The Impact of Personality Traits and Intercultural Sensitivities of Nursing Students on Their Professional Values

Hemşirelik Öğrencilerinin Kişilik Özellikleri ve Kültürler Arası Duyarlılıklarının Profesyonel Değerleri Üzerine Etkisi

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ABSTRACT

INTRODUCTION: Professional values of nurses already start to develop during their education. Therefore, it is very important to examine the factors that affect the professional values of nursing students. When the studies cited in the literature have been reviewed, any study that scrutinized the impact of personal traits and intercultural sensitivities on professional values of undergraduate nursing students has not been encountered.
AIM: The aim of the study analyzed the impact of personal traits and intercultural sensitivities of undergraduate nursing students on their professional values.
METHOD: In order to show the correlations between variables in a more definite way, all undergraduate nursing students (N:755) who met the sampling inclusion criteria, and accepted the invitation to participate in this study were included in the survey without application of sampling selection method. The "Demographic Data Collection Form", " Adjective-based Personality Test ", "Intercultural Sensitivity Scale", and "Nurses' Professional Values Scale" were used to collect study data. The impact of personal traits, and intercultural sensitivities of nursing students on their professional values were evaluated using multiple regression analysis.
RESULTS: When the relationship between age, gender, school success of undergraduate students, the course(s) of intercultural nursing and professionalism they took (if any) with their professional values was examined , weak positive correlations were found between professional values and age, gender, school success, personality traits, and intercultural sensitivities of the undergraduate nursing students.
CONCLUSION: It was determined that the mean age, gender, school success, intercultural sensitivity levels and personality traits of nursing students have a positive and significant impact on the professional values of students.

Keywords: Professional values, personality traits, culture, intercultural nursing

ÖZ

GİRİŞ: Hemşirelerin profesyonel değerleri henüz eğitim dönemindeyken gelişmeye başlamaktadır. Bu nedenle hemşirelik öğrencilerinin profesyonel değerlerini etkileyen etmenlerin irdelenmesi önemlidir. Alan yazında yapılan çalışmalar incelendiğinde, hemşirelikte lisans öğrencilerinin kişilik özellikleri ve kültürlerarası duyarlılıklarının profesyonel değerleri üzerine etkisini birlikte irdeleyen çalışmaya rastlanamamıştır.
AMAÇ: Bu çalışmada, hemşirelik lisans öğrencilerinin kişilik özellikleri ve kültürlerarası duyarlılıklarının profesyonel değerleri üzerine etkisi incelenmiştir.
YÖNTEM: Değişkenler arasındaki ilişkiyi daha net gösterebilmek için örneklem seçme yöntemine gidilmeden çalışmaya katılmayı kabul eden ve örnekleme kabul edilme ölçütlerine uyan tüm hemşirelikte lisans öğrencileri (N:755) çalışmaya alınmıştır. Çalışmada veri toplama aracı olarak "Demografik Veri Toplama Formu", "Sıfata Dayalı Kişilik Testi", "Kültürlerarası Duyarlılık Ölçeği" ve "Hemşirelerin Profesyonel Değerleri Ölçeği" kullanılmıştır. Öğrencilerin kişilik özelliklerinin ve kültürlerarası duyarlılıklarının profesyonel değerleri üzerine etkisi çoklu regresyon analizi ile değerlendirilmiştir.
BULGULAR: Hemşirelikte lisans öğrencilerinin yaşı, cinsiyeti, okul başarısı, kültürlerarası hemşirelik dersi ve profesyonellik dersi alıp almadığı ile profesyonel değerleri arasındaki ilişki incelendiğinde; öğrencilerin yaşı ile profesyonel değerleri arasında pozitif yönde düşük düzeyde anlamlı bir ilişki, öğrencilerin cinsiyeti ile profesyonel değerleri arasında pozitif yönde düşük düzeyde anlamlı bir ilişki, öğrencilerin okul başarısı ile profesyonel değerleri arasında pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu saptanmıştır. Hemşirelikte lisans öğrencilerinin kişilik özellikleri ve profesyonel değerleri arasında pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu, kültürlerarası duyarlılıkları ile profesyonel değerleri arasında ise pozitif yönde düşük düzeyde anlamlı bir ilişki olduğu belirlenmiştir.
SONUÇ: Çalışmada hemşirelik öğrencilerinin yaş ortalaması, cinsiyeti, okul başarısı, kültürlerarası duyarlılık düzeyi ve kişilik özelliklerinin öğrencilerin profesyonel değerli üzerine pozitif yönde anlamlı etkisi olduğu belirlenmiştir.

Anahtar kelimeler: Profesyonel değerler, kişilik özellikleri, kültür, kültürlerarası hemşirelik

INTRODUCTION

American Nurses Association (ANA) (2015) defines nursing "Nursing is a learned profession built on a core body of knowledge that reflects its dual components of science and art" and as such it is a scientific discipline as well as a profession. Professionalism and Professional Values described by the American Association of Colleges of Nursing (AACN), which underscore the importance of nurses being accountable and responsible for their individual actions, and ensuring that civility is present so that professionalism can occur (Clark, 2017). De Lesky (2013) defines professionalism as the "assimilation of nursing skills and knowledge integrated with dignity and respect for all human beings, incorporating the assumptions and values of the profession while maintaining accountability and self-awareness" (Clark, 2017). According to Crigger and Godfrey (2014), professional identity in nursing refers to an individual's perception of himself or herself and the fulfillment of responsibilities toward society, recipients of care, and other professionals, and to himself or herself. This process is influenced by characteristics, norms, and values of the nursing discipline, resulting in individual thinking, acting, and feeling like a nurse. Developing professional nursing values is important as they promote the quality of care, increase in job satisfaction, retention of nursing staff, commitment to the organization (Dehghani et al., 2015). These values are helpful in guiding the interactions of nurses with patients, their colleagues, and society and also effective during nurses' decision-making process (Baillie and Black, 2014).

According to Schmidt (2016) core professional nursing values are developed before the nursing program is started. Students bring their cultural and personal values to nursing programs and develop their professional values from the specific human values they already have (Riklikiene, Karosas and Kaseliene, 2018). Recent studies confirmed that the nursing students experience the transformation of the self as a whole person during their learning; knowledge grows alongside the in-depth change as a human being (Sandvik et al., 2014). Professional values, as standards of action or behavior, become the backbone for nurses' and nursing students' attitudes and behavior, creating a framework for professional identity (Iacobucci et al., 2013; Shahriari and Baloochestani, 2014; Riklikiene, Karosas and Kaseliene, 2018).

Nurses adopt professional values during their education in order to improve nursing practices and develop their professional identity. Therefore, it is very important to examine the factors that affect the professional values of nursing students. Previous studies indicated that many factors affect the development of professional values in nursing students (Lin et al. 2010; Rassin, 2010; Bang et al., 2011). However, very few studies have indicated how factors such as personal traits and cultural sensitivity affect professional values of nursing students (Alfred et al, 2011).

Personality concerns a person's interests, attitudes, skills and abilities, speech patterns, appearance, and environmental compliance (Çeliköz et al., 2016). Studies have indicated that nurses' personality traits may particularly affect the provision of care for elderly and vulnerable patients (Ghanei et al., 2013). In addition, some studies also exhibit that nurses' personality traits affect their attitudes towards patients, their families, and their interaction with other team members (Şenyuva et al., 2014). In addition, some research indicates that there is a relation between personality traits and cultural sensitivity and that these two concepts affect professional values (Ghanei et al., 2013; Reghuram and Mathias, 2014).

Nurses who provide healthcare services should be sensitive to inter-cultural differences to provide quality care effectively, (Ozturk and Oztas, 2012). Culturally competent nurses maintain awareness with cultural experiences and their own personalities and provide individualized patient care by adding an element of sociocultural information to their nursing care. Providing culturally sensitive care is an aspect of professionalism (Campinha-Bacote, 2013). A common problem is that 'today's students' are missing the important values (McAllister, 2015). Strengthening the role of nursing education in the acquisition and maintenance of professional values is required to graduate nurses who are strong, ethical, professional and highly skilled (Er et al., 2017). Professional values are the most important components that ensure high quality in the nursing profession for the protection of nursing standards (Kaya et al.,2017; Aydin et al., 2018).

The professional value in nursing begins with the students' entering nursing education. Tasks of management of nursing are to develop quality patient care, to increase patient and employee satisfaction, and to develop nursing student's professional value to maintain the strategic working plans related to nursing profession services. In this regard, there have been no previous studies evaluating the impact of personality traits and cultural sensitivities of nursing students on their professional values.

METHOD

Aim and Design: The aim of the study was to analyze the impact of personality traits and cultural sensitivities of

undergraduate nursing students on their professional values. This is a descriptive, cross-sectional, and correlational study that was conducted to analyze the impact of personality traits and cultural sensitivities of nursing students on their professional values.

Research Questions
- Do personality traits of nursing students have an impact on their professional values?
- Does intercultural sensitivity of nursing students have an impact on their professional values?

Universe and sample of research: Participants were undergraduate nursing students in a nursing faculty located in western Turkey. The necessary sampling size was determined as 164 students using the G*power (3.0) statistical software with the acceptance of Type I (0.01) and Type II errors (0.01) (99% power). In order to show the correlations between variables in a more definite way, all undergraduate nursing students (N=755) who accepted the invitation to participate in this study and met the sampling inclusion criteria were included in the study without conducting sampling selection method. The sampling inclusion criteria were: a) 2nd, 3rd, and 4th-year undergraduate students, b) students who volunteered to participate in this study and signed informed consent forms.

Measurements: *Demographic data collection form*; the form includes seven questions in total: four items are related with socio-demographic characteristics such as grade, age, gender, and income level of students; and three items are related with their perception of school success, and whether they took courses on intercultural nursing and professionalism in nursing.

Adjective-based Personality Tests; this scale is developed in accordance with the Five Factor Personality Theory by Bacanlı et al., (2009), and its validity and reliability were re-assessed by Çeliköz and Sır Şeker (2016). The scale consists of 27 items with five subdimensions. The first subdimension is neuroticism, a trait characterized by sadness, moodiness, and emotional instability. Individuals who present this trait tend to experience mood swings, anxiety, irritability, and sadness. The second subdimension is extraversion, which is characterized by sociability, excitability, attention-seeking, talkativeness, assertiveness, and high amounts of emotional expressiveness. The third subdimension is openness, which is characterized by imagination and insight, openness to trying new things, innovativeness, curiosity, wide interest areas, openness to trying new things. The fourth subdimension is agreeableness, which includes exclusive, cooperative, forgiving, and agreeable attributes as well as trust, altruism, affection, and other prosocial behaviors such as self-sacrificing, humbleness, kindness, and cooperativeness. The fifth subdimension is conscientiousness, which is characterized with organized and high levels of thoughtfulness, detail-oriented, eager, prepared, and self-disciplined traits.

The total Cronbach alpha coefficient of the scale was 0.85, the Cronbach alpha coefficients for the subscales of neuroticism (0.77), extraversion (0.84); openness (0.77); agreeableness (0.78), and conscientiousness (0.82) as indicated. The split-half coefficient of the scale was 0.83. The fit indices of the scale were GFI= 0.95, NFI= 0.92, CFI= 0.96, IFI= 0.96.

Participants were asked to fill given adjectives from two opposite poles, and select the most convenient adjective included in the form. The participants answered to opposite pole adjectives by selecting one of the following choices: Very appropriate-1, Pretty appropriate-2, Slightly appropriate-3, Neither or nor appropriate-4, A little appropriate-5, Pretty appropriate-6, and Very appropriate-7. The increase in the total score obtained from the scale indicates that the level of positive personality trait increases (Çeliköz and Sır Seker, 2016).

Turkish intercultural sensitivity scale; the scale developed by Chen and Starosta (2000) comprises five emotional factors for measuring intercultural sensitivity. The scale is composed of the following dimensions, namely responsibility in cultural communication (7 items), respect for intercultural differences (6 items), self-confidence in interaction (5 items), interaction enjoyment (3 items), and interaction attentiveness (3 items). Items 2, 4, 7, 9, 12, 15, 18, 20, and 22 are reverse-coded before summing the 24 items. The Turkish validity and reliability of the scale was conducted by Bulduk et al., (2011), and the Content Validity Index was found to be 0.86. The Cronbach alpha coefficient is 0.72. It is a 5-point Likert-type scale consisting of 24 items, the scoring of which ranges from one to five (1; strongly disagree, 2; disagree, 3; uncertain, 4; agree, 5; strongly agree). The lowest, and highest total scores of the scale are 24, and 120, points. The increase in the total score obtained from the scale indicates that the level of intercultural sensitivity increases. It was determined as a valid and reliable scale defining cultural sensitivities of nursing students (Bulduk et al., 2011).

Nurses' professional values scale; the Nurses Professional Values Scale is an instrument derived from the American Nurses Association (ANA) Code of Ethics for Nurses and designed by Weis and Schank (2000) to measure nurses' professional values. It is a 5-point Likert-type scale consisting of 44 items, the scoring of which ranges from one to five (Not at all important-1, Slightly important-2, Important-3, Very important-4, Most important-5). The possible range of scores is between 44 and 220. Higher scores indicate higher professional and ethical values.

The Turkish validity and reliability of the scale was conducted by Orak Şahin and Alpar Ecevit (2012). The Turkish version is a 5-point Likert-type scale consisting of 31 items. The scale is composed of five dimensions: dignity (11 items), responsibility (7 items), taking action (5 items), safety (4 items) and autonomy (4 items). The Cronbach alpha coefficient is 0.96. The item-total correlation coefficient is between 0.36 and 0.66. Factor analysis was carried out to identify the factor structure, the Kaiser-Meyer-Olkin (KMO) coefficient is 0.95 and p-value corresponding to Bartlett's test of sphericity is p<0.001. The total variance explained by Turkish scales is 50.99%. The scale is valid and reliable in measuring nurses' and nursing students' professional values (Orak Sahin and Alpar Ecevit, 2012).

Statistical analysis: The data were analyzed by using IBM SPSS Statistics for Windows v. 24.0 (IBM Corporation, Armonk, NY, USA). To analyze the data, the socio-demographic characteristics of students were evaluated by percentages and means, and the effect of the student's personality traits on their professional values and intercultural sensitivities were evaluated using multiple regression analysis. The inclusion of these two variables in the model was decided using multiple-correlation analysis.

Ethical considerations: Prior to the research, permits were obtained from the owners of the scales used in the research via e-mail. The written consent of Dokuz Eylul University Non-Invasive Research Ethics Board (3523-GOA: 2017/21-14) and also permission from the institution itself was received. An explanation of the aim of this study was provided to the undergraduate nursing students, and the written approval of students was obtained before conducting the study.

RESULTS

Of the 23.4% (n:160) students who participated in this study (n:684) were 22 years old, and 79.5% of them (n:544) were female. Most (85.2%) of the students (n:583) had a medium-level of perception of success, and only 38.5% of the students (n:263) took the intercultural sensitivity course, and 51.9% of the students (n:355) took the course on professionalism in nursing. The total mean scores of professional values of female (n:544), and male (n:140) students, The total mean scores of female (n:544) 130.40 ± 16.68, and male students (n:140) (124.36 ± 19.30) were as indicated (t=3.965, p<.001).

Table 1: The Relationship between Personal Traits, Intercultural Sensitivities and Professional Values of Undergraduate Nursing Students

	Professional Values r	Personal Traits r	Intercultural Sensitivities r
Professional Values Total	1.0		
Personal Traits	.287*	1.0	
Intercultural Sensitivities	.227*	.068	1.0

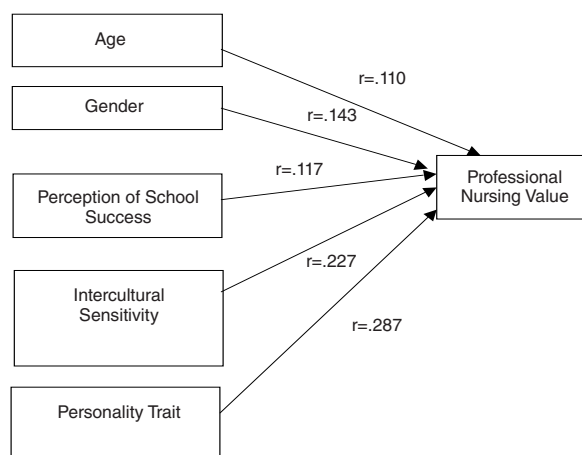*The correlations significant at p<.001

Figure 1: The Relationship between Personal Traits, Intercultural Sensitivities and Professional Values of Undergraduate Nursing Students

When the correlation between personality traits and cultural sensitivities of undergraduate nursing students and their professional values of undergraduate nursing students was examined, weak positive correlations were found between professional values and other relevant parametres as personality traits ((r=.287, p< .001). and intercultural sensitivities of the undergraduate nursing students (r=.227, p<.001). No significant correlation (r= .068, p>.001) was found between cultural sensitivities and personal traits of students (Table 1; Figure 1).

Table 2: **The Prediction of Personal Traits and Intercultural Sensitivity Levels of Undergraduate Nursing Students**

Variables	M1 (β)	M2 (β)	M3 (β)	M4 (β)
Age	.110*			
Gender	.143*			
Perception of School Success	.117*			
Intercultural Sensitivity		.227*		.209*
Personal Traits			.287*	.273*
R2	.056	.052	.083	.126
F	7.977	37,168	61,368	49,038
p	<.001	<.001	<.001	<.001

M1: Model 1; M2: Model 2; M3: Model 3; M4: Model 4
β, standardised regression coefficient; R2 = variance;
*The correlations significant at p<.001

According to the results of multiple-regression analysis in Model 1, when the relationship between age, gender, perception of school success of undergraduate students, whether they took the course of intercultural nursing and professionalism or not with their professional values positive but weakly significant correlations were detected between their professional values and other relevant parametres as their age (β=.110, p<.001) gender (β=.143, p<.001), and their perception of school success (β=.117, p<.001). The socio-demographic variables that mostly affect the professional values of nursing students in decreasing order of frequency were gender, perception of school success, and age. It was found that 6% of the factors affecting professional values (F=7.977, p<.001) were explained by gender, perception of school success, and age of nursing students (Table 2).

In Model 2, it was found that there was a positive but weakly significant correlation between intercultural sensitivities and professional values of undergraduate nursing students (β=.227, p<.001), and 5% of the factors affecting professional values (F=37.168, p<.001) were explained by the total score averages of the cultural sensitivity of students. In Model 3, it was found that there was a positive but weakly significant correlation between personal traits and professional values of undergraduate nursing students (β=.287, p<.001), and 8% of the factors affecting professional values (F=61.368, p<.001) were explained by the total score averages of the personality traits of students. In Model 4, it was found that there was a positive but weakly significant correlation between the mean scores of personality traits and the cultural sensitivity of undergraduate nursing students, and 13% of the factors affecting total mean score of professional values (F=49.038, p<.001) were explained by their personal traits and intercultural sensitivity levels. The results showed that personality traits (β=.273, p<.001) and cultural sensitivity (β=.209, p<.001) of nursing students were the factors that mostly influenced the professional values of undergraduate nursing students (Table 2).

DISCUSSION

This study reached the conclusion that age, gender, perception of school success, intercultural differences, and personality traits of nursing students have significant effects on their professional values.

Result of the modeling: (1) Model 1 examined the impact of age, gender, and perception of school success of nursing students on their professional values; (2) Model 2 searched for the impact of intercultural sensitivity levels of students on their professional values; (3) Model 3 searched for the impact of personality traits of students on their professional values; (4) Model 4 examined the effect intercultural sensitivity and personality traits of nursing students on their professional values.

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Model 1 explained that there was an increase in professional values of nursing students with an increase in the mean age and perception of school success. Furthermore, female students received higher total mean scores for professional values than male students. Similar studies in the literature have indicated differences among the professional values of nursing students in terms of gender (Parvan et al., 2012). Whereas contrary to our study some other researchers have found that gender had no effect on the professional values of nursing students (Lin et al., 2010; Repo et al., 2017). Bang et al. (2011) determined that gender and academic achievement of nursing students did not have any effect on their professional values. The total mean of professional values in male students was found to be lower than in female students, but without any significant difference between genders (Bang et al., 2011).

Model 2 indicated that there was a significant relationship between intercultural sensitivities and professional values of undergraduate nursing students. The results showed that cultural sensitivity had a 5% effect on the professional values of students. As there were many factors affecting professional values, a 5% effect was very significant. This study asserted that cultural sensitivity was a significant factor in the development of professional values. Analysis of the impact of growth in ethnic populations and global immigration demonstrates the need for healthcare workers to be educated in cultural competency/sensitivity in order to decrease health disparities and achieve patient-centered high-quality care (Delgado et al., 2013; Kohlbry, 2016). Healthy People 2020 (2015) highlights the need to address the social determinants of health, including cultural competency (Kohlbry, 2016). Nurses graduating with enhanced cultural understanding will contribute to decrease in health disparities and improve quality and safety of patient care. In the literature, similar to this study, Alfred et al., (2013) emphasized that there are intercultural differences between Taiwanese and American nursing students in terms of their professional values and that nurses from different cultures should work together. Results of various studies indicated that a lack of cultural sensitivity/ competence among healthcare professionals promotes inequalities in healthcare and acquisition of worse health outcomes (Betancourt et al., 2014). Campinha-Bacote (2013) particularly defined the cultural sensitivity/competence of nurses as an essential part of the quality of care. In addition, cultural sensitivity leads to an increase in the quality of healthcare services by contributing to establishing effective communication and empathy (Foronda, 2008). The International Council of Nurses (ICN) emphasizes that providing care is a professional responsibility of nurses, as is cultural sensitivity. It is argued that cultural sensitivity should be a part of professionalism (ICN, 2013). In this regard, nurses should learn cultural sensitivity, particularly during their undergraduate education. In this regard, as is seen to improve the quality of nursing care and having a significant impact on professional values, cultural sensitivity should be taught to nursing students. This study concluded that cultural sensitivity affects the professional values of nursing students. In the light of the literature and findings of this study, an evaluation of cultural sensitivity of nursing students during their undergraduate education may be suggested and the subject of cultural sensitivity may be dealt with more detail in the academic program.

Model 3 indicated that the personality traits of undergraduate nursing students have an impact on the professional values of students. It was seen that 8.3% of the professional values of nursing students are explained by their personality traits. Personality traits explain almost one-tenth of professional values developed in nursing students, which supports the argument for their primary analysis. It was determined in Model 4 that both personality traits and intercultural sensitivity of nursing students affect 12.6% of the development of professional values. Similar to this study, various studies have indicated that the personality traits and cultural sensitivity of students and nurses have an impact on their professional values (Ghanei et al., 2013; Reghuram et al., 2014). In addition, Alan and Baykal (2018) examined manager nurses' personality characteristics and the personal and professional factors that affect them. Statistically significant differences were found between the personality trait mean scores and professional characteristics.

In this study, neuroticism was associated with depressive behaviors and anxiety. Individuals with high neurotic tendencies tend to have irrational thoughts, are less able to control their impulses, and manage their stress. Previous studies indicated that neuroticism is one of the most common negative outcomes of providing care for the elderly and vulnerable patients, and there is a significant positive relationship between neuroticism and professional stress (Ghanei et al., 2013). Teng et al., (2009) determined that the emotional stability of nurses has an impact on patient safety, and particularly personal traits of nurses were found as significant factors in ensuring patient safety. If the student nurses are well adjusted and emotionally stable, then the quality of care provided to the patients will improve. Patients will feel satisfied, which in turn will give more job satisfaction to the nurses, thus helping to improve the standards of the profession (Reghuram and Mathias, 2014). In our study, extraversion is characterized by positivity, sociability, assertiveness, and talkativeness. Nurses with good social skills are more likely to establish easier interactions with other team members, their patients and their families (Şenyuva et al., 2014). Communication skills of nurses are very important as they affect the interaction between patient and nurse. Studies have indicated that extraverted nurses experience less stress in their working environments, have fewer negative emotions, and manage negative situations better (Wang and Zhang, 2017). In this regard, studies have supported that nursing students who are more extraverted are more attentive to patient care and have a greater desire to fulfill their responsibilities.

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Openness to experience represents individuals' tendencies to be imaginative, intellectual, smart, curious, creative, innovative, and culturally sensitive. In addition, people with a high level of openness are more curious and creative toward their environment and, consequently, experience lower levels of anxiety and confusion. Therefore, they are expected to have a more appropriate approach toward elderly patients (Yazdanian et al., 2016). Burgess et al., (2010) indicated that certain personality traits of intensive care nurses, such as openness and extraversion, were associated with less perceived stress and higher problem-solving coping strategies. In a study conducted with Indonesian nursing students, it was found that openness to experience did not have an influence on caring behavior (Andri Wijaya et al., 2015). People who score high on agreeableness are very trustworthy, altruistic, honest, modest, empathetic, and cooperative. Studies have demonstrated that nursing students with higher levels of agreeableness have more effective intercultural communication as well (Chan and Sy, 2016). It has been particularly emphasized that professional nurses should provide culture-specific care to their patients/, and therefore should have high cultural sensitivity levels (ICN, 2013). In addition to the delivery of high-quality patient care, cultural competence is essential for nurses in the delivery of patient-centered comprehensive care (Montenery et al., 2013). In an intercultural study conducted with undergraduate students in China, the United States, Germany, and Spain, a strong, and direct relationship was found between personality and empathy, with agreeableness is being the most important and strong predictor of affective and cognitive empathy (Melchers et al., 2016). People scoring high in conscientiousness are usually organized, responsible, careful, eager, and principled and have a high level of self-discipline (Çeliköz and Sır Seker, 2014). The American Nursing Association (ANA) (2016) determined that professional nurses should cooperate with other professional disciplines in order to be more aware of symptoms of their patients, pay attention to medication practices, and ensure patients' comfort. Particularly in the professionalization processes of nursing students, patient care, and , problem-solving skills and cultural sensitivities of nursing students should also be developed. These study findings show similarities with the literature which assert that personal traits and cultural sensitivity are two significant factors in the development of professional values.

The main limitation of the current study is that the participants were drawn from only one region, which decreases the generalizability of the findings. Besides, we couldn't get contact with all students of the faculty.

CONCLUSION

In our study, it was determined that the mean age, gender, perception of success for students, intercultural sensitivity levels and personality traits of nursing students have a positive and significant effect on the professional values of students. In order to develop and contribute to the professional values of nursing students, they should be provided with the opportunity to take a course on intercultural nursing during their undergraduate education. It is also suggested that the professional values of all nursing students should be evaluated within certain periods. It is recommended that the nursing management should regulate in-service training programs about intercultural sensitivity and professional value . Also cultural care is very important nowadays, clinical nurses and nursing managers should be a role model for this subject. Professional values are demonstrated through behaviors evident of integrity and trust, respect and concern for the welfare of others, responsibility and accountability, a sense of duty, personal growth, team work and professional demeanor, and continuous learning and initiative (Primm, 2010; Rose, Nies and Reid, 2018). In addition, how the subject of intercultural sensitivity and learning outcomes of professional values in the nursing curriculum are convenient for and support the students should be investigated (Singleton, 2017). Further, it is suggested that the personality traits of the students should be evaluated during their undergraduate education, they should be provided with educational content to develop their professional values in accordance with their personality traits, and departments and counseling units should be established to guide students in the management of their stressful and negative personality traits.

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