

CURRENT ATTITUDES OF JORDANIAN ASSOCIATED NURSING AND MIDWIFERY STUDENTS TOWARDS THEIR FUTURE PROFESSIONS

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ABSTRACT: *Background and Objective: Students' attitudes influence their future career path selection which is of a significant interest to educators and professional agencies the objective of this study is to explore the attitudes of associated nursing and midwifery students towards their professions in Al-Balqa Applied University in the Northern District Colleges. Methods: The study researchers followed the style of analytical descriptive which provides accurate results, given that the study sample was derived from the community itself. A Five-point Likert Scale was used (Strongly agree-five points / agree-four points / do not know-three points / disagree-two points / strongly disagree-one point). The eligible questionnaires for the analysis were 232. Thus, the overall response rate was 92.8%. Results: two third (69.4%) of students were from Nusaiba college. All of them are midwifery students, whereas the lowest percentage (7.8%) of participants was from Ajloun College. The number of midwives students (176, 75, 9%), while the number of associated nursing students was (56, 24.1%). Nearly half of the participants (49.6%) were in the first year of academic level, while reached a percentage of (21.1%) for third year academic level. More than half of the participants' (56.5%) academic achievement was good, while lowest percentage (9.0%) was for accepted. Nearly two-thirds (65.9%) have relatives in the nursing profession, while (34.1%) have no relatives in the nursing profession. Finally, (69.4%) practiced in the clinical area, while (30.6%) of participants did not practice in the clinical area. No statically significant differences for students attitudes towards the profession, students attitudes towards personal attributes and students attitudes towards the profession, but there is a statistically significant difference at the level of significance ($\alpha \leq 0.05$) for all domains and the domain as a whole according to the clinical practice. Conclusion: The majority of Jordanian students had a positive attitude towards their professions in nursing and midwifery. Jordan Ministry of Health, university educators and nursing regulatory bodies (JNC and JNMC) should develop nursing education programs, promote nursing strategies (guidance and counseling) and provide financial stability to promote these attitudes toward these professions.*

KEYWORDS: Attitudes, The Nursing Profession, Midwifery, Associated Nursing

INTRODUCTION

Background and Significance

Nursing is the protection, promotion and optimization of health and abilities: prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human responses and advocacy in health care for individuals, families, communities and population¹. Midwifery is a distinct profession with a specific scope of practice, roles, regulations, and legislation, which are dedicated to promoting, maintain, and restore the health of women, newborns, and their families. Midwifery encompasses care of women during pregnancy,

labour, and the postpartum period, as well as care of the newborn. It includes measures aimed at preventing health problems in pregnancy, detection of abnormal conditions, procurement of medical assistance when necessary, and the execution of emergency measures in the absence of medical help.² Nursing and midwifery professions in Jordan have developed rapidly^{3, 4, and 5}. Both professions achieved a lot of developments compared to other countries in the region. This development was supported by many factors, such as affiliating schools of nursing and midwifery with universities; the emergence of baccalaureate programs, which led to the preparation of nurses and midwives with higher education and setting the requirements of entry level into nursing and midwifery programs as well as the emergence of strong leadership^{3, 4}. Parallel to this, many educational and health institutions have provided golden opportunities for nurses and midwives to seek their higher education or specialization in nursing and midwifery both inside and outside Jordan. These achievements were pursued by the unity of committed nurses and midwives in the absence of a strong regulatory body prior to 2002. The perseverance of the group, the strong political leadership commitment and the support of the public led to the foundation of the Jordanian Nursing Council (JNC) in 2002 with a solid support and commitment from her Royal Highness Princess Muna Al Hussein, the shaker and mover of health and nursing issues at the national, regional and international level⁶

Promoting these two professions need positive attitudes from associated nurses and midwives. An attitude shows itself in feelings, ideas, and actions, thus, it can emerge as a positive or negative pre-tendency to a reaction that cannot be observed directly, related to an object, situation, or feelings toward individuals; it changes from person to person and guides him/her⁷. Therefore attitudes place a vital role in molding the shape of the individual as a person and a professional⁷. Attitudes play a major role in guiding human behavior toward achieving goals, awareness of its consequences and effective processing of complex information about living environment⁸. Candidate students should have an attitude rich in beliefs, ideologies about the ongoing program of nursing and the occupation as a whole⁸. Attitudes towards nursing and midwifery from the point view of students are significant parameters which can speculate their commitment, advocacy, enthusiasm and satisfaction toward their career.

Literatures emphasized many parameters that may influence student's attitudes toward nursing and midwifery professions. These parameters include attitudes toward the profession, personal attributes, community vision towards the profession and the role of clinical practice

A study conducted in Sultan Qaboos University, Oman to evaluate the attitudes of students towards the nursing profession. The total sample of 377 by using the convenience sampling. The attitude questionnaire was constructed (The items were rated on a 4-point Likert scale (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1). Findings of the study show that had positive attitudes toward the nursing profession. The findings also disclosed that gender and academic year generate no significant differences ($P < 0.05$) among the study participants, but that the students' college affiliation did have a significant effect on their attitudes. Researchers reported that efforts should be made to promote the nursing profession to remains positively regarded by all concerned.⁹ This result was congruent with another study conducted in Institutes of Mullana, Ambala, and Haryana, India. The structured attitude scale to assess the attitude of nurses towards nursing profession was used to assess the attitude of nursing students. Most of the nursing students 624 (90.83%) have a favorable attitude towards nursing.¹⁰

Another Study conducted in Malatya and Elazığ Health Colleges in Turkey (2007) to determine 634 nursing, midwifery and health officer student's attitudes towards their future career and to

determine their career preferences after graduation. To help people" was the most frequently (61.8%) reported motivating characteristic following by "To protect public health" (43.1%) a "To protect and promote his and his relatives health" (37.9%). Faculty member/lecturer at a university was the most preferred career area after graduation. Preferred professional positions were differed according to the enrolled programs ($P < 0.05$). The study showed that the students appreciated the professional values; however, they concerned about the status of the professions and preferred faculty teaching after graduation¹¹

The community and family affect nursing and midwifery students' attitudes. A study conducted in Saudi Arabia about high school students' perceptions of nursing as the future career. He concluded that community image, family disagreement, cultural and communal values, long working hours, mixing with members of the opposite gender, and the worry of not being a "marriageable" prospect were the main reasons why Saudi females did not choose nursing as a career.¹²

On another hand, a comparison study were conducted to assess the influence of clinical practice on the attitudes of students toward their profession. 313 clinical nurses and 81 nursing students (total $n = 394$) of Tehran, Iran, were selected through a systematic sampling method and their viewpoints were investigated. The results of this study revealed that 72.6% of nurses and 65.4% of students had a positive attitude toward their profession. Despite this result, the difference was not statistically significant ($P > 0.05$)¹³.

In Jordan, a single a study conducted to investigate the image of nursing among associate nursing students in South Jordan. The study was conducted on Balqa Applied University at Karak and Aqaba College. The study showed that the associate nursing students have significant positive perceptions about the image of the nursing profession. The researcher recommended doing further studies that include further colleges in other Jordan districts¹⁴. Conducting this study in the Northern district of Jordan will reflect student's attitudes that may influence their further career path selection which is of a significant interest to educators and professional agencies. Furthermore, it is interesting to note the future career plans of nursing and midwifery students. Nursing and midwifery leaders also need to know more about the actual attitudes toward these professions from the point view of students in order to prevent future turnover, negative feelings and practices once they enter the workplace that may interfere with patients' care quality. Furthermore, conducting this study will aid in developing nursing and midwifery education programs and promote nursing and midwifery practice strategies. Finally, associated nursing and midwifery students' attitudes toward their career must be studied with different cultures and countries if both high performance and job satisfaction is a desire among professional members in nursing and midwifery. Conducting this study among Jordanian associated nursing and midwifery students spotlight on the attitudes of these students in the in the eastern Arabian culture.

Objective of the Study:

This study was undertaken to explore the attitudes of associated nursing and midwifery students in Al-Balsa Applied University in the Northern District Colleges toward their profession. Results of this study will provide insightful information for nursing and midwifery educators in order to improve student's satisfaction, formulating curricula to empower students with excellent practical skills after graduation. In addition, this study results can guide managers of medical organizations in their efforts to recruit and train newly graduated nurses.

METHODS

Setting: The study was conducted at Al-Balqa Applied University' northern colleges. The colleges included Irbid, Ajloun, and Nusaibah. Since the researchers were the faculty of this university, the colleges provided a favorite access and having acceptable sample size The three colleges granted diploma in associated nursing (2 years program) and midwifery (3 years program).

Design and Sample:

This study aimed at assessing the attitudes of the students at Irbid, Ajloun, and Nusaibah collages towards associated nursing and midwifery professions. The study researchers aimed at shedding the light on the current student's attitudes of Al-Balqa Applied University at the collages of the north, which might be considered as a sign of achieving excellence in teaching, and the importance of working constantly towards achieving more development. The study researchers followed the style of analytical descriptive which provides accurate results, given that the study sample was derived from the community itself. The descriptive analytical method is used to explain and draw conclusions specifically about the current attitudes⁹. Study populations were students (n=250) registered in the associated nursing, midwifery programs in the 2014-2017 academic year. All students were aimed to be reached. Written permission was taken from the university ' ethical board. Data were collected in June- July 2017 by providing students with a self-responed questionnaire. All participants were informed of the purpose of the study and anonymity was protected. Of the total, 252 students responded to the questionnaire. During data auditing 20 questionnaires were eliminated from the analysis because of too many missing answers and 232 questionnaires were decided to be eligible for the analysis. Thus, the overall response rate was 92.8%.

Instrument:

To achieve the study aims a survey was designed to assess the attitudes of the students at Ajloun, Irbid, and Nuseiaebah collages towards nursing and midwifery professions, through the following steps: 1. A group of academic professors in nursing and midwifery and students of public and private universities in Jordan were invited to participate in the study and to answer the main study question, which formed the preliminary study tool. 2. A literature review was conducted for previous related studies, which gave rise to four classifying criteria the attitudes towards the profession, the personal attributes, community vision towards the profession and the role of clinical practice in the preparation for the profession (Table 1) 3. In order to assess the study tool strength and accuracy, it was sent for revision to a number of professors specialized in Arabic language, English language, nursing, midwifery and educational psychology (n=10), the reviewers recommended the changing of some linguistic corrections and the removal of certain paragraphs because of redundancy or being not related enough to the study subject.). 4. A Five-point Likert Scale was used (Strongly agree-five points / agree-four points / don't know-three points / disagree-two points / strongly disagree-one point). The study tool was composed of (n=40) paragraphs was distributed to the study sample, each paragraph presents a potential answer to the study question. The internal consistency style which involved using the Cronbach Alpha equation was used, the reliability coefficient was calculated 0.73 (Table 1), which is considered valid in educational sciences field

Table (1) the value of the coefficient of stability (Cronbach's alpha) for each field of study

the domains	The value of Cronbach's alpha
Students attitudes towards the profession	0.71
Students attitudes towards personal attributes	0.72
Attitude towards community vision towards the profession	0.73
Students attitudes towards the role of clinical practice in the preparation for the profession	0.75
Overall tools	0.73

RESULTS

The study sample consisted of 232 students from Al-Balqa Applied University students. All are females as these colleges are only for female students. The results show that nearly two-thirds (69.4%) of students were from Nusaiba college. All of which are midwifery students, whereas the lowest percentage (7.8%) of participants were from Ajloun college. The number of midwives students (176, 75, 9%), while the number of associated nursing students was (56, 24.1%). Nearly half of participants (49.6%) were in the first year of academic level, while reached a percentage of (21.1%) for third year academic level. More than half of participants (56.5%). The academic achievement was good, while lowest percentage (9.0%) was for accepted. Nearly two-thirds (65.9%) have relatives in the nursing profession, while (34.1%) have no relatives in the nursing profession. Finally, (69.4%) practiced in the clinical area, while (30.6%) of participants did not practice in the clinical area (Table2).

Students' Attitudes toward Associated Nursing and Midwifery Profession

To answer the first study question: "What are the attitudes of the students of Irbid, Ajloun and Nusaiba colleges toward associated nursing and midwifery profession?" the means and standard deviations for each question belongs to this domain was calculated, then the overall mean and standard deviation for this domain was calculated (Table 2). The results show the means ranged from (4.82-2.57) by degree of agree (high to medium) for associated nursing responses, the highest mean for item (1) "Nursing/midwifery is a very important profession in community", for midwives students' response then followed by mean (4.46) for item (3,4,9) "Nursing council has no role in the practical life of nurses/midwives(2.57). Midwives responses to this domain ranged (4.87-2.69) for the same paragraphs (Table.3).

Table (3): Students Attitudes toward Nursing & Midwifery Profession

Id	Paragraph	Nursing (n=56)		Midwifery (n=176)	
		Mean	St. deviation	Mean	St. deviation
1	Nursing/midwifery is a very important profession in the community	4.82	.6060	4.87	.4000
2	Nursing/midwifery profession provides financial stability	4.39	.6520	4.33	.8840
3	Nursing/midwifery is a respectful and dignified profession	4.46	.8940	4.58	.7670

4	Nursing/midwifery profession has its own ethics	4.46	.7850	4.43	.7890
5	No place for creativity in nursing/midwifery profession	3.48	1.307	3.32	1.284
6	Nurses/midwives have a role in deciding patient medical plan	3.70	.9130	3.85	1.098
7	Physicians do respect nurses/midwives	3.79	.8680	4.16	.9240
8	Physicians do respect nursing/midwifery as a profession	3.84	.8900	4.16	.9570
9	Nurses/midwives interventions strongly affect the prognosis of the patient's illness	4.46	.8730	4.37	.7610
10	It is preferable a female who works as a nurse/midwife	2.91	1.339	3.62	1.273
12	I am not satisfied regarding nursing/midwifery profession	4.20	1.017	3.71	1.233
15	Nursing /midwifery is a scalable and renewal profession	3.98	1.104	4.16	.9690
33	The nursing council has no role in the practical life of nurses/midwives	2.57	1.204	2.69	1.175
34	Nursing/midwifery profession impose unjustified admixture between both sexes	2.91	1.180	3.10	1.279
37	Nurses/midwives do not accredit the capabilities of their colleagues	3.04	1.220	2.81	1.244
40	Nurses/midwives encourage others to be nurses	3.98	.8840	3.78	1.166
	The first domain over all	3.78	.3930	3.85	.3890

Students Attitudes towards Personal Attributes

Table (4)shows that the means of associated nursing and midwifery students attitudes toward personal attributes ranged from (4.42-2.75) by degree of agree high to medium , the highest mean for item (28) “Nurse/midwife has no role in improving patient condition”, then followed mean (4.07) for item (36) “Nurses need special communication skills not like other professions”, while the lowest mean for item (30) “The say " The nurse is an angle of mercy" is an exaggerated expression”, the overall mean for this domain is (2.75). Midwifery student's responses were ranged (4.48-3.02) for the same items.

Table (4): Students Attitudes toward Personal Attributes

Id	Paragraph	Nursing (n=56)		Midwifery (n=176)	
		Mean	St. deviation	Mean	St. deviation
11	I am motivated to nursing/midwifery profession because of its payment	2.91	1.352	3.11	1.255
13	Nursing/midwifery education makes the idea of marriage and making a family something difficult	3.93	1.006	3.81	1.035
16	If imposed conditions I will work as a nurse/midwife without payment	3.54	1.206	3.22	1.369
17	I prefer to marry a nurse	3.36	1.368	3.41	1.253
26	Being beautiful is essential to success as a nurse/midwife	3.18	1.309	3.47	1.278
28	Nurse/midwife has no role in improving patient condition	4.41	.8040	4.48	.7400
30	They say " The nurse/midwife is an angle of mercy" is an exaggerated expression	2.75	1.268	3.02	1.350
36	Nurses /midwives need special communication skills, not like other professions	4.07	.9120	4.25	.8650
	The second domain over all	3.52	.5570	3.59	.5330

Students Attitudes toward Community Vision Towards the Profession

Table (5) shows the means of associated and midwifery students attitudes toward community vision toward their future vision were ranged from (4.39-2.54) by degree of agree (high and medium) for associated nursing students responses , the highest mean for item (19) "Community must know what nursing/midwifery mean as a profession", then followed mean (4.38) for item (18) "Being a nursing/midwifery student acknowledged me to community as a consultant in the medical topics", while the lowest mean for item (27) "Nurse 's communication with patients does not fit with community traditions and norms", the mean for the third domain over all is (2.54). Midwifery student's responses were the same as arranging (4.39-3.05) for the same items.

Table (5): Students Attitude toward Community Vision towards the Profession

Id	Paragraph	Nursing (n=56)		Midwifery (n=176)	
		Mean	St. deviation	Mean	St. deviation
14	Nursing/midwifery education makes the idea of marriage and making a family something difficult	3.14	1.227	3.47	1.116
18	Being a nursing/midwifery student acknowledged me to the community as a consultant in the medical topics	4.38	0.843	4.41	0.653
19	The community must know what nursing/midwifery mean as a profession	4.39	0.824	4.39	0.778
20	Community members respect male and female nurses/midwives	4.00	0.934	4.00	0.974
24	Patients and their families take the nurse/midwives medical opinion seriously	4.00	0.991	4.26	0.807
25	Patients and their families appreciate and respect nurse/midwife	4.04	0.873	4.22	0.836
27	Nurse 's/midwife's communication with patients does not fit with community traditions and norms	2.54	1.250	3.05	1.253
39	Patients and their families do take the medical advice from nurses/midwifery	4.02	1.087	4.14	0.781
	The third domain over all	3.93	.6100	4.06	.4640

Students Attitudes toward the Role of Clinical Practice in the Preparation for the Profession

The means for this domain for associated nursing students ranged from (4.34-.2.68) by degree of agree (high and medium), the highest mean for paragraph (22) "Clinical practice strongly affect preparing students to be nurses", then followed mean (3.95) for item (21) "The Theoretical aspect of nursing study is strongly related to practical study", while the lowest mean for item (29) "High average marks in high school is not enough to be a successful nurse". Midwifery students responses ranged (4.52- 2.16) for the same mentioned above items (Table 6).

Table (6): Students Attitudes towards the Role of Clinical Practice in the Preparation for the Profession

Id	Paragraph	Nursing (n=56)		Midwifery (n=176)	
		Mean	St. deviation	Mean	St. deviation
21	The Theoretical aspect of nursing/midwifery study is strongly related to a practical study	3.95	1.119	3.99	1.154
22	Clinical practice strongly affect preparing students to be nurses/midwives	4.34	0.940	4.52	0.692
23	The total average marks in high school must be above 70% for acceptance to study nursing/midwifery	3.14	1.341	3.93	1.164
29	High average marks in high school are not enough to be a successful nurse/midwife	2.43	1.291	2.16	1.256
31	Anyone may succeed in nursing/midwifery profession	2.68	1.295	2.63	1.212
32	The efficiency of Jordanian nurses/midwives is not less than other nurses in the developed countries	3.75	1.148	3.83	1.173
38	The role of nurses/midwives is to execute physician order	3.16	1.318	3.02	1.296
	the fourth domain over all	3.66	.3780	3.76	.3290

Table (7) shows the means for the overall four domains ranged from (3.93-3.35) in the degrees of agree were high. The highest mean in associated nursing students responses was for domain (3) "Attitude towards community vision towards the profession", then followed mean (3.78) for domain (1) "Students attitudes towards profession", while the lowest mean for item (4) "Students attitudes towards the role of clinical practice in the preparation for the profession". Midwifery students responses for the same domains were the same with the highest response for "Attitude towards community vision towards the profession", (4.06) then followed mean (3.85) for domain (1) "Students attitudes towards profession", while the lowest mean for item (4) "Students attitudes towards the role of clinical practice in the preparation for the profession" (3.44). While the reached mean for overall domains (3.66) with the degree of agree (high) for associated nursing students and of (3.76) for midwifery students.

Table (7): Students Attitudes for the Main Four Domains

Id	Paragraph	Nursing (n=56)		Midwifery (n=176)	
		Mean	St. deviation	Mean	St. deviation
1	Students attitudes towards the profession	3.78	.3930	3.85	.3890
2	Students attitudes towards personal attributes	3.52	.5570	3.59	.5330
3	Attitude towards community vision towards the profession	3.93	.6100	4.06	.4640
4	Students attitudes towards the role of clinical practice in the preparation for the profession	3.35	.4870	3.44	.4990
	Overall of tool	3.66	.3780	3.76	.3290

To answer the second study question, "Are there any statistically significant differences in the attitudes of the students of (Irbid, Ajloun and Nusaiba) colleges towards the profession, due to the difference of the (college, academic specialization, relatives in nursing profession, and Clinical practice)?" a test (One way ANOVA) was applied to the four major domains according to the college, and (independent sample T-test) test was applied according the (academic specialization, relatives in nursing profession and clinical practice), tables(7-10) shows these associations (Table. 8).

Table (8): One way ANOVA to Students 'College

Domain	Collage	Sum of Squares	Degree of freedom	Mean Square	F value	Statistical significance
Students attitudes towards the profession	Between Groups	1.256	2	0.628	4.241	0.016*
	Within Groups	33.918	229	0.148		
	Total	35.174	231			
Students attitudes towards personal attributes	Between Groups	0.028	2	0.014	0.047	0.954
	Within Groups	66.993	229	0.293		
	Total	67.020	231			
Attitude towards community vision towards the profession	Between Groups	0.262	2	0.131	0.512	0.600
	Within Groups	58.552	229	0.256		
	Total	58.813	231			
Students attitudes towards the role of clinical practice in the preparation for the profession	Between Groups	0.346	2	0.173	0.700	0.498
	Within Groups	56.616	229	0.247		
	Total	56.962	231			
Overall domains	Between Groups	0.183	2	0.091	0.772	0.463
	Within Groups	27.065	229	0.118		
	Total	27.247	231			

Table (9): Independent sample T-test to Students' Academic Specialization

Domain	Academic Specialization	Mean	St. deviation	Degree of freedom	T value –	Statistical significance
Students attitudes towards the profession	Nursing	3.78	0.393	230	-1.181	0.239
	Midwifery	3.85	0.389			
Students attitudes towards personal attributes	Nursing	3.52	0.557	230	-0.927	0.355
	Midwifery	3.59	0.533			
Attitude towards community vision towards the profession	Nursing	3.93	0.610	230	-1.669	0.097
	Midwifery	4.06	0.464			
Students attitudes towards the role of clinical practice in the preparation for the profession	Nursing	3.35	0.487	230	-1.220	0.224
	Midwifery	3.44	0.499			
Overall domains	Nursing	3.66	0.378	230	-1.863	0.064
	Midwifery	3.76	0.329			

*significant at level statistical ($\alpha \leq 0.05$)**Table (10): Independent Sample T-test to Student's Relatives in Nursing Profession**

	Relatives in the nursing profession	Mean	St. deviation	T value –	Degree of freedom	Statistical significance
Students attitudes towards the profession	Yes	3.80	0.428	-1.468	230	0.143
	No	3.88	0.300			
Students attitudes towards personal attributes	Yes	3.55	0.557	-1.093	230	0.275
	No	3.63	0.501			
Attitude towards community vision towards the profession	Yes	4.00	0.512	-1.269	230	0.206
	No	4.09	0.487			
Students attitudes towards the role of clinical practice in the preparation for the profession	Yes	3.40	0.508	-0.747	230	0.456
	No	3.45	0.476			
Overall domains	Yes	3.70	0.368	-1.680	230	0.094
	No	3.78	0.285			

*significant at level statistical ($\alpha \leq 0.05$)

Table (11): Independent sample T-test to Students' Relatives in Clinical Practice

Domain	Clinical practice	Mean	St. deviation	T value		Statistical significance
Students attitudes towards the profession	Yes	3.90	0.329	230	3.938	0.000*
	No	3.68	0.473			
Students attitudes towards personal attributes	Yes	3.65	0.522	230	3.279	0.001*
	No	3.40	0.541			
Attitude towards community vision towards the profession	Yes	4.12	0.432	230	4.445	0.000*
	No	3.82	0.589			
Students attitudes towards the role of clinical practice in the preparation for the profession	Yes	3.48	0.502	230	2.602	0.010*
	No	3.29	0.462			
Overall domains	Yes	3.80	0.299	230	4.785	0.000*
	No	3.58	0.387			

*significant at level statistical ($\alpha \leq 0.05$)

Tables (8-11) show no statically significant differences for (student's attitudes towards the profession, student's attitudes towards personal attributes and student's attitudes towards profession). Only table (11) shows that there is the statistically significant difference at the level of significance ($\alpha \leq 0.05$) for all domains and the domain as a whole according to the clinical practice.

DISCUSSION

This is the first study to explore the associated nursing and midwifery student's attitudes towards nursing and midwifery professions in Jordan. This study included (232) students who answered a detailed questionnaire that covered four domains: 1. Students attitudes towards profession 2. Student's attitude towards personal attributes 3. Attitude towards community vision towards the profession 4. Students attitudes towards the role of clinical practice in the preparation for the profession. The present study revealed that Jordanian associated nursing and midwifery students' attitudes toward their professions were favorable, as the majority of students had positive attitudes. These results are in agreement with previous studies^{10, 11, 13}. This may be attributed to both professions achieved a great deal of developments compared to other countries in the region. Moreover, this development was supported by many factors, such as affiliating schools of nursing and midwifery with universities; the emergence of baccalaureate programs has led to the preparation of nurses and midwives with higher education and setting the requirements of entry level into nursing and midwifery programs as well as the emergence of strong leadership. But this result was inconsistent with other studies conducted in Saudi Arabia.¹² The reason of this contradiction may be related to Saudi community image, family disagreement and being away from family, cultural values, long working hours mainly at night, working with male worker, and the worry of not being able to get married.¹² Personal attributes of nurses in this study have no significant influence on

students attitudes. This result is congruent with a study conducted to find the influence of personal attributes in choosing nursing as a profession¹⁵. This indicated that most students did not know the requirements of personal attributes of the profession very well at the time of entering the college that affect students attitudes toward nursing and midwifery. Despite that community attitudes had no significant influence on students attitudes it is clear that the community's points of view on nursing can positively or negatively affect nursing and midwifery professions. Community's attitude and unfavorable public opinion are the reasons for students' disappointment in nursing and midwifery professions and negative effects on the quality of their education and function.^{11, 13}

Similar to previous studies, our results also stress on the importance of clinical practice for achieving excellence in nursing and midwifery professions.^{10, 11, 12} Students attitudes towards the role of clinical practice in the preparation for the profession" was high for associated nursing students and for midwifery students. This result is attributed to the role of clinical practice, which allows students to demonstrate the theoretical knowledge in the actual field¹¹. In addition, clinical practice gives the students feelings of satisfaction and importance of their role in helping patients to exceed the period of illness.¹² The attitudes of the students of Irbid, Ajloun and Nusaiba colleges show that the Jordanian Nursing and Midwifery Council (JNMC) national council has no role in the practical life of nurses and midwives with (2.57). From the point view of the authors this result could be attributed to students feelings that the council has no direct role in supporting and empowering them as students. In addition, most students did not actually practice the profession as JNMC members. This finding was congruent with other studies^{18, 19}. Setting up regular meetings between head members of the councils and students in Al-Balqa University would improve the outcomes. Appreciation and praise from community members also have a significant role during practice in the tactual field. This result was similar to other studies^{18, 19}

CONCLUSION

The majority of Jordanian associated nursing and midwifery students had positive attitude towards their professions in nursing and midwifery. Results of this study emphasized that Jordan Ministry of Health, university educators and nursing regulatory bodies (JNC and JNMC) should develop nursing education programs, promote nursing strategies (guidance and counseling) and provide financial stability to promote these positive attitudes toward these professions. Furthermore, community importance and necessity, values, and professional positions should be emphasized to ensure professional socialization of the students. Students study nursing and midwifery are with inadequate knowledge about these professions will not perform with required standards and will experience psychological pressures. Therefore, college entrance exam in Jordan must be developed to evaluate the applicants' readiness for different educational programs and their corresponding professions and to select the best candidates for them. Administrative officials ought to take the necessary steps to help students get adequate information about their planned professions before taking part in this field. This will contribute in increasing job satisfaction and improve the quality of nursing and midwifery care provided by the future nurses and midwives

Limitation of the Study

A limitation of this study is the sample as it included only associated nursing and midwifery students in northern district in Al-Balqa Applied University. Further studies that include more Jordanian universities and colleges in other Jordanian districts are required to generalize the study results. A comparison study between- associated nursing and midwifery diploma students- and bachelor students of the same major are needed.

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