5% of the student midwives and 78.4% of the working midwives attend certified

training or conferences; 82.8% of the student midwives and 69.0% of the working midwives do not take responsibility for administrative duties; and 74.7% of the student midwives and 56.6% of the

working midwives are not members of associations. Groups differ regarding these characteristics ($p=0.000$, $p=0.000$, $p=0.000$, $p=0.004$, $p=0.001$, Table 2).

Table 2. The comparison of the student and the working midwives in terms of professional characteristics.

Variables	Student Midwife (n=174)		Working Midwife (n=171)		Test/p	
	n	%	n	%	n	
Liking the midwifery profession/department						
Yes	161	92.5	150	87.7	311	$X^2=1.737$ $p=0.188^a$
No	13	7.5	21	12.3	34	
Wishing to change the midwifery profession/department						
Yes	30	17.2	41	24.0	71	$X^2=1.999$ $p=0.157^a$
No	144	82.8	130	76.0	274	
Desired/worked in the field after graduation						
Freelance midwifery	11	6.3	5	2.9	16	$X^2=56.988$ $p=0.000^a$
Academy	36	20.7	7	4.1	43	
Public hospitals	110	63.2	91	53.2	201	
Private hospitals	5	2.9	19	11.1	24	
In a non-midwifery field	7	4.0	13	7.6	20	
Other	5	2.9	36	21.1	41	
Desired/worked unit after graduation						
Delivery room	102	58.6	5	2.9	107	$X^2=142.001$ $p=0.000^a$
Obstetrics-gynecology	15	8.6	7	4.1	22	
FHC-CHC	40	23	91	53.2	131	
Other (internal medicine, surgical service, etc.)	7	4.0	19	11.1	26	
In an on-midwifery field	10	5.7	49	28.7	59	
Plan to take postgraduate education.						
Yes	121	69.5	110	64.3	231	$X^2=0.837$ $p=0.360^a$
No	53	30.5	61	35.7	114	
Participation in certified education/congresses						
Yes	74	42.5	134	78.4	208	$X^2=44.771$ $p=0.000^a$
No	100	57.5	37	21.6	137	
Taking responsibility for administrative tasks						
Yes	30	17.2	53	31.0	83	$X^2=8.191$ $p=0.004^a$
No	144	82.8	118	69.0	262	
Being a member of associations						
Yes	44	25.3	72	43.4	116	$X^2=10.189$ $p=0.001^a$
No	130	74.7	99	56.6	229	

When the comparison of the midwifery belonging scale sub-dimensions and the total score averages of the student and the working midwives was examined in Table 3, a statistically significant difference was found between the student and the working midwives, in terms of the average score of the emotional belonging sub-dimension ($p=0.001$). In the study, a statistically significant difference was found in terms of the total score of the midwifery belonging scale between the groups, the situation of liking the midwifery department or profession, not wanting to change the midwifery department or profession, planning to get a graduate education, getting a

certified education or participating in congresses, taking responsibility for administrative duties, or being a member of associations ($p=0.000$, $p=0.000$, $p=0.016$, $p=0.001$, $p=0.021$). In addition, a statistically significant difference was found between the groups regarding the field and the unit where the student midwives wanted to work after graduation and the field and the unit where the working midwives were still working ($p=0.011$, $p=0.000$, Table 3).

In the study, it has been determined that the students and working midwives who express they love their profession, prefer their profession willingly and by

researching, do not think about changing their profession, participate in certified education or congresses, are members of associations, and plan to receive postgraduate education have obtained higher scores in the total and sub-dimensions of midwifery belonging ($p < 0.05$). While it has been determined that among the student midwives who plan to work in fields and units related to midwifery, they have a higher level of midwifery belonging than those who plan to work in fields and units unrelated to midwifery, it has also been determined that the levels

of belonging of the working midwives are not affected by the working field or unit ($p = 0.011$, $p = 0.399$). While the administrative duties of student midwives have not affected their level of belonging, it has been determined that there is a significant difference in the sub-dimensions of fulfilling professional roles and responsibilities, evaluating professional development and opportunities, and the mean total score of working midwives ($p = 0.320$; $p = 0.012$, $p = 0.033$, $p = 0.021$, Table 3).

Table 3. The analysis of the factors affecting the means of the midwifery belonging scale sub-dimensions and the total score.

Variables	Emotional belonging sub-dimension score		Sub-dimension score of belonging to fulfilling professional roles and responsibilities		Professional development and opportunities assessment sub-dimension score		Sub-dimension score of duty and authority limits in the profession		Total score of midwifery belonging scale	
	X±SD	Test value/p	X±SD	Test value/p	X±SD	Test value/p	X±SD	Test value/p	X±SD	Test value/p
Midwifery Status										
Student (S)	30.27±4.11	p=0.001^a	31.04±3.11	p=0.550 ^a	19.55±2.94	p=0.096 ^a	12.31±2.35	p=0.126 ^a	93.18±10.01	p=0.072 ^a
Working (W)	28.14±5.79		30.66±3.66		18.87±3.66		12.53±2.69		90.21±13.18	

^aIndependent samples t-test

DISCUSSION

Professional belonging is an important concept that affects working individuals' attitudes, behaviors, and motivations toward business life (Keskin & Pakdemirli, 2016). In the study, when the reasons for choosing the profession of the midwifery students and the working midwives were examined, 40.2% of the midwifery students and 35.7% of the working midwives stated that they chose the profession voluntarily. When the literature is examined, it has been determined that the rate of choosing the midwifery profession voluntarily varies between %32.5%-81.5% (Gumusdas et al., 2021; Unlu et al., 2008; Pinar et al., 2013; Yildirim et al., 2014; Yucel et al., 2018; Demir & Taspinar, 2021; Ocak-Akturk et al., 2021; Unver et al., 2022). Compared to the literature, the relatively low rate in this study may be because the participants were presented with options, such as the fact that the profession has many job opportunities, and their grades are enough for this department under the same question. The study determined that those who chose their department voluntarily had a higher sense of professional belonging. In parallel with this, in the studies conducted with the midwives and the students in the literature, it has been determined that choosing the profession voluntarily affects professional belonging positively (Bilgic, 2022; Cevik & Alan, 2021; Ocak Akturk et al., 2021).

The study asked the students and the working midwives about their thoughts on liking and changing their profession. In total, 90.1% of the participants reported that they liked their profession, and 20.6% considered changing their profession, and no difference was found between the two groups. When the domestic literature

was examined, the students and the working midwives stated that they liked the midwifery profession between the range of 60.3%-93.6% (Yucel et al., 2017; Ocak Akturk et al., 2021; Toker et al., 2020). The findings of our study are similar to those in the literature. Sullivan et al. (2011): In their study with 209 midwives in Australia, when the midwives were asked about their reasons for continuing the midwifery profession, it was determined that the first three reasons given were "I enjoy my job," "I am proud of being a midwife" and "I am satisfied with my job." It has been reported that a small number of the groups thought to change jobs, but they continued their professions because they did not dare to do so (Sullivan et al., 2011). There are similar attitudes towards the profession at home and abroad. According to our study's results, more students and working midwives stated that they thought of changing their profession than those who did not like their profession. The reason for this may be that the working conditions of the profession are complex, it is open to malpractice lawsuits, and it is thought that it needs to be given more value. In a study conducted with the students in the literature, it was reported that 8% of the students were considering changing their profession (Demir & Taspinar, 2021), while in a study conducted with the midwives, 7% of the midwives were considering changing their profession (Ocak Akturk et al., 2021). As a result of the study (20.6%), there is a higher level of thinking about changing a profession than literature. The fact that the data of our study was collected in 2022 and that both the working midwives and the students who did internships and took the practical course during the pandemic process worked

under challenging conditions may have increased the tendency to change the profession. Another important finding of our study is that loving a profession increases professional belonging. In parallel with our study, it has been reported in the literature that the belonging scores of those who love their profession and consider it appropriate for themselves are high (Ocak Akturk et al., 2021; Bilgic, 2022; Cevik & Alan, 2021; Turan & Unver, 2021). Likewise, in a qualitative study conducted with focus group interviews with 63 midwives in the Democratic Republic of Congo, it was reported that liking the midwifery profession ensures staying at the workplace despite a challenging working environment and low professional status (Bogren et al., 2020).

The study determined that the student midwives (63.2%) planned to work in public hospitals after graduation, and the majority of the working midwives (53.2%) worked in public hospitals. The fact that the working midwives plan to work in units out of the field more than the student midwives is exciting data. The study plans studied in the literature, the plans to study, and the field study plans are proportionally compatible (Demir & Taspınar, 2021; Karaman et al., 2022; Ocak Akturk., 2021; Ugurlu & Karahan, 2020; Yucel et al., 2018). In this context, in our study, it has been determined that the place where the working midwives work in or out of the field does not affect their professional belonging ($p>0.05$). However, the fact that the student midwives plan to work in the field affects their professional belonging positively ($p<0.05$). In the literature, it has been reported that in the study of Bilgic (2022), the institution where the midwives work does not affect their professional belonging (Bilgic, 2022). However, in a study conducted with the students, the professional belonging of the students who wanted to work in the field of midwifery was found to be higher (Ocak Akturk., 2021).

In this study, it was determined that 42.5% of the student midwives and 78.4% of the working midwives attended certified education or conferences, and this increased the professional belonging of the working midwives and the student midwives. Bilgic (2022) reported that 93.7% of the midwives followed the new developments and that these midwives had higher levels of professional belonging (Bilgic, 2022). In addition, the Ocak Akturk study (2021) reported that 69.2% of the midwives participated in scientific activities. The fact that the students have up-to-date information compared to the working midwives, the requirement to graduate with a bachelor's degree for certified education, their low awareness about participating in congresses, and their limited income may explain their participation in less scientific activities.

Another important finding of our study is that being a member of an association and holding administrative duties positively affects professional belonging. No results related to this result were found in the literature. However, the fact that a member of the profession is a

member of the association or takes part in an administrative task may show that the individual believes that the initiatives that will carry his or her profession forward and develop it can be done with professional autonomy and the current legal regulations. This can be seen as a factor that increases professional belonging.

The study determined that the total MBS score of the student midwives was 93.18 ± 10.01 , and that of the working midwives was 90.21 ± 13.18 , and no difference was found between the groups. When the domestic literature is examined, it has been reported that the average total score taken from the same scale is between 88 and 99 for the student midwives and 75 and 96 for the working midwives (Cevik & Alan, 2021; Ocak Akturk et al., 2021; Bilgic, 2022; Gumusdas et al., 2021; Turan & Unver, 2021; Unver et al., 2022). Although the findings of our study were similar to the literature, when the sub-dimension mean scores were examined, it was determined that the sub-dimension mean scores, which were taken from the scale of the student midwives and the working midwives who participated in our study, were similar to the literature and higher than the literature. In our study, the mean score of the emotional belonging sub-dimension was 30.27 ± 4.11 in student midwives and 28.14 ± 5.79 in working midwives, and a statistically significant difference was detected ($p<0.05$). In Cevik and Alan's (2021) study with 172 midwifery students, the mean score of the emotional sub-dimension was 26.65 ± 5.79 ; in Bilgiç's (2022) study with 348 working midwives, it was 30.54 ± 6.17 and Ünver et al. (2022) with 212 working midwives, it was reported to be 24.72 ± 4.9 (Cevik & Alan, 2021; Bilgiç, 2022; Ünver et al., 2022). The findings of the studies are parallel to our research. It can be said that the study data collected during the pandemic continued to affect working midwives' emotional belonging negatively and created a statistical difference between them and student midwives. Although many factors, such as the period in which the study data are collected, the city, the university, and the variety of students or midwives constituting the study sample, change the professional belonging, it can be said that the belonging to the midwifery profession is high in our country. When the studies in the literature about the factors affecting professional belonging regarding the midwifery profession are evaluated, it has been reported that the use of ultrasound by midwives and the supportive and positive working environment affect professional belonging positively (Reiso et al., 2020; Honda et al., 2016).

Limitations and Strengths

This study's universe is limited to senior undergraduate students studying midwifery at universities in Türkiye and midwives with bachelor's degrees who are actively working in the field in Türkiye. The data obtained in the study are limited to the measurement tools used and the individual statements of the students and the working midwives participating.

CONCLUSION

According to the findings we obtained from our study, the professional belonging of the midwife candidates and the working midwives is relatively high. Although midwife candidates and working midwives consider the midwifery profession very valuable, this profession needs to be valued more by society. Working in areas where the midwife candidates and the working midwives can exhibit their independent roles, choosing the profession voluntarily, being open to professional development, being a member of an association, and taking charge in administrative positions are the factors affecting the professional belonging of midwives.

Suggestions

In this context, appropriate and positive practice areas should be created to increase the number of midwife candidates and establish positive relations with the working midwives who continue the profession. In addition, in order to increase the belonging of the working midwives, it can also be recommended to improve the working conditions and personal rights, offer training and career opportunities, implement supportive initiatives such as appreciation and reward, encourage their membership in associations, and employ them in field-specific units.

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Conflicts of Interest

The authors declare no conflict of interest.

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