

The Process of Profession's Image Among Nursing Students of Bachelor's Degree: A Grounded Theory Study

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Abstract: Nursing has considerable progresses towards becoming professional in recent decades in comparison with previous decades and is produced a scientific base by academic preparing programs for it. Now, it is the time that the nurses should be aware of the images that they draw as professionals for themselves and others. Since, these images are forming during study and probing the way of forming perceptions (image of profession) and the effective factors on it, has not been considered by students till now and since core concepts and the procedural model of data is not made between concepts, so this study has been done for detecting the profession's image among nursing students of bachelor's degree. This study is a qualitative one and a grounded theory. The participants of this study were 30 nursing students who were in first, 4th and 8 semesters. Sampling method was firstly purposeful. When the data were collected and analyzed simultaneously, the more sampling (theoretical) was done according to categories and developing theory. After explaining the aim of research for participation and taking written consent and keeping the record of interviews, unstructured interview was used for gathering data. Simultaneously analysis method was done according to Strauss and Corbin's 1998 3 staged coding. In the current study the psychosocial issue was recognized: Binary/divalent imaging of the profession and the core variable, explaining data was determined Seeking for recognizing duality factor/uniting or according perceived binary images. Conceptual domains of bachelor's degree students about this profession include: the profession's social status. The nature of nursing knowledge/profession-actually/delivering nursing (nursing administering). And the stages of divalent imaging include: ambiguity, event and contrary knowledge and instability, event and valuable knowledge and confidence, accepting and verifying accordant aspect and justifying the contrary aspect (verifying that the images are not accordant) and the presentation of amending propositions (for more accordance of contrary aspect).

Key words: Image, nursing profession, students, grounded theory

INTRODUCTION

The image is often defined as the present perception, mental picture, a sample or something similar (Webster, 1986). This is a best way in sampling a vast amount of obtained information about human beings, things, events and the subjects (Takase *et al.*, 2002). Since human are creatures having psychosocial and bodily aspects, the social interactions are valuable for them. Then the image is important in our life, when it affects our interactions and expecting of others. And interprets the messages of how we see them (Snyder, 1981). The profession or job is one of the attractive things that humans can speak and think about, because it takes most of our daily time) Saneii, 1984). So, we should think of what factors will cause of feel pleasant for being or participating in a profession?

On the other hand, Leddy and Pepper (1989) and May (1991) state: Every feeling that a person has about him/herself as a professional, Will affect his/her way of thought and action in professional relations. Therefore the nurses, who have positive professional images, will have more and stronger remedial relations with their patients. These are nurses who create in fact different nursing in healthy care and in this way the relation between profession's image and caring quality will be clear. Because the profession's image or mentality is one of the elements of employment in the profession, so detecting the nurses' mentality, especially nursing students in this regard is the key and needed information in removing lack of nurse in future and deciding in this regard (Mendez and Louis, 1991).

Tate (1961) and Miller (1974) showed that the percentages of students who leave studying in bachelor's degree are 20 and 44%, respectively. In Miller's study, the factors of leaving studying are divided into 2 groups: Voluntarily and involuntarily. Involuntarily factors involved more cases. According to the results of this study, the factors of involuntarily leaving studying included: Nursing was not the thing that they expect and they didn't like the curriculum-Factors of marriage, illness and economical problems. It was also distinguished that those who had leaved studying involuntarily, still wanted to continue their nursing studies. In different studies, different factors have been cited for leaving studying and factors like entity existence, satisfaction and other factors have been cited for study leavers and those who remained in this course (Katzell, 1967, 1968; Smith, 1965; Krall, 1970; Wittmeyer *et al.*, 1971).

As it is evident, the more and complete understanding of students, experiences and the factors which are effective on them in their understandings, will lead to an insight and knowledge to their way of learning norms and merits about their profession. The obtained results may lead to an Endeavour with more responsibility by relevant managers and educators in helping students and will lead to constructing a positive passage from learning environment to clinical care environment and correcting the available images in the minds of graduated students. With regard to this category and with paying attention to that the future and finale of this profession will be made by the students who are now studying and some part of nursing image will be reflected to the community by them, so it is necessary and more important to work on this subject and probing its margins especially the manner of forming these images and perceptions. Understanding what is their image of their profession at the same time that they are interacting to get the relevant knowledge about their profession, will able the executors and nursing politicians to enhance nursing preparing activities and on the other hand, nursing students' psychosocial needs will be recognized and worked on (Spouse, 2000).

Since prior studies in our country (Iran) are insufficient and at the same time the subject is important. The researcher as a nursing educator will try to find out perceptions of nursing students about their profession and in this study; has been seeking for showing the quality of image from this profession in the minds of students as they are learning nursing.

MATERIALS AND METHODS

The current study is a qualitative one and its method is grounded theory. In a qualitative approach, people can explain their situation, feelings and experiences with their

own words in a best way (Streubert and Carpenter, 2003). With regard to the aim and question of this study that is recognizing and explaining the process of mentality from the profession in the nursing students of bachelor's degree, so the grounded theory was selected as a best method of research.

The participants of this study were 30 nursing students from state (government) and private (Azad) universities in Iran (year 2007-2008). Sampling method was firstly purposeful and then theoretical sampling. It means at the beginning of study, the sampling was objective or having previously some criteria, in researchers minds (Patton, 1990). For example we considered the criteria's of being nursing students in at least first, 4th and 8 semesters.

In addition, sampling from males and females were used for presentation and comprehensiveness of data. When the data were collected and analyzed simultaneously, more sampling was done according to categories and developing theory. And at the end, nursing students who had given up studying and students from other courses entered into nursing were interviewed. After explaining the aim of research and taking written consent for keeping record of interviews, unstructured interview was used for gathering data from volunteers.

The most important point is understanding of people experiences and their perception of that experience (Seidman, 1991). Just when an unstructured interview is used, the initiation, termination, preludes and consequences of psychosocial processes can be recognized (Morse, 2001). The interviews also will give an opportunity to the researcher by asking profound questions make informants explain their experiences by their story (Patton, 1990; Porter, 1996). In the current study, the diversity of participants (in first, 4th and 8th terms, given up students or entered from other courses) triangulated the resource. The triangulation of sites also occurred when the data were gathered from the students of state and private faculties. The interviews were held in faculties and in a silent and private room for a period of 50-90 min. Analyzing was done according to Strauss and Corbin's (1998) 3-staged coding.

RESULTS

In the current study, 16 students in 8th semester, 10 students in first semester and 4 students in 4th semester (10 males, 20 females, 8 married, 22 single, 2 students who had given up the university and one student who had come from other course) participated. According to findings, it was got 1700 codes from students' experiences

in the field of nursing in the first stage (open coding), that in the next 2 stages of axial coding and selective coding, it leads to designing a related pattern that has presented as Fig. 1.

In the current study, it inspected experiences and viewpoints of participants about the phenomenon's main pivots, with asking questions like who/ what, when, where/how (and with inspection of context, reasons and out comes), in order that the key points could be recognized and encoded in the texts and researchers' notes.

After writing codes, got from the text, firstly this question was answered: what is occurring in the data? And how do these classification and categories relate together? So, the codes' convergence and the formation of categories and in continuum their relations with subcategories were obtained. Then these questions were answered: what is really occurring there? Or what is the main concern of informants about the asked questions? Or what problem do they have and how is it managed? And the available psychosocial issue and its managing were recognized and the central category/core variable was obtained. Then theoretical explanation memo was written and the model and explanation process of all data was explained in conceptual level as follows:

Open coding: Strauss and Corbin (1998) have presented open coding as procedure that in which the data are broken down into distinct parts, are inspected and evaluated accurately, their similarities and differences are compared and questions are answered about reflected phenomenon in data.

In this stage, after writing the interview's text in study and it's edition with again listening to the interview's tape, every line of the text was read and the codes and words of the recommender were worked out and written next to the related line. In this stage, in addition to working out the codes of the recommender, it was decided about the second interview with the mentioned person and asking more questions.

The nature of nursing (knowledge/job): Students referred to nature of nursing discipline in 2 aspects of nursing knowledge and nursing job. For example, the 8th semester student explained: I couldn't define nursing so long as we hadn't gone to the clinical centers and till semester 4, I understood interactions with patients, then when we went to health centers in 5 and 6th semesters, I could find out more about referring roles and health education. Another student said: the nurses are specialists in care. they can be very courteous in this profession and even the worst nurses are Angeles. The tenth participate stated: Nursing responsibility is difficult and the care is time consuming.

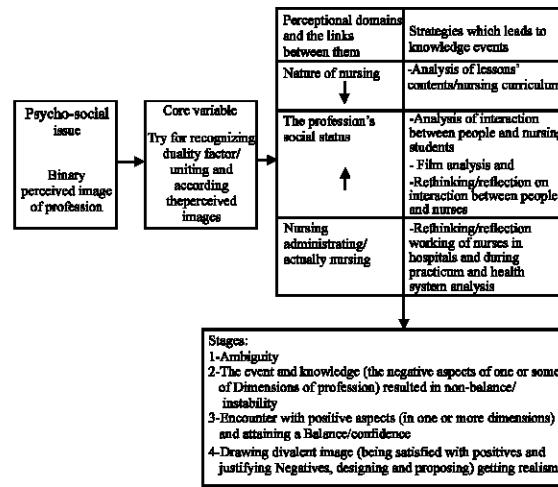


Fig. 1:Image of nursing profession at the student of bachelor's degree

That according to the text, first the codes of: nursing means work on the patient, interaction with people, education, refereeing, caring is nursing specialty, the heavy responsibility in nursing and nursing is time consuming were selected for above experiences and then were arranged in classification of the nature of nursing knowledge and the nature of nursing job.

The profession's social status: Students referred to social status of the profession in their words and stated it lower than the nursing real value. For example the student in the 8 semester said: when I told that I have been accepted for nursing, my aunt who is 40 or 50, wanted me sorrow fully not to be unhappy or another student in 8 semester says: when accepting for nursing I wanted to explain to my grand father that what nursing is in fact, but he said it is something like nursing-aid. The nursing student in 8 semesters says: when people are speaking about nursing, they don't speak about its goodness. And 4 semester student says: People restrict the nurse in white Coeur and dark-blue veil and the nurse is someone serving at the words of hospital, in their idea. Of course, this is said mostly by illiterate 50-60 years old people. For the next and future generation, the films are samples and if something takes shape in their minds, its changing will be very hard. The male 8 semester student continues: My brother is studying computer and loves nursing. He says: These courses are excellent and respectable for people. Another student stated: My meaning of profession status is the behavior that patients have with nurses/ or nursing students... they don't behave well. That according to the text, first the codes of by standers' sayings about this profession, others' contacts with nursing students were

selected for above experiences and then were arranged under label of the profession's social status.

Nursing administering /actually nursing: Participants explained about administering nursing in our country and inspected its different aspects. For instances, the student in 8 semesters said: A nurse can give services such as health education or preventive interventions to healthy people, too. But it is limited to hospitals, now. Another student states: I had appendicitis operation during previous semester and I was in hospital 3 days. I got what people say. Nursing was just injecting the medicine rapidly and then going to the next patient... these are because of high pressure at work. Nursing knowledge is a good knowledge but we don't use it appropriately. We have just one nurse for serving 20-30 patients And another one continued that: nurses don't give any opinion about patient's situation and doctors pay no attention to nurses notes.... That according to the text, first the codes of nursing limitation to hospitals in our country, work overload in nursing, un doer knower were selected for above experiences and then were arranged under label of inappropriate administration of nursing and then in category of nursing administering/ actually nursing.

Axial coding: In This stage, theoretical sampling was done and the acquired categories were clearer and complete with frequent comparison and subcategories and their links were formed. The central stage and available psychosocial issue and its process from data were acquired with these frequent questions: what is occurring really here? and What factors do leave a good imagination of this profession in the minds of students? (LaRossa, 2005; Strauss and Corbin, 1998).

The main categories, Resulted from this stage, include: 3 conceptual domains from the profession (social status the nature of nursing knowledge/ job –and actually nursing), Links between 3 domains of profession, trying to uniting conceptual images from the profession and recognizing analytical strategies of 3 dimensions of profession.

The available psychosocial issue is: binary/ divalent imaging of the profession and stages of mental divalent imaging includes: ambiguity, event and the knowledge that leads to instability, event and the knowledge that leads to confidence, accepting and verifying the conforming aspect and justifying the contrary aspect (verifying that conceptual images are not in concordance) and designing and presenting the amending propositions (for more concordance of the contrary aspect).

The relation links between conceptual domains of profession

The relation between social status and actually nursing:

Nursing students confessed to the presence of relation and the effect of nursing administering on social status, at present research. So that one of the 4th semester students pointed; ... firstly the income of every course is effective on its social status and secondly the impression that people, themselves leave on minds, is effective too. For example, nurse's behavior with people in the wards, how he or she speaks with them, what tells to them, how he or she looks after them ... these are surely effective in the insight of community to nursing or a student in 8th semester says: Because of lack of our cares, the in sight of community is not so well to us. This means nursing status is not well in community, since people haven't a proper perception of nursing and its rank is low. That according to the text, first the code of the relation between social status of the profession and actually nursing was selected and then was arranged in links between conceptual dimensions of the profession.

The relation between social status and the nature of nursing:

The students also believed in the impression of some aspects of nursing knowledge/ job on its social status. For instance, 4th semester student said: There are procedures that are attributed to nursing. They are on top of our affairs and doing them in apprenticeship periods lowers its value... it distains you ... of course, at the present time, I think show-off and prestige has replaced with sentiment and so these procedures have become a play thing of nursing. The first semester student pointed to another aspect of nursing profession and explained: It is common in our community that women should be at home before sunset and their staying out late at night is breaking customs. So working out at night is not accepted in our community (for women)... But this outlook has little altered nowadays, fortunately. That according to the text, first the codes of the nature of nursing knowledge and the effect on its social status were selected for above experiences and then were arranged in the category of the relation between profession's social status and the nature of nursing knowledge/ job and were arranged finally in the category of links between conceptual dimensions of profession.

Recognizing/ analytical strategies of profession's social status:

Participants in the current study, explained their perception methods of the profession's social status and pointed how they, themselves, have found out nursing social value, as 8th semester student explained: I found out its value by my classmates, outdoors... at the

university ... students usually speak about it, dormitory students speak with their classmates or others about it. Their ideas weren't interesting. Just one of the students had selected his/ her course eagerly. I pay more attention to Iranian films these days ... The student in 4 semesters said: I was roommate with a nursing student in first semester, which was in 8 semesters. She said it is better for me to abandon if I have a chance. And another student points: I am roommate with a student who is in 4 semesters and is very interested in nursing. A male student in 8 semesters stated: In the first and second semesters, the students of other medical courses imagined our course auxiliary nursing, but after our explanation, They know it more. The ninth participant said: In primitive semesters, the classmates were more sensitive about the profession with the profession's social status and were sensitive to folk's words. That according to the text, first the codes of Classmates and dissatisfaction with the profession's social esteem, The opinion of other medical courses students about nursing course were selected for above experiences and then were arranged in the category of recognizing/analytical strategies of nursing social status and finally under label of the profession's recognizing/analytical strategies.

Film analysis as a strategy for recognizing the profession's social status: The participants pointed also to the role and importance of TV as a national media for imaging the profession. And analyzed and explained their perception of the films that had watched recently, frequently. Two of the students said: in the community... or in films that are related to nursing, how do our media value the nursing? In my opinion, films are really effective, especially for the next generation and especially in our community that 80% of our people are film fans. Or 4 of the participants pointed that: The film of wet flower in which a nurse was addressed as an injector or in flying in bubble in which a miserable person whose son-in-law and husband were addict, had played as a nurse or in coma where a physician was shouting at nurse and excusing restraints for making nursing notorious... of course it is relinquished that in all recent films, just women have played the role of a nurse. The 7th participant said: some scenes of Iranian films that are showing a nurse, indeed it is offending the profession, like shouting of a patient or a physician at nurse ... anyway the films are samples for people's behavior. The 18th participant pointed: These scenes imply that a nurse is a person that all the people, from a customer . To a patient or a physician shout at him/her or a person who should be always under the order of a physician ... even recently they want to show his/her

acts non human and cruelly. Five students who had participated from different semesters said: All Saints, an abroad made film, it is a good film. They show the duties and jobs of a nurse. It is not the thing that our people see at hospitals or they have heard about it. Another male student in 8 semesters stated: I often watch this film. It is really well for community's acquaintance with nursing. All negative understandings about nursing can be changed by this film. I can recognize this change in my relatives and in people. They don't use the words that used previously about nursing. They encounter it respectively and have learned more about it. This film has changed people samples towards nursing truth. The 4th participant said: people love this film and are surprised why the attitudes of foreigners and Iranians are so different towards nursing. That according to the text, first the codes of Internal films and improper imaging form nursing and external films and proper imaging from nursing were selected for above experiences and then were arranged in the category of Films and their effect on social status and at the end they were arranged in the category of Film analysis as a strategy for recognizing the profession's social status.

Imaging stages of profession

Ambiguity: About imaging stages of profession, student confessed to dumbness and not having a clear image and perception of nursing in the first days of their acceptance for this course and said that every one of them had this period for a while. For example student in 8 terms said: Since I did know nothing about nursing, I can't say whether I was interested in it or not. I had an unknown feeling or it is better to say I hadn't a clear feeling about it. None of students knew this course properly; just one of male students had selected it as his second choice. And another one, whose mother was confined to bed and she was in hospital, selected her course interestingly, even after one or 2 months changed her idea and said that it's not a good course. Four students of first term said: Till the time of Concur (country wide exam for entering to higher education) I had not thought about it, but while selecting the course, I thought about it. Or another student of first term says: I don't know nursing really exactly, when I be in wards of hospital I'll know it more and 21st participant said: When I entered this course (nursing), I had no mentality about it, or I knew nothing about it. According to the text, first the code of Not knowing nursing and not having any mentality at first was selected for above experiences and then was arranged label of Ambiguity about profession at first. Finally it was recognized as The first stage of imaging of nursing.

Instability because of exposure to country or unvalued knowledge: Students spoke about next stages of their perception about the profession and referred to their first knowledge about it and two of them said: the first semester of my studying was not interesting. Since I didn't know community insight towards nursing till that time and then I knew it. I was nervous but gradually I got used to it. I mean it moved me. I didn't know how bad community insight into nursing is. And maybe if I knew it more, if I had the knowledge that I got about my profession till 3 or 4 terms, while selecting the course, surely I didn't select it. The third participant explained: after selecting the course, as soon as I told my family that it's possible to be accepted in nursing, they asked me if I want just to serve patients and bring bedpan for them, after 4 years of my study! This was my bad background. I had a bad look towards it and wasn't satisfied and wanted to change my course. And for this reason I consulted many, they advised me if I remain in this course, I'll be interested in it. But I didn't want so. Or the male nursing student started: my cousin who was nursing student, said me at first: it is mostly suitable for women and not still for men. Or another student in 8 terms said: at first when I was accepted, I told fearfully that I'm studying nursing. They also explained about their first knowledge of nursing nature and said: In practice unit, some of procedures were not interesting and most of students were resented and our educator told us at first that we won't do some of these procedures in wards and we learn them just to teach our subordinates. We saw in the wards that these procedures are given over to nurse's aids. And 3 of first term students expressed their similar feelings. The twenty first participant said: you know nursing has many procedures and skills; they are about 250-300 according to Taylor's book of Nursing principles and procedures. But they just stick to one or 2 of them and tell them regularly to head of nursing. The male student of 8 terms said: In second term, doing procedures, measuring vital signs frequently for 20 patients at the same time was not interesting. Or the third participant said: I had this background that the nurse's aids and nurses are the same, I had this deduction when we went to the wards at second term.

Five of students said: knowledge about actually nursing during studying begins at second term and stabilized at 5 or 6 term. According to the text, first the code of Understanding of social status at first, Understanding the nature at first. Understanding the actually nursing at first was selected for above experiences and then was arranged in the stage of primitive understanding of 3 domains of profession and finally was arranged as the second stage or the event/knowledge that leads to instability.

Students also confessed to the effect of social status on them. For example the student of 8 terms said: Sometimes these reasons have affected me so that I have decided not to work after graduation. Or I decided to study another course. This is because of people outlook... but then I remember that I loved this course and selected it. According to the text, first the code of The profession's social status and its effect on the morale of student was selected for above experience and then was arranged in the stage of Instability of student because of low perceived status and finally was arranged in the stage of Instability because of contrary event or unvalued knowledge.

Event or knowledge that leads to confidence: Students referred to another change in their perception during study. For example two of students said: I was interested in this course after second term and change my mind about it. We are interacting with patients and their benediction is after us. I mean when you are helping a patient, you are satisfied. When I saw the result of the article classes in practice in clinical operations, I became interested. The 7th participant started: when we went to the ward in second semester and patients were thankful while measuring their pressure or changing the dress of their wounds, I was very satisfied of my profession and loved it. Knowing nursing more and totally/holistic cares in upper terms were really satisfactory. I mean when you do procedures one by one at primitive semesters, it's not interesting, but when you arrange all cares for patients by yourself, from health assessment to evaluation, it will be more attractive... surely. I mean doing the procedures distinctly no, but doing after planning at the same time with together yes. The 6th participant said: students who have gone to intensive care units, like this profession, but those who have not gone, say it is disgraceful. The male student of 8 terms said: at 5 or 6 semester, but not at first semester, I understood that nursing has good job opportunity. In some courses, after 4 years of study, they are unemployed. Or they do another work like secretary. So when I see these problems, I became more interested in my course. And it is also important for my parents to have an occupation in future and so they are satisfied, too. The male student of 8 terms says: I was listening radio while near to Concur this year, the announcer said: nursing is the only profession that you won't search for job and you will have it. Other student in dormitory say: you are employed, after graduation you won't be jobless. So because of these reasons, the male students are more satisfied.

The tenth participant said: I knew nursing principle by books, theoretical lessons and practicum during

semesters and have a positive mentality about it and I'm satisfied with nursing knowledge. Or the fifth participant pointed: some procedures were not interesting in pratique unit and the students were resented, but then we saw at clinical unit that students don't do them and it is just a theoretical one. According to the text, first the code of entering practicum and beginning interesting in nursing, gratitude of patients and student's interesting in studying nursing, observing excellent information of nurses in ICUs and becoming positive the mentality of student towards nursing, suitable job opportunity for nursing, an incentive for studying, accruing more knowledge about nursing by books, theoretical lessons, practicum, being attractive in upper semesters the multilateral and holistic nursing were selected for above experiences and then were arranged under label of effective factors on making positive mentality and finally was arranged as another stage or event/knowledge that leads to confidence.

Realism and binary imaging: The students in 8 terms in current study explained that they've gained a binary perception, finally. For example, the third participant said: I think students have to reconcile themselves to the nursing situation, whether they want or not. I mean it is an obligation and also a demand. The second participant started: When I'm in a group who are speaking about nurse and nursing, I'm disturbed and waiting if they will speak about its goodness's or badness's. The male student of 8 terms said: On one hand students enter to the university in torrents and on the other hand leave it and enter to the community and work. They have got their personality. They have not become persons that should have become in this 4 years. They go to the ward and behave as if they have built their personality themselves. And have drawn on others reactions. Or the 24th participant said: it's true that it's not the real nursing, but it could be better than this and don't know what has occurred for nursing in our community. Because of shortage of nurses and high number of patients, nurses couldn't give a good care. People said they don't work well and don't visit patient. So we imagine nurses irresponsible, but it wasn't so... A nurse is responsible for 20 patients at the same time. So how he/she can give a good care! And we found out it's not their fault. People aren't aware of something. At first, we wondered why they don't visit patient at right time and ... but then we saw it's not possible in these circumstances and with lack of nurse. In this situation, the nurse can't investigate all problems of patient. So she/he can't schedule and the caring administration is incomplete. The twenty-third participant said: those who have remained in this course are realistic, they say: I have selected this course and will

do all its responsibilities and it's not important other's ideas. We can't change their ideas. We can just get along with them. Another participant said: I'm now really interested in my course and nursing and all the nurses are valuable and respectable for me. They are hand-working and informed people. According to the text, first the code of positive and negative points of profession, contradiction of status with nursing reality, justification of unacceptable actually nursing, realism and agreement with available situation were selected for above experience and then were arranged as another stage of imaging and finally as the final stage getting the reality of existing binary image.

Selective coding/recognizing the core variable: This stage is referred to selection/recognition of core variable (Strauss and Corbin, 1998). According to the obtained procedure and the list of stages/variables in current study, the stage of try for uniting the obtained images of profession was selected as the variable/category that is dominant of most data.

It should be mentioned that the resulted codes were given to the students for according with their words, for giving credence to the data and were verified. The texts and codes and then the obtained categories and subcategories and the explanation diagram were referred to colleagues in research for confirmation and were given to 2 persons who were out of this research, but were acquainted with qualitative analysis, for getting their ideas and verification.

DISCUSSION

This study conducted with aims of recognizing mentality from the profession in the nursing students of bachelor's degree and explaining the process of that image. The way we used to reach this aims was Grounded Theory method.

About mentality from the profession, the results of this study showed a binary imaging from profession in the nursing students of bachelor's degree. Their perceptions are formed and completed in 3 domains: the nature of nursing job/knowledge- the profession's social status-nursing administrating (actually nursing) with the events that occur during their studying and they analyze these domains for completing their mentality about nursing.

In a study which was done on 50 students in one of the universities in Canada, there were clear evident that showed they move from an amateurish nursing perception to a professional perception in a process of 4-year education. Although, students in the study of Day *et al.*, (1994) showed that they have kept their thoughts about

nursing, some elements of realistic understandings have occurred in their thoughts at the last year of their curriculum. This change in thought has been simultaneous with this dream that they imagine themselves while graduating and working as a registered nurse at an obligatory environment in hospital.

Heslop *et al.* (2001) found out in a great study over 105 graduated nursing students in Australia that the students had a pleasant feeling for selecting their profession while graduating.

Nursing student in this study, refer to subjects in nursing knowledge and its profession and analyze the contents of nursing curriculum in bachelor's degree. They know this profession a useful one for themselves and others and imagine it a helpful course which is scientifically and spiritually valuable. They bring up its job opportunities and the chances which there are in it for continuing studying and promotion.

It was done a study by Fitt (1996) by the name of evaluating professional self concept at the students of third and 4th years. He found out those professional self concept increases with ascending academic year. And the reason may be this that ascending academic year will cause more knowing about nursing. One of the effective factors on achieving desired professional self concept is passing educational periods in academic level (Kelly, 1996).

Nature of nursing job/knowledge: Nursing profession and its working conditions need social, artistic and researcher personality and qualities like being patient and self-control, cordiality, social behavior, cooperation morale and helping the others, responsibility, loving people and (Ghazi and Henshaw, 1998). In a qualitative study by Tennant (1999), which was done by the participation of 9 nursing students at their third years, they loved tending others. And the participants were often regardless to its income. The merits of nurture, heal and personal development had priority in them, against the other profession's members who pay more attention to their income and prestige.

While taking care into consideration in the minds of nursing students at the time of deciding for selecting the profession is the most important factor, the student of other university disciplines imagine it a profession lower than an ideal one. In a survey by Mendez and Louis (1991), which compared the nursing of 163 ordinary students with nursing of 63 nursing students on university campus, it became clear that there is an obvious difference between their beliefs, about nursing as a profession. The finding showed that the students of other professions hadn't dishonorable viewpoint towards

those who had selected nursing, but imagined it unsuitable as their profession for long life.

As the Ghazi and Henshaw (1998) have stated, most of Iranian nursing students enter this course popularly insight.

Other reasons are cited in texts for selecting nursing, like flexible working-hours, working opportunities in special domains with complicated technology (Kelly, 1996; Magnussen, 1998; While and Blackman, 1998) job immunity and the ability for having a stable working life (Land, 1994). For the rest, nursing is the second choice after medicine or other fields of study. These students have selected nursing at the end, after searching for their first choice, which was inaccessible or impossible (Beck, 2000; While and Blackman; 1998; Williams *et al.*, 1997).

In case of positive image the personal contact of students with a nurse, for example when they have been in hospital as a patient or when one of their family members was confined to bed, has been a strong effective factor on them for selecting nursing course (Beck, 2000; Williams *et al.*, 1997).

The profession's social status: The profession's social status is what was named as occupational entity by one of the interviews in our study or it is the other's behavior against nurses after knowing their profession. Nursing students referred to the analysis of interactions between people and nurses or nursing students and they pointed to the analysis of external and internal films which are broadcasted in recent year in national TV about nursing. They imagine this category important; they say it is because people live together. And need this style of life. So the other's ideas are important for and effective on them. They know also the behavior of reference group (professors, nurses, classmates and students in the same group at wards) with student as a basis for valuable judgment about the profession that is studying it. They add the ideas of family members, the behavior of clients and the colleagues in other professions.

In a quantitative study which was done by Julaii *et al.* (2007) on 300 nursing students at Tehran University, it showed that just 18% of nursing students had positive viewpoint towards their profession, 69% agreed with giving it up, 63.6% of samples had decided to change their course and 51.64% had decided to give it up. The 6th reason for giving nursing up which were in priority in the ideas of researched units were respectively: not having a positive social base, not according of reality with primitive thoughts, the negative viewpoint of medical team's members towards nursing, unsuitable working environments, being a long social class distance between physicians and nurses and the low income of nurses.

In the study of Nikbakht (2002), in manifestation of Iran's nursing nature in a phenomenology study, he recognized these concepts: Altruism and nurse's attaching to nursing, nursing and problems of working environments, cultural and social problems and dissatisfaction of profession and psychological fatigue.

While the study of 657 people of Yasuj City by Karimi *et al.* (2002) showed that the majority of people, 552 (79.2%) had positive viewpoint towards multilateral roles of nursing. Statistical surveys showed that 570 (86.8%) of people had positive viewpoint towards the value of nursing profession.

Nursing administrating (actually nursing): Nursing students in our study, referred to nursing administrating, the administered profession only in hospitals, which is summarized in some procedures and is not in according with nursing knowledge and a profession in which working pressure is high and this has caused to lowering quality of services and they believe the reason is ungrouped working system which is not according to the needs of clients. They present delivering nursing as symbol of nursing profession in community and know extensively the profession's social status impressed by it. These perceptions are generated from student's rethinking/reflection about nurses operations in hospitals and analysis of health system process.

The study of Moattari *et al.* (2002) showed that reflection is effective on 5 domains of thought, learning, care, self-regulation mechanisms and motivation.

The study of Banaderakhshan *et al.* (2005) showed that the viewpoint of employed nurses and nursing students of third semester is often positive towards their profession. The patients were satisfied with students' behavior and services.

The study of Salehi *et al.* (2001) as comparison between theoretical learning and clinical nursing services and the effective factors on it from the viewpoints of students, professors and nursing personnel showed that in the ideas of 3 researched units, there is no suitable coordination between theoretical learning and clinical nursing services.

Corlett (2000) showed in a survey which was done on the base of students, professors and nursing communicator's ideas, that there is not requisite coordination between theoretical and practical activities of nursing or it has been lower than desired level. He believes that this distance is still between theoretical and practical activities. He believes their coordination is a necessity and the reasons of lack of this coordination are the lack of clinical environments, theoretical and practical sequences, lack of coordination between clinical

environment and educational institutes, not being clear the role of nursing educators. Ferguson and Jinks (1994) has recognized many factors effective on gap between theoretical and practical activities in nursing that faculty planning, hidden curriculum, increasing development of nursing knowledge's theoretical aspects, are the most important.

The process of imaging about their profession: The events which lead to knowledge/recognition include the cases that the students refer to as the start of unbalance or giving help to solving unbalance and getting a balance. So, in current study, imaging stages of profession include: ambiguity/ without mentality, event knowledge which leads to instability, event knowledge which leads to confidence-realism and verifying the binary image of profession.

As it is evident, the extracted imaging stages in this study are in accordance with affective learning in Bloom's classification. According to Bloom *et al.* (1964) affective area includes the aims of obtained changes in interest, outlooks, merits values and harmonies and compatibility.

In other word, its first stage is receiving or attending (Being sensitive to some phenomena and environmental stimuli and tending to receiving them or attending them). Second stage (responding): active attention to phenomena and doing something about them (activity which indicates accepting an idea or policy). Third stage is valuing: a constant feeling or belief which indicates the value of a thing, an idea, a person or a group or giving idea or showing the outlook towards value of a thing. The next 2 stages include: organization of values and characterization (Seif, 1999). According to findings we can confess that although this type of learning is not placed in lessons content and paid little attention to it, students can achieve these aims through personal following.

CONCLUSION

The results of this study show that the nursing students of bachelor's degree obtain binary conceptions about nursing in current circumstances. So, it should be done necessary actions for reducing disturbances and their knowledge crisis for attaining united imaging, according to the reality of related discipline.

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