Hacettepe Journal of Health Administration, 2026; 29(3), 499-516
https://doi.org/10.61859/hacettepesid.1654941

RESEARCH ARTICLE

RELATIONSHIP BETWEEN NURSES' PROFESSIONAL VALUES AND CONTEXTUAL PERFORMANCE [1]

Figen ÇALIŞKAN [*]
Serkan GÜZELGÜL [**]

ABSTRACT

Professional values are an influential factor in nurses' behaviors, thoughts towards patients and other health professionals, and in clinical decision-making processes. Nurses are expected to have high task and contextual performance while fulfilling their duties and responsibilities in terms of high patient satisfaction and providing quality care services. This study was conducted to determine the professional values and contextual performance of nurses and whether there is a relationship between them. The research was conducted as a descriptive survey study. A total of 295 nurses were included in the study. Data were collected using "the Contextual Performance Scale" and "the Nurses' Professional Values Scale". SPSS version 17.0 was used to analyze the data. The participant nurses had a high level of professional values (median= 126, IQR= 111-142.5) and above-average contextual performance (median= 3.96, IQR= 3.46-4.33). In addition, there was a moderate positive relationship between nurses' professional values and contextual performance levels ($p<0.001$; $r_s= 0.507$). The results obtained from the study revealed that ensuring that nurses graduate with professional values is an important factor in achieving high levels of professional values and contextual performance during nursing practice after graduation. It is suggested that an organizational structure supporting nursing values be established, as this is a significant factor in strengthening the professional development of nurses.

Keywords: *Contextual performance, nurse, professional value*

ARTICLE INFO

[1] *Presented in an abstract form as an oral presentation at the 8th International Health Sciences and Management Congress, Turkey (May 2-6, 2023).*

[*]*Doç. Dr., Trakya Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, Hemşirelik Eğitimi Anabilim Dalı, figencaliskan@trakya.edu.tr*

https://orcid.org/0000-0002-5086-3571

[**] *Yüksek Lisans Öğrencisi, Ordu Üniversitesi, Sağlık Bilimleri Enstitüsü, Sağlık Yönetimi Bölümü, guzelgulserkan@gmail.com*

https://orcid.org/0009-0005-3106-2823

Received: 11.03.2025
Accepted: 31.08.2026

Cite This Paper:

Çalışkan, F., & Güzelgül, S. (2026). Relationship between nurses' Professional values and contextual performance. Hacettepe Journal of Health Administration, 29(3), 499-516. https://doi.org/10.61859/hacettepesid.1654941

ARAŞTIRMA MAKALESİ

HEMŞİRELERİN MESLEKİ DEĞERLERİ İLE BAĞLAMSAL PERFORMANSLARI ARASINDAKİ İLİŞKİ [1]

Figen ÇALIŞKAN [*]
Serkan GÜZELGÜL [**]

ÖZ

Mesleki değerler, hemşirelerin hastalara ve diğer sağlık çalışanlarına yönelik davranışlarında, düşüncelerinde ve klinik karar verme süreçlerinde etkili bir faktördür. Hemşirelerin görev ve sorumluluklarını yerine getirirken yüksek hasta memnuniyeti ve kaliteli bakım hizmeti sunma açısından yüksek görev ve bağlamsal performansa sahip olmaları beklenmektedir. Bu çalışma, hemşirelerin mesleki değerleri ile bağlamsal performanslarını ve aralarında bir ilişki olup olmadığını belirlemek amacıyla yapılmıştır. Araştırma tanımlayıcı bir anket çalışması olarak yürütülmüştür. Araştırmaya toplam 295 hemşire dahil edilmiştir. Veriler "Bağlamsal Performans Ölçeği" ve "Hemşirelerin Profesyonel Değerleri Ölçeği" kullanılarak toplanmıştır. Veriler SPSS versiyon 17.0 kullanılarak analiz edildi. Katılımcı hemşirelerin yüksek düzeyde mesleki değerlere (medyan= 126, IQR= 111-142,5) ve ortalamanın üzerinde bağlamsal performansa (medyan= 3,96, IQR= 3,46-4,33) sahip oldukları belirlenmiştir. Ayrıca hemşirelerin mesleki değerleri ile bağlamsal performans düzeyleri arasında pozitif orta düzeyde bir ilişki ($p<0,001$; $r_s=0,507$) olduğu görülmüştür. Çalışmadan elde edilen sonuçlar, hemşirelerin mesleki değerlere sahip olarak mezun olmalarını sağlamanın, mezuniyet sonrası hemşirelik uygulamaları sırasında yüksek düzeyde mesleki değerlere ve bağlamsal performansa ulaşmada önemli bir faktör olduğunu ortaya koymuştur. Hemşirelerin mesleki gelişimini güçlendirmede önemli bir faktör olduğundan, hemşirelik değerlerini destekleyen bir organizasyonel yapı oluşturulması önerilebilir.

Anahtar Kelimeler: *Bağlamsal performans, hemşire, mesleki değer*

MAKALE HAKKINDA

[1] *2–6 Mayıs 2023 tarihlerinde Türkiye'de düzenlenen 8. Uluslararası Sağlık Bilimleri ve Yönetimi Kongresi'nde sözlü bildiri olarak sunulmuş ve özet olarak yayımlanmıştır.*

[*] *Doç. Dr., Trakya Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, Hemşirelik Eğitimi Anabilim Dalı, figencaliskan@trakya.edu.tr*

https://orcid.org/0000-0002-5086-3571

[**] *Yüksek Lisans Öğrencisi, Ordu Üniversitesi, Sağlık Bilimleri Enstitüsü, Sağlık Yönetimi Bölümü, guzelgulserkan@gmail.com*

https://orcid.org/0009-0005-3106-2823

Gönderim Tarihi: 11.03.2025
Kabul Tarihi: 31.08.2026

Atıfta Bulunmak İçin:

Çalışkan, F., & Güzelgül, S. (2026). Hemşirelerin mesleki değerleri ile bağlamsal performansları arasındaki ilişki. Hacettepe Sağlık İdaresi Dergisi, 29(3), 499-516. https://doi.org/10.61859/hacettepesid.1654941

I. INTRODUCTION

Nursing is a profession that serves individuals, families, and society as a whole, and involves teamwork. The guides that nurses require for decision-making in the delivery of healthcare services encompass ethical principles and professional values, and play a significant role in influencing nurses' behaviors (Dündar et al., 2019; Sabancıoğulları et al., 2018**).** Professional values are of critical importance as they guide nurses, particularly in light of the growing prevalence of ethical dilemmas during professional practice (Asiandi et al., 2021; Kaya and Boz, 2019). Professional values pertain to an individual's convictions concerning the appropriateness and desirability of certain conduct as a member of their profession (Blais and Hayes, 2015). Values are effective in shaping nurses' behaviors, thoughts, and clinical decision-making processes. The cultivation of nurses' professional values begins with their professional education and continues following graduation and entry into practice (Bijani et al., 2019).

For nurses to conduct their professional practices in the most effective way, they graduate with a comprehensive understanding of the nursing philosophy and professional values, problem-solving and communication skills, ethical values of nursing, high autonomy, and a professional nursing identity (Park and Cho, 2021). These skills and professional values that nurses possess support all their professional practices (Dündar et al., 2019).

The reflection of professional values in nursing practice is directly related to the performance demonstrated by nurses in fulfilling their duties and responsibilities. Nurses are expected not only to perform their duties effectively but also to enhance patient satisfaction and provide quality care services (Manesh et al., 2018; Stavropoulou et al., 2022). In this context, Borman and Motowidlo (1993) proposed a performance model that addresses work performance in two dimensions: task performance and contextual performance. Task performance refers to employees completing defined work tasks, while contextual performance encompasses behaviors that constitute the social aspect of task performance and support organizational functioning. Behaviors such as working collaboratively, helping others, volunteering, and taking on responsibilities beyond formal job descriptions are the key elements of contextual performance (Aslan and Yıldırım, 2017a; Palenzuela et al., 2019).

Nurses are a professional group that provides healthcare services for a 24/7 period (Tamer and Öztürk, 2021). This situation requires nurses to establish intensive and continuous communication and interaction with patients and their relatives. It also enables nurses to get to know patients more closely and play a more effective role in the care process (Kıyıcı and Koç, 2025). In this context, for healthcare institutions to provide effective and successful services, it is not considered sufficient for nurses to merely fulfil their responsibilities within the scope of their job descriptions. They are also expected to demonstrate a high level of contextual performance, encompassing volunteerism, compliance with rules and procedures, helpfulness, and behaviors that support the institution's goals and objectives (Manesh et al., 2018). Indeed, the high contextual performance demonstrated by nurses in delivering healthcare services plays a critical role in achieving organisational goals and objectives (Sibandze and Scafide, 2018).

Upon reviewing the literature, existing studies have extensively examined nurses' professional values (Asiandi et al., 2021; Kaya and Boz, 2019; Park and Cho, 2021) and the determinants of contextual performance (Aslan and Yıldırım, 2017b; Şahin et al., 2020). While these studies have identified the factors influencing professional values – such as educational interventions (Park and Cho, 2021) and cultural adaptations (Asiandi et al., 2021) – and have explored the role of contextual performance within organizational behavior, particularly regarding job satisfaction and psychological well-being (Aslan and Yıldırım, 2017b; Şahin et al., 2020), they often treat these constructs in isolation. Although Peng et al. (2022) recently touched upon the association between organizational support and professional values, the direct link between professional values and contextual performance remains under-researched. Considering that the professional values of nurses will affect their work performance, nursing practices, and nursing education, this study aimed to contribute to the

literature by including topics related to professional values and contextual performance of nurses in nursing education curriculum and in-service training.

II. METHOD

2.1. Purpose of the Study

This study was conducted to determine the professional values and contextual performance of nurses and whether there is a relationship between them. This research sought answers to the following questions:

1. What is the level of nurses' professional values?
2. Is there a relationship between nurses' professional values and their sociodemographic characteristics?
3. What is the level of nurses' contextual performance?
4. Is there a significant relationship between nurses' contextual performance and their sociodemographic characteristics?
5. Is there a significant relationship between nurses' professional values and their contextual performance?

2.2. Study Design

The research was conducted as a descriptive correlational survey study. The population of the study consisted of 1,100 nurses working at a training and research hospital in Istanbul. The sample size required for the study was determined to be 285, using the calculation formula for the number of samples with a known population (95% confidence interval, .05 margin of error). The inclusion criterion was being employed as a nurse at the study hospital. Nurses who were on leave during the study period, who did not volunteer to take part in the study period, or who were temporarily seconded to another organization were excluded from the study. Convenience sampling was used to recruit participants. Nurses who met the inclusion criteria were informed about the purpose and procedures of the study, and those who volunteered to participate and provided written informed consent were included. Data were collected from 295 nurses between March 16 and 29, 2023.

2.3. Data Collection Tools

Information form: The form included 12 questions to determine the nurses' age, duration of employment as a nurse, sex, educational level, unit of employment, title, work schedule, satisfaction with the nursing profession, participating in in-service training, following scientific publications on nursing, membership in nursing associations, and involvement in nursing-related scientific research (Sibandze and Scafide, 2018; Johari et al., 2011; Uslu and Kızılkaya, 2021).

Nurses' Professional Values Scale (NPVS): The validity and reliability study of the Turkish version of this scale, developed by Weis and Schank (1997), was conducted by Şahin Orak and Ecevit Alpar (2012). The Turkish version of the scale consists of 31 items and five subdimensions: human dignity, responsibility, action, safety, and autonomy. It is a five-point Likert scale (extremely important: 5; not important: 1). The total score on the scale can range from 44 to 220. A higher score indicates that nurses place greater importance on professional values and ethical issues. The Cronbach's alpha value of the scale was determined to be 0.95 in the Turkish adaptation study (Şahin Orak and Ecevit Alpar, 2012) and .97 in the current study.

Contextual Performance Scale (CPS): The scale was developed by Aslan and Yıldırım (2017a) to assess the contextual performance of nurses working in hospitals. The scale consists of 45 items under two subdimensions: personal support and organizational support. The scale is based on a five-point Likert-type scale (always: 5, never: 1). There are no items with reverse scoring in the scale. The possible score range on the scale is 1-5. A high score on the scale indicates that the level of contextual

performance is high. The Cronbach's alpha of the scale was .97 in Aslan and Yıldırım (2017a) and .97 in the current study.

2.4. Data Collection and Analysis

The aim of the study was clearly explained to the nurses by the researchers before data collection. Written informed consent was then obtained from all nurses who agreed to participate. Data were obtained between March 16, 2023, and March 29, 2023. Data collection tools were given to the nurses in printed form. The participants were informed that it was important to mark the statements they found most appropriate for each item in the data collection forms and to fill out the forms completely. Data collection was terminated after reaching the desired sample size.

SPSS version 17.0 was used for statistical analysis. In addition to descriptive statistics employed in the analysis of the data, histogram graphs and the Kolmogorov-Smirnov test were utilized to determine whether the variables fit into a normal distribution. The scores obtained from the NPVS, CPS, and descriptive variables did not meet the assumption of normality. Therefore, nonparametric tests were used. Comparisons between two groups were performed using the Mann–Whitney U test, whereas comparisons among more than two groups were conducted using the Kruskal–Wallis test. The Spearman correlation test was conducted to analyze the correlation between the measurement data. Statistical significance was accepted at $p<0.05$ (Karagöz, 2014).

2.5. Limitation

Certain limitations should be taken into consideration when interpreting the results obtained from the study. In particular, the study was conducted with nurses working in a training and research hospital, which limits the generalizability of the results. Additionally, the institution where the study was conducted does not have a contextual performance evaluation system. The measurement tools are self-report-based; there may be a social desirability effect.

2.6. Ethical Approval

Before starting the study, permission to use the scales was obtained from the authors. Approval for the study was received from the clinical research ethics committee of a training and research hospital (date: February 20, 2023, number: 2023-04-18). Institutional permission was obtained from the institution where the study would be conducted; verbal and written informed consent was obtained from all individuals who agreed to participate.

III. RESULTS

The sociodemographic characteristics of the nurses are presented in Table 1.

Table 1. Sociodemographic Characteristics of the Nurses

Sociodemographic Characteristics	Mean ± SD	Min-Max
Age	29.54 ± 6.53	22-53
Duration of employment as a nurse (months)	82.46 ± 88.77	1-405
	n	**%**
Sex		
Female	236	80.00
Male	59	20.00
Educational level		
Vocational School of Health Services	33	11.19
Bachelor's degree	221	74.91
Postgraduate degree	41	13.90
Unit of employment		
Surgical clinic	75	25.42
Internal medicine clinic	65	22.03
Intensive care unit	39	13.23
Emergency department	70	23.73
Outpatient clinic	18	6.10
Other units (education, administration, diabetes education, and infection control)	28	9.49
Working position		
Charge nurse	23	7.80
Inpatient nurse	209	70.84
Outpatient nurse	49	16.61
Other (instructor, preceptor, etc.)	14	4.75
Work schedule		
Day	115	38.98
Night	10	3.39
Day-night rotation shifts	170	57.63
Satisfaction with profession		
Satisfied	87	29.49
Partially satisfied	139	47.12
Not satisfied	69	23.39
Participation in in-service training		
Yes	263	89.15
No	32	10.85
Following scientific publications on nursing		
Yes	145	49.15
No	150	50.85
Membership in a nursing association		
Yes	26	8.81
No	269	91.19
Involvement in scientific research related to nursing		
Yes	89	30.17
No	206	69.83

Min: Minimum, Max: Maximum, SD: Standard deviation

The participants' median total NPVS score was 126 (IQR: 111-142.5), while the median NPVS subdimension scores were 45 (IQR: 39-52), 30 (IQR: 25-33), 20 (IQR: 17-23), 17 (IQR: 14-19), and 16 (IQR: 13-18) for human dignity, responsibility, action, safety, and autonomy, respectively. The

median CPS scores were 4.21 (IQR: 3.83-4.67) for the personal support subdimension, 3.57 (IQR: 3.00-4.10) for the organizational support subdimension, and 3.96 (IQR: 3.46-4.33) for the total scale (Table 2).

Table 2. Nurses' Median NPVS and CPS Total and Subdimension Scores and Cronbach's Alpha Values of the Scales (n = 295)

Scale	Cronbach's Alpha	Median (IQR)
NPVS		
Human dignity	0.93	45 (39-52)
Responsibility	0.91	30 (25-33)
Action	0.89	20 (17-23)
Safety	0.87	17 (14-19)
Autonomy	0.89	16 (13-18)
Total	0.97	126 (111-142.5)
CPS		
Personal support	0.95	4.21 (3.83-4.67)
Organizational support	0.95	3.57 (3.00-4.10)
Total	0.96	3.96 (3.46-4.33)

NPVS: Nurses' Professional Values Scale,
CPS: Contextual Performance Scale

The nurses' NPVS total and subdimension scores did not differ significantly according to sex, working position, work schedule, and participation in in-service training ($p>0.05$), and were not significantly correlated with age or duration of employment. Nurses who worked in the emergency department had a significantly higher median NPVS action score than those who worked in surgical and outpatient clinics ($p=0.007$). However, nurses with a postgraduate degree had significantly higher median human dignity and total NPVS scores than nurses with lower educational levels ($p=0.012$ and $p=0.017$, respectively). Furthermore, the NPVS human dignity, responsibility, action, safety, and autonomy subdimension median scores and the NPVS total median score were significantly higher among nurses who were satisfied with their profession compared to those who were not satisfied or partially satisfied ($p<0.05$). It was also determined that nurses who followed scientific publications on nursing had significantly higher median scores on the NPVS human dignity, responsibility, action, safety, and autonomy subdimensions and the total scale than those who did not follow such publications ($p<0.05$). In addition, nurses who were members of a nursing association had significantly higher median human dignity, responsibility, and total NPVS scores than those who were not members of a nursing association ($p=0.009$, $p=0.049$, and $p=0.032$, respectively). Lastly, nurses who were involved in scientific research related to nursing had significantly higher median scores for the NPVS human dignity, responsibility, action, safety, and autonomy subdimensions and the total scale than those who were not involved in such research ($p=0.002$, $p=0.017$, $p=0.027$, $p=0.027$, $p=0.008$, and $p=0.006$, respectively) (Table 3).

Table 3. Comparison of the Nurses' Professional Values According to Sociodemographic Characteristics (n = 295)

Sociodemographic Characteristics		NPVS					
		Human dignity	**Responsibility**	**Action**	**Safety**	**Autonomy**	**Total**
Age							
	r	-0.009	-0.001	-0.050	0.023	-0.035	-0.004
	p	0.874	0.988	0.393	0.697	0.548	0.945
Duration of employment as a nurse (month)							
	r	0.021	-0.015	-0.030	0.004	-0.013	0.009
	p	0.720	0.802	0.609	0.950	0.822	0.884
		Median (IQR)	**Median (IQR)**	**Median (IQR)**	**Median (IQR)**	**Median (IQR)**	**Median (IQR)**
Sex							
Female		47 (39,5-53)	28 (24-32)	20 (16-22)	17 (14-19)	16 (14-20)	126 (110-143)
Male		46 (41-51)	28 (25-31)	19 (16-22)	16 (15-19)	16 (14-20)	125 (114-138)
	Test value	-0.814**	-0.574**	-0.062**	-0.566**	-0.163**	-0.224**
	p	0.416	0.566	0.951	0.572	0.870	0.823
Educational level							
VSHS		47 (38-51)	27 (22-31)	19 (16-21)	17 (14-19)	16 (14-19)	128 (106-139)
Bachelor's degree		46 (40-51)	28 (24-31)	19 (16-22)	16 (14-19)	16 (14-19)	124 (111-141)
Postgraduate degree		51 (44-55)	30 (26-35)	21 (17-25)	18 (16-20)	18 (15-20)	136 (125-151)
	Test value	8.798*	5.613*	5.087*	5.593*	5.559*	8.102*
	p	**0.012**	0.060	0.079	0.061	0.062	**0.017**
Unit of employment							
Surgical clinic		44 (39-51)	27 (25-30)	19 (16-20)	16 (14-19)	16 (14-18)	125 (110-133)
Internal medicine clinic		47 (40-51)	28 (24-31)	20 (17-22)	17 (14-19)	16 (15-20)	127 (109-143)
Intensive care unit		47 (43-53)	28 (23-32)	19 (16-23)	16 (14-19)	16 (15-19)	124 (111-145)
Emergency department		49.5 (42-54)	29 (25-34)	21 (17-25)	17 (15-20)	17.5 (14-20)	133 (118-150)
Outpatient clinic		41.5 (36-52)	24 (21-28)	15.5 (15-22)	15.5 (12-20)	16 (12-19)	113.5 (95-134)
Other		46.5 (39-51.5)	27 (24-32)	18 (15.5-22)	17 (14.5-19)	17 (13-20)	124 (112-141)
	Test value	8.757*	10.763*	15.942*	7.154*	6.511*	10.311*
	p	0.119	0.056	**0.007**	0.209	0.260	0.067
Working position							
Charge nurse		49 (43-54)	30 (26-34)	20 (17-24)	17 (15-19)	17 (14-20)	133 (114-149)
Inpatient nurse		46 (39-51)	28 (24-31)	20 (16-22)	16 (14-19)	16 (14-19)	125 (110-141)
Outpatient nurse		47 (38-53)	27 (24-33)	19 (16-24)	17 (15-20)	17 (13-20)	125 (113-150)
Other (instructor, preceptor, etc.)		49 (44-52)	28 (25-33)	19 (15-22)	18 (16-20)	18.5 (16-20)	132 (120-143)
	Test value	2.639*	1.786*	2.030*	1.963*	2.851*	2.197*
	p	0.451	0.618	0.566	0.580	0.415	0.533

Table 3. Comparison of the Nurses' Professional Values According to Sociodemographic Characteristics (n = 295) (continued)

Sociodemographic Characteristics		Median (IQR)	Median (IQR)	Median (IQR)	Median (IQR)	Median (IQR)	Median (IQR)
Work schedule							
Day		46 (38-52)	28 (23-31)	20 (16-22)	17 (14-19)	17 (13-20)	126 (109-140)
Night		45.5 (38-52)	27.5 (25-31)	19.5 (16-21)	17 (15-19)	16 (14-17)	123 (110-139)
Day-night rotation shift		47 (41-52)	28 (24-32)	20 (17-22)	16 (14-19)	16 (14-20)	125 (113-143)
	Test value	0.715*	0.883*	0.369*	0.033*	0.619*	0.416*
	p	0.700	0.643	0.831	0.983	0.734	0.812
Satisfaction with profession							
Satisfied		51 (44-53)	30 (26-35)	21 (17-24)	18 (16-20)	18 (15-20)	134 (125-150)
Partially satisfied		44 (35-51)	27 (22-31)	19 (15-21)	16 (13-19)	16 (13-19)	121 (101-138)
Not satisfied		45 (40-51)	27 (24-31)	19 (16-22)	17 (15-19)	16 (14-19)	124 (111-138)
	Test value	15.205*	11.621*	11.489*	12.568*	11.606*	17.345*
	p	**<0.001**	**0.003**	**0.003**	**0.002**	**0.003**	**<0.001**
Participation in in-service training							
No		44 (34.5-50)	27.5 (22-30)	18.5 (15.5-20.5)	16 (12-19)	16 (12-19)	123.5 (98.5-136)
Yes		47 (41-52)	28 (24-32)	20 (16-22)	17 (15-19)	16 (14-20)	126 (111-143)
	Test value	-1.849**	- 0.980**	-1.837**	2.249**	-1.391**	-1.635**
	p	0.064	0.327	0.066	0.134	0.164	0.102
Following scientific publications on nursing							
No		45 (38-51)	27 (22-31)	19 (15-21)	16 (14-19)	16 (13-19)	124 (106-134)
Yes		48 (41-53)	29 (26-34)	20 (18-23)	17 (15-20)	17 (15-20)	131 (115-146)
	Test value	-2.533**	-3.427**	-3.527**	10.764**	-3.542**	-3.414**
	p	**0.011**	**0.001**	**<0.001**	**0.001**	**<0.001**	**0.001**
Membership in a nursing association							
No		46 (39-51)	28 (24-32)	19 (16-22)	16 (14-19)	16 (14-20)	125 (110-141)
Yes		52 (44-55)	30 (26-34)	21 (17-23)	17 (15-20)	18 (14-20)	136 (125-149)
	Test value	-2.620**	-1.971**	-1.578**	2.418**	-1.239**	-2.143**
	p	**0.009**	**0.049**	0.115	0.120	0.215	**0.032**
Involvement in scientific research related to nursing							
No		45.5 (39-51)	27.5 (24-31)	19.5 (16-21)	16 (14-19)	16 (14-19)	124 (111-138)
Yes		50 (41-54)	30 (24-35)	20 (17-23)	17 (14-20)	18 (15-20)	134 (112-149)
	Test value	-3.107**	-2.386**	-2.215**	-2.215**	-2.633**	-2.766**
	p	**0.002**	**0.017**	**0.027**	**0.027**	**0.008**	**0.006**

**Kruskal-Wallis test, **Mann-Whitney U test, p<0.05, NPVS: Nurses' Professional Values Scale, VSHS: Vocational school of health sciences, SD: Standard deviation, r_s:Spearman correlation test*

The nurses' CPS total and subdimension scores did not significantly differ according to sex, work schedule, and membership in a nursing association (p> 0.05) (Table 4).

Table 4. Comparison of the Nurses' Contextual Performance According to Sociodemographic Characteristics (n = 295)

		CPS		
Sociodemographic Characteristics		**Personal support**	**Organizational support**	**Total**
Age				
	r_s; p	0.139; **0.017**	0.078; 0.182	0.117; **0.045**
Duration of employment as a nurse (month)				
	r_s; p	0.160; **0.006**	0.091; 0.121	0.130; **0.026**
		Median (IQR)	**Median (IQR)**	**Median (IQR)**
Sex				
Female		4.21 (3.88-4.67)	3.52 (3-4.07)	3.89 (3.44-4.26)
Male		4.25 (3.79-4.63)	3.71 (3.05-4.14)	4 (3.36-4.38)
	Test value; p	-0.876**; 0.381	-0.501**; 0.616	-0.011**; 0.991
Educational level				
VSHS		4.38 (3.92-4.5)	3.33 (3.19-3.76)	3.83 (3.52-4.16)
Bachelor's degree		4.13 (3.79-4.63)	3.48 (2.95-4.05)	3.89 (3.38-4.23)
Postgraduate degree		4.42 (3.88-4.75)	3.95 (3.29-4.48)	4.09 (3.71-4.67)
	Test value; p	3.571*; 0.168	7.323*; **0.026**	6.436*; **0.040**
Unit of employment				
Surgical clinic		4.08 (3.83-4.54)	3.33 (3.05-3.9)	3.73 (3.47-4.06)
Internal medicine clinic		4.08 (3.88-4.58)	3.62 (3-4.05)	3.98 (3.41-4.21)
Intensive care unit		4.25 (3.75-4.79)	3.29 (2.71-3.76)	3.88 (3.29-4.26)
Emergency department		4.35 (3.88-4.83)	3.95 (3.14-4.43)	4.11 (3.64-4.6)
Outpatient clinic		4.29 (3.75-4.5)	3.48 (2.95-3.76)	3.95 (3.32-4.09)
Other		4.42 (3.92-4.6)	4.02 (3.17-4.31)	4.08 (3.69-4.43)
	Test value; p	4.682*; 0.456	14.463*; **0.013**	10.669*; 0.058
Working position				
Charge nurse		4.46 (4.04-4.88)	4.05 (3.38-4.33)	4.14 (3.98-4.67)
Inpatient nurse		4.13 (3.79-4.63)	3.52 (2.9-4)	3.84 (3.38-4.21)
Outpatient nurse		4.38 (3.75-4.63)	3.48 (3.14-4.14)	3.99 (3.38-4.23)
Other (instructor, preceptor, etc.)		4.42 (4.29-4.71)	4.02 (3.14-4.43)	4.19 (3.78-4.5)
	Test value; p	7.840*; **0.049**	11.142*; **0.011**	11.925*; **0.008**
Work schedule				
Day		4.33 (3.75-4.67)	3.62 (3.05-4.24)	3.98 (3.52-4.4)
Night		4.02 (3.54-4.67)	3.4 (2.76-3.86)	3.71 (3.26-4.26)
Day-night rotation shift		4.17 (3.88-4.67)	3.57 (2.95-4.05)	3.88 (3.41-4.25)
	Test value; p	0.509*; 0.775	1.405*; 0.495	0.875*; 0.646
Satisfaction with profession				
Satisfied		4.46 (4-4.83)	3.86 (3.29-4.48)	4.08 (3.68-4.68)
Partially satisfied		3.96 (3.67-4.67)	3.33 (2.67-3.9)	3.69 (3.11-4.18)
Not satisfied		4.17 (3.88-4.5)	3.52 (2.95-4.05)	3.89 (3.42-4.18)
	Test value; p	13.545*; **0.001**	17.348*; **<0.001**	18.710*; **<0.001**
Participation in in-service training				
No		3.83 (3.19-4.54)	3.07 (2.5-3.55)	3.61 (2.8-3.98)
Yes		4.25 (3.88-4.67)	3.62 (3.05-4.14)	3.95 (3.48-4.38)
	Test value; p	-2.622**; **0.009**	-3.576**; **<0.001**	-3.367**; **0.001**
Following scientific publications on nursing				
No		4.13 (3.75-4.54)	3.29 (2.76-4)	3.76 (3.27-4.16)
Yes		4.29 (3.92-4.75)	3.76 (3.33-4.29)	4.02 (3.59-4.45)
	Test value; p	-2.402**; **0.016**	-4.420**; **<0.001**	-3.831**; **<0.001**
Membership in a nursing association				
No		4.21 (3.83-4.67)	3.52 (2.95-4.1)	3.89 (3.38-4.28)
Yes		4.33 (3.96-4.54)	3.76 (3.38-4)	4.04 (3.71-4.34)
	Test value; p	-0.623**; 0.534	-1.430**; 0.153	-1.301**; 0.193
Involvement in scientific research related to nursing				
No		4.15 (3.79-4.63)	3.43 (2.9-4.05)	3.87 (3.34-4.23)
Yes		4.29 (3.88-4.71)	3.71 (3.24-4.33)	4.02 (3.6-4.49)
	Test value; p	-1.325**; 0.185	-2.866**; **0.004**	-2.298**; **0.022**

** Kruskal Wallis test, ** Mann Whitney U test, p<0.05, CPS: Contextual Performance Scale, VSHS: Vocational School of Health Sciences, r_s: Spearman correlation test*

The nurses' CPS personal support and total scores were positively correlated with age (p= 0.017, r_s= 0.139 and p= 0.045, r_s= 0.117, respectively) and the duration of employment (p= 0.006, r_s= 0.160, and p= 0.026, r_s= 0.130, respectively). The median CPS organizational support and total scores of postgraduate nurses (p= 0.026 and p= 0.040, respectively) and charge nurses (p= 0.011 and p= 0.008, respectively) were significantly higher than those of the remaining nurses (Table 4).

Nurses who were satisfied with their profession, participated in in-service training, or followed scientific publications on nursing had significantly higher median scores for the CPS personal support and organizational support subdimensions and the total scale than those who were partially satisfied or not satisfied, did not participate in in-service training, or did not follow such publications, respectively (p<0.05). In addition, nurses who were involved in scientific research related to nursing had significantly higher median organizational support and total CPS scores than those who were not involved in such research (p= 0.004 and p= 0.022, respectively) (Table 4).

There was a moderate, positive and statistically significant relationship between the total NPVS and CPS scores (r_s= 0.507, p<0.001) (Table 5).

Table 5. Relationship Between Nurses' NPVS and CPS Total and Subdimension Scores (n = 295)

Scale		CPS		
		Personal support	**Organizational support**	**Total**
NPVS				
Human dignity				
	r_s	0.481	0.334	0.437
	p	**<0.001**	**<0.001**	**<0.001**
Responsibility				
	r_s	0.465	0.439	0.496
	p	**<0.001**	**<0.001**	**<0.001**
Action				
	r_s	0.434	0.442	0.481
	p	**<0.001**	**<0.001**	**<0.001**
Safety				
	r_s	0.480	0.355	0.451
	p	**<0.001**	**<0.001**	**<0.001**
Autonomy				
	r_s	0.478	0.393	0.477
	p	**<0.001**	**<0.001**	**<0.001**
Total				
	r_s	0.513	0.420	0.507
	p	**<0.001**	**<0.001**	**<0.001**

r_s: Spearman correlation test
p<0.05
NPVS: Nurses' Professional Values Scale,
CPS: Contextual Performance Scale

IV. DISCUSSION

This study was conducted to determine the professional values and contextual performance of nurses and whether there is a relationship between them. In this study, it was determined that the professional values of nurses were at a high level. Similarly, previous studies reported high (Uslu and Kızılkaya, 2021; Poreddi et al., 2021) or satisfactory (Akhuleh et al., 2023) levels of professional values among nurses. Professional values guide nurses' decision-making and professional practices and significantly affect the quality of patient care. It also aids in resolving ethical problems (Jasemi et al., 2020). In this respect, nurses' high professional value level is a favorable result.

According to this study, nurses with postgraduate degrees had greater professional values than nurses with less education. Uslu and Kızılkaya (2021), Tuna and Şahin (2020), and Sibandze and Scafide (2018) also determined that as the educational level of nurses increased, their professional value scores increased. In light of these results, it can be stated that nurses who have received postgraduate education attach more importance to professional values, and as the duration of their professional education increases, they internalize professional values to a greater extent.

The results of this study demonstrated that nurses who were satisfied with their profession had a high level of professional values. Similar results were obtained in a study conducted by Min et al. (2021) with nursing college students, as well as the research undertaken by Kırca (2020) with nurses working in gynecology and obstetrics clinics. These results indicate that being satisfied with the nursing profession positively influences the development of professional values.

In this study, nurses who followed scientific publications on nursing and engaged in scientific research related to nursing were observed to have a higher level of professional values. Similar results were obtained by Uslu and Kızılkaya (2021) and Ilaslan et al. (2021). These results suggest that following scientific publications and being involved in scientific research processes may strengthen nurses' perceptions of professionalism by increasing their access to current knowledge and developments in the field. Reflecting current and evidence-based information in professional practice may contribute to nurses taking a more conscious approach to their professional development and being more willing to improve the care services they provide. It is thought that nurses who regularly follow scientific developments may be more inclined to adopt evidence-based approaches in their care practices; this, in turn, may strengthen their perceptions of professional responsibility, ethical sensitivity, and accountability. In this process, nurses' perceptions of professional competence may increase, their professional identity will be reinforced, and their awareness of the profession will be strengthened. Consequently, it is assessed that the aforementioned factors may have positively influenced nurses' sensitivity towards professional values and their ability to reflect these values in their clinical practice.

The professional values of nurses who were members of a nursing association were determined to be higher than those of nurses who were not members of a nursing-related association. Zengin et al. (2018) reported similar results. Given that the existence of professional organizations and the membership of professional members to these organizations accelerate the development of the profession and the professionalization process (Altuntaş and Yetginler, 2020; Klimek, 2022), it can be suggested that being a member of a professional association increases the professional values of nurses.

According to this study, the nurses' median CPS score was 3.96 (IQR: 3.46-4.33), indicating an above-average contextual performance level. Similarly, studies by Bulut and Çevik (2021) and Johari et al. (2011) also reported that nurses' contextual performance levels were above average. These high scores demonstrate that nurses do not limit themselves to their job descriptions alone, but also exhibit 'voluntary' behaviors that foster collaboration and a positive organizational climate within the workplace. This proves that the selflessness and motivation to help others, which are inherent to the nursing profession, serve as a critical driving force in achieving organizational goals.

In this study, nurses' contextual performance had a positive relationship with their age and the duration of their employment as nurses. A novice nurse needs a period of time to internalize the institutional culture and climate, adapt to the operational procedures, familiarize themselves and collaborate with team members, and acquire essential information about the institution (Baharum et al., 2023). Therefore, it is expected that nurses who are older and those who have a longer period of employment will have a higher level of contextual performance.

The results obtained from the current research revealed that the contextual performance and organizational support levels of charge nurses were higher than those of inpatient nurses. Similar results were obtained from a study undertaken by Aslan and Yıldırım (2017b). Charge nurses typically

exhibit high organizational support scores since they are in constant communication and cooperation with charge nurses from other clinics and hospital administrators and are obligated to act according to the mission and vision of the institution. Factors such as the heavy workload of clinical nurses, insufficient staffing levels, shift work patterns, limited participation in decision-making processes, and inadequate managerial feedback negatively affect perceived organizational support (Yavuzer Zan and Altuntaş, 2019). It is thought that the organizational support perceptions of ward nurses, who form the sample group of this study, are lower than those of charge nurses due to their similarly heavy clinical responsibilities, limited communication with management levels, and insufficient involvement in institutional decision-making processes.

Nurses who were satisfied with their profession were found to have a high level of contextual performance. In the literature, it has been reported that nurses who love and are satisfied with their profession exhibit high performance, strive to provide high-quality healthcare, and display a greater inclination toward creative problem-solving and generating innovative ideas (Hee and Kamaludin, 2016; Saddique et al., 2023). In this regard, it is important to implement initiatives that support professional satisfaction in healthcare institutions in order to increase nurses' contextual performance levels. It is thought that creating positive and supportive working environments (Tamer and Öztürk, 2021), improving institutional arrangements such as pay, working hours, workforce planning, and promotion opportunities (Pirino et al., 2023) can increase nurses' professional satisfaction and thus contribute positively to contextual performance.

This study showed that nurses who attended in-service training, those who followed scientific publications on nursing, and those who engaged in scientific research on nursing had high levels of contextual performance. The active participation of nurses in training programs, engagement in scientific research and meetings, and continued involvement in research after graduation are effective in the development of their professional values and professional identity, as well as improving their perception of professionalism (Kristoffersen, 2021; Poorchangizi et al., 2019). Enhancing perceptions of professionalism and a sense of belonging to the nursing profession and community facilitates collective action (Kristoffersen, 2021). In a study conducted by Alatawi et al. (2022), it was determined that there was a relationship between continuous learning behaviors and performance outcomes. In this regard, it is considered that nurses' participation in in-service training, engagement with scientific publications related to nursing, and involvement in scientific research increase their perceptions of professionalism and activities related to volunteering and working harmoniously in cooperation, which are integral to contextual performance.

In this study, a moderate positive relationship was detected between nurses' professional values and contextual performance. This result shows that nurses with a high level of professional values also have a high level of contextual performance. Peng et al. (2022) reported that perceived organizational support positively affected professional values. Research in the literature suggests that nurses' contextual performance and values are mostly related to their behavioral patterns and relationships with other team members (Palenzuela et al., 2019; Ilaslan et al., 2021). In this respect, it is important to support these characteristics of nurses both during their professional education and in their pursuit of lifelong learning opportunities after graduation. At this point, it is suggested that to improve contextual performance, this behavior should be embedded as part of the organizational culture, strengthening support among team members and management.

V. CONCLUSIONS

The results of this study showed that the participant nurses had a high level of professional values and above-average contextual performance, and that there was a positive relationship between nurses' professional values and contextual performance levels. Furthermore, nurses with a postgraduate degree, those who were satisfied with their profession, those who followed scientific publications on nursing, those who participated in scientific research on nursing, and those with a membership in a nursing association had high levels of professional values. In addition, contextual performance levels were observed to be higher among charge nurses, nurses who were satisfied with their profession,

those who attended in-service training, those who followed scientific publications on nursing, and those who engaged in scientific research related to nursing.

In light of these results, it is recommended that nursing education curricula include content addressing the professional values of nursing and the importance of contextual performance. Furthermore, planning special mentoring programs for nursing students who need to develop their professional values may contribute to strengthening their professional values. It is believed that such practices will support nurses in graduating as individuals who possess professional values and have a high level of awareness regarding contextual performance. Furthermore, it is important to support these issues through in-service training, certificate programs, and continuous professional development activities after graduation.

Establishing an organizational structure that supports nursing values is also an important factor in strengthening nurses' professional development. In this context, it is recommended that healthcare institutions clearly define and share their mission, vision, and values specific to nursing with their employees; that management supports nurses, invests in their professional development, and adopts a participatory management approach. It is believed that such organizational approaches will contribute to nurses maintaining their professional values and enhancing their contextual performance.

Ethical Approval: Approval for the study was received from the clinical research ethics committee of a training and research hospital (date: February 20, 2023, number: 2023-04-18).

REFERENCES

Akhuleh, O.Z., Marsh, V., Lotfi, M., Judi, A., Behshid, M., & Rahmani V. (2023). Missed perioperative nursing care and its relationship with nurses' perception of Professional values: A cross-sectional study. *African Journal of Nursing and Midwifery, 25*(1), 1-19. https://doi.org/10.25159/2520-5293/12928

Alatawi, S., Salem, O., & Zakari, N. (2022). Impact of learning organization's dimensions on Saudi Nurses' performance, a cross-sectional study. *Nursing & Primary Care, 6*(4), 1-5.

Altuntaş, S., & Yetginler, Ş. (2020). Hemşirelerin mesleki derneklere bakış açıları. *Sağlık ve Hemşirelik Yönetimi Dergisi*, *1*(7), 40-51. doi:10.5222/SHYD.2020.75046.

Asiandi, A., Erlina, M., Lin, Y. H., & Huang, M. C. (2021). Psychometric evaluation of the nurses' professional values scale-3: Indonesian version. *International Journal of Environmental Research and Public Health, 18*(16), 8810. https://doi.org/10.3390/ijerph18168810.

Aslan, M., & Yıldırım, A. (2017a). Hastanede Çalışan Hemşirelerde Bağlamsal Performans Ölçeğinin geçerlik ve güvenirliği. *Hemşirelikte Eğitim ve Araştırma Dergisi, 14*(2), 104-111. https://doi.org/10.5222/HEAD.2017.104

Aslan, M., & Yıldırım, A. (2017b). Personality and job satisfaction among nurses: The mediating effect of contextual performance. *International Journal of Caring Sciences, 10*(1), 544-552.

Baharum, H., Ismail, A., McKenna, L., Mohamed, Z., Ibrahim, R., & Hassan, N. H. (2023). Success factors in adaptation of newly graduated nurses: a scoping review. *BMC Nursing*, *22*(125), 1-26. http://doi.org/10.1186/s12912-023-01300-1.

Bijani, M., Tehranineshat, B., & Torabizadeh, C. (2019). Nurses', nursing students', and nursing instructors' perceptions of Professional values: A comparative study. *Nursing Ethics, 26*(3), 870-883. https://doi.org/10.1177/0969733017727153

Blais, K. K., & Hayes, J. S. (2015). *Professional nursing practice: Concepts and perspectives*. 7th ed. New York: Pearson.

Borman, W. C., & Motowidlo, S. M. (1993). Expanding the criterion domain to include elements of contextual performance. In Schmitt, N., Borman, W. C., and Associates (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco, CA: Jossey-Bass.

Bulut, A., & Çevik, K. (2021). Hemşirelerin mesleğe bağlılık ile bağlamsal performansları arasındaki ilişki. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi*, *8*(3), 321-327. https://doi.org/10.31125/hunhemsire.966363.

Dündar, T., Özsoy, S., Toptaş, B., & Aksu, H. (2019). Hemşirelikte mesleki değerler ve etkileyen faktörler. *Ege Üniversitesi Hemşirelik Fakültesi Dergisi, 35*(1), 11-19.

Hee, O. C., & Kamaludin, N. H. B. (2016). Motivation and job performance among nurses in the Private Hospitals in Malaysia. *International Journal of Caring Sciences*, *9*(1), 342-347.

Ilaslan, E., Geçkil, E., Kol, E., & Erkul, M. (2021). Examination of the professional values of the nurses and the associated factors. *Perspectives in Psychiatric Care*, *57*, 56-65. DOI: 10.1111/ppc.12524.

Jasemi, M., Cheraghi, R., Azimzadeh, R., & Namadi, F. (2020). The relationship between personality characteristics and adherence to Professional values among nursing students. *Nursing and Midwifery Studies*, *9*, 29-35. https://doi.org/10.4103/nms.nms_28_19

Johari, J., Yahya K.K., & Omar A. (2011). The construct validity of organizational structure scale: Evidence from Malaysia. *World Journal of Management, 3*(2), 1-14.

Karagöz, Y. (2014). *SPSS 21.1 Uygulama, Biyoistatistik*. Ankara: Nobel.

Kaya, A., & Boz, İ. (2019). The development of the professional values model in nursing. *Nursing Ethics, 26*(3), 914-923. https://doi.org/10.1177/0969733017730685

Kırca, N. (2020). Kadın hastalıkları ve doğum kliniklerinde çalışan hemşirelerde profesyonel değerler algısı ve etkileyen faktörler. *Türkiye Biyoetik Dergisi*, *7*(2), 59-69.

Kıyıcı, N. & Koç, Z. (2025). Hemşirelerin iletişim becerilerinin bakım davranışları üzerine etkisi. *Bozok Tıp Dergisi, 15*(1), 93-104. https://doi.org/10.16919/bozoktip.1602307

Klimek, S. (2022). Respectability politics: the professionalization of nursing practice. *Women Leading Change: Case Studies on Women, Gender, and Feminism*, *6*(1), 56-71.

Kristoffersen, M. (2021). Does professional identity play a critical role in the choice to remain in the nursing profession? *Nursing Open*, *8*(4), 1928-1936. https://doi.org/10.1002/nop2.862

Manesh, H. M., Singh, J. S. K., & Hussain, I. A. B. (2018). Transformational leadership and contextual performance: A quantitative study among nursing staff in Kuala Lumpur. *International Journal of Management and Sustainability, 7*(2), 101-112. https://doi.org/10.18488/journal.11.2018.72.101.112

Min, J., Kim, H., & Yoo, J. (2021). Effects of self-esteem, problem-solving ability, and professional nursing values on the career identify of nursing college students in South Korea: A cross-sectional study. *International Journal of Environmental Research and Public Health, 18*(16), 8531. https://doi.org/10.3390/ijerph18168531

Palenzuela, P., Delgado, N., & Rodríguez, J.A. (2019). Exploring the relationship between contextual performance and burnout in healthcare professionals. *Journal of Work and Organizational Psychology*, *35*(2), 115-121. https://doi.org/10.5093/jwop2019a13.

Park, H., & Cho, H. (2021). Effects of nursing education using films on perception of nursing, satisfaction with major, and professional nursing values. *The Journal of Nursing Research*, *26*(3), e150. https://doi.org/10.1097/JNR.0000000000000433

Peng, C.H., Chen, Y., Zeng, T., Wu, M., Yuan, M., & Zhang, K. (2022). Relationship between perceived organizational support and Professional values of nurses: mediating effect of emotional labor. *BMC Nursing*, *21*(142), 1-9. https://doi.org/10.1186/s12912-022-00927-w

Pirino, M.V.B., Sobrinho, C.L.N., & Dini, A.P. (2023). Professional satisfaction in nursing during the COVID-19 pandemic. *Revista Latino-Americana de Enfermagem, 31*, e3894. https://doi.org/10.1590/1518-8345.6364.3894

Poorchangizi, B., Borhani, F., Abbaszadeh, A., Mirzaee, M., & Farokhzadian, J. (2019). Professional values of nurses and nursing students: a comparative study. *BMC Medical Education, 19*(438), 1-7. https://doi.org/10.1186/s12909-019-1878-2

Poreddi, V., Narayanan, A., Thankachan, A., Joy, B., Awungshi, C., & Reddy, S. (2021). Professional and ethical values in Nursing practice: An Indian perspective. *Investigación y Educación en Enfermería, 39*(2), e12. https://doi.org/10.17533/udea.iee.v39n2e12.

Sabancıoğulları, S., Uslu Kol, E., Arslantaş, A. T., Toğantemur, F., & Ülker, F. (2018). Hemşirelerin etik karar verme düzeyi ile profesyonel benlik kavramları arasındaki ilişkinin incelenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi, 11*(2), 105-112.

Saddique, F., Mushtaq, N., Asghar, M. J. K. A., Abbas, Z., & Nawaz, M. (2023). Creative work performance of healthcare professionals in Lahore Hospitals, Pakistan. *Traditional Journal of Law and Social Sciences*, *2*(1), 60-72.

Sibandze, B.T., & Scafide, K.N. (2018). Among nurses, how does education level impact Professional values? A systematic review. *International Nursing Review*, *65*(1), 65-77. https://doi.org/10.1111/inr.12390.

Stavropoulou, A., Rovithis, M., Kelesi, M., Vasilopoulos, G., Sigala, E., Papageorgiou, D., Moudatsou, M., & Koukouli, S. (2022). What quality of care means? Exploring clinical nurses' perceptions on the concept of quality care: A qualitative study. *Clinics and Practice, 12*(4), 468-481. https://doi.org/10.3390/clinpract12040051

Şahin, S., Özcan, N., & Babal, R. (2020). The mediating role of thriving: Mindfulness and contextual performance among Turkish nurses. *Journal of Nursing Management*, *28*(1), 175-184. https://doi.org/10.1111/jonm.12911

Şahin Orak, N., & Ecevit Alpar, Ş. (2012). Hemşirelerin Profesyonel Değerleri Ölçeği'nin geçerlik ve güvenirlik çalışması. *MUSBED, 2*(Suppl. 1), 22-31.

Tamer, E., & Öztürk, H. (2021). Hemşirelerin iş yaşam kalitesi ve etkileyen faktörlerin belirlenmesi. *Ege Üniversitesi Hemşirelik Fakültesi Dergisi, 37*(2), 107-119. https://doi.org/10.53490/egehemsire.748208

Tuna, R., & Şahin, S. (2020). The effect of professional values of nurses on their attitudes towards caregiving roles. *International Journal of Nursing Practice, 27*(1), e12879. https://doi.org/10.1111/ijn.12879

Uslu, Ö., & Kızılkaya, M. (2021). Hemşirelerin profesyonel değerlerinin belirlenmesi. *Journal of Health and Nursing Management, 8*(2), 192-202. https://doi.org/10.5222/SHYD.2021.28290

Weis, D., & Schank, M.U. (1997). Toward building an international consensus in professional values. *Nurse Education Today, 17*(5), 366-369. https://doi.org/10.1016/s0260-6917(97)80096-2

Yavuzer Zan, S., & Altuntaş, S. (2019). The effect of nurses' perceptions of organizational support on organizational cynicism. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi, 12*(2), 100-106.

Zengin, M., Yayan, E.H., Yıldırım, N., Akın, E., Avşar, Ö., & Mamiş, E. (2018). Pediatri hemşirelerinin profesyonel değerlerinin profesyonel tutumlarına etkisi. *HSP, 5*(3), 316-323. https://doi.org/10.17681/hsp.324725