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PRIORITIES FOR NURSING RESEARCH IN TURKEY

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ABSTRACT

In Turkey, there is no research done except a workshop that defined the national priorities in nursing researches and a paper. This study aims to determine the priorities for nursing research in Turkey. The questionnaire form included questions that determine the socio demographic characteristics of nurse educators, students, nurses and doctors, the research activities of nurses and nursing students as well as the participants' priorities for nursing research on nursing education, management of nursing services and nursing practices. Nurses stated that professional rights, duties and authority (13.5%), nursing education (8.7%), nursing law (7.9%) and problems in health system (7.1%) were issues of priority for research on management, burnout syndrome (5.6%), financial support (5.6%), facilities in work environment (5.6%) and developing respect for the nursing profession in society (5.6%). As for nurse academics, nursing practices and care standards (14.9%), developing nursing education (7.5%), and specialization practices (6.1%) were determined as issues of priority. As for student nurses, usability level of research (8.8%), nurses' level of knowledge and skills (8.3%), image of the nursing profession (7.8%), and implementation of research findings (7.3%) were listed as issues of priority. As for doctors, the issues of priority for research were announced as specialization of nurses and education for specialization (11.2%), in-service training (10.6%), analysis of nurses' role and duties (8.8%). These priorities for nursing research will serve as a guide for the focus of future research activity in nursing in Turkey. The identification of research priorities at national level will also bring a better coherence to research conducted on nursing issues by postgraduate and doctoral students.

INTRODUCTION

Research is the attempt made to find out the truth. It is based on the purpose of creating new information in any field [1]. Since nursing is a discipline based on practice, the purpose of nursing research is to establish a strong scientific basis for nursing practice [2]. In Turkey, nursing research started when nursing education was advanced to university level and the first Nursing School was established in 1955.

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Nurses have demonstrated an interest in research, with the onset of master programs in nursing in 1968 and PhD programs in nursing in 1972. Numerous researchers and nurse educators by getting postgraduate education have been conducting professional research, presenting scientific research papers delivering and making publications in national and international scientific meetings [3].

Priority could be defined as something that is dealt with before others or superior to others. Determining priorities for nursing research is an international trend in the field of nursing. Since 1980s, nurses from many countries have shown interest in this issue [4, 5, 6]. As the

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health problems and the requirements of nursing care demonstrate differences in every country, each country should determine their priorities for nursing research. Even, there is also a need to identify research priorities at a regional level because of differences between geographical regions that could impact on nursing services and care including demography, morbidity and mortality rates, and access to services [7].

Stating priorities has numerous benefits. It enhances communications about nursing research with governments, funding agencies, opinion leaders, legislators and consumers. It can also facilitate the understanding of nursing research and promote interdisciplinary research. Because of this, many countries with doctoral programs in nursing have established priorities for nursing research in their own countries. Identifying research priorities for the nursing discipline is the responsibility of the nursing professionals [8].

BACKGROUND

International Studies

The international studies conducted on the determination of priorities for nursing research date back to 1988. Founded in 1988, the United States of America "the national center of nursing research (National Center for Nursing Research), the first act, the responsibility of identifying nursing research priorities in the field of nursing professionals has been to explain that. In a study conducted in Korea, the keywords of 706 papers published in the Journal of Korean Academy of nursing (1990-2000) were analyzed and the research areas of priority were found to be clinical nursing practice (67.4%), nursing education (15.6%), nursing research (11.5%), management (8.8%) and nursing policies (7.1%) [9].

In another study conducted in Australia, the frequently cited research published in nursing journals in 1995-2000 were analyzed. The scope of the analysis included 509 papers published in 11 nursing journals in Australia and England. The most widespread issues that the nurses studied were determined to be nursing education and nursing care [10].

In the study conducted by Casbas et al. (2001) in Spain, coordination and continuity in nursing care, quality of nursing care, patients' quality of life, impact of invasive techniques and treatments, providing basic care needs of persons, the elder people's quality of life, needs and satisfaction of patients and relatives in terminal period were determined as issues with priority for nursing research [11]. Presenting the results of this research, to the research institutions and health organizations will stop research replications, the unnecessary expenditures and waist of health manpower. In the study of French et al. (2002) titled "A Delphi survey of evidence-based nursing priorities in Hong Kong", the top five issues as a reflection of priorities for nursing practices were patient care, communication, sanitation, medication and nursing

records [12]. In the study conducted by Kim et al. (2002) in Korea, the priorities for clinical practices were determined to be effectiveness and quality of nursing care, and standardized nursing practices. Nursing education, utilization of nursing research and geriatric nursing were determined to be issues of priority in the context of home care [8].

In their study, McCarty et al. (2006) analyzed the priorities reported by nurses and midwives in Ireland. The issues within the scope of the research were determined to be care given to individuals and their quality of life, stress and physical violence at workplace, evaluation and management of pain, burnout in staff, making decisions about cardiopulmonary resuscitation, coordination between hospital and health clinic to insure the continuity of care, medication error, and healthy living behaviors [7]. In another study conducted in Ireland, McCance et al. (2007) determined that significance of leadership and power, training expert researchers and increasing the capacity of individuals and institutions for developing research activities were issues of priority for the development of research in nursing and midwifery [13].

In the study conducted by Pettersson et al. (2008) with Swedish nurses, the priorities for nursing research were determined as protection of humanistic values, developing institutional collaboration within health care systems, protection of human dignity in geriatric care and discovering the features of care and continuous care [14]. In the study conducted by Wiener et al. (2008) at a hospital in Houston/Texas, the subject areas and research priorities according to nurses were determined. Within the scope of this study, teamwork, staff morale and its effects on patient outcomes, infection rates/control, medication errors and work satisfaction were reported as issues with priority for research [15]. In the study conducted by Grundy and Ghazi (2009) in England, the research priorities according to the nurses employed in oncology department were determined. Psychosocial problems and provision of information, nurses' need for psychological support, ethical problems, palliative care, nursing services, and instructions were demonstrated as priorities for research [16].

When the international literature on determination of priorities for research is considered, it was seen that most of the research were conducted by nurse researchers. This conclusion proves that nurse researchers are aware of the necessity to conduct work-oriented studies based on evidence in terms of labor force, time and cost.

Nursing Research Trend in Turkey

In our country, there has been a significant increase in the number of nursing research since 1968. As for the determination of priorities, the issue was noticed in 1996. At the Workshop on Nursing Research which was held by Dokuz Eylül University School of Nursing in the same year, a group mostly consisting of nurse academics



(47) put forward views regarding priorities in nursing research [17]. At this meeting, research to increase the effectiveness of public health nurses in promoting the community health, the effectiveness of the solving the health problems, care standards, policy-making, training standards, primary health care services, treatment and rehabilitation services, model development, independent nursing functions, the quality of care, output of education, nursing research in order to strengthen the nursing profession were identified as the priority areas.

There are any findings of a scientific research conducted on determination of priorities for nursing research in Turkey. This research has been planned as a working premise to determine the views of nurse academics, nurses, student nurses and physicians regarding the issues of priority for nursing research in Turkey.

METHODS

Design and Sample

The descriptive research was conducted with a sample group selected from different geographical regions covering whole Turkey.

From 9 universities nursing schools and 25 university health schools, 520 volunteer nurse academics and 260 nurse students were selected by non-probability sampling within the scope of the research. The research sample also covered 300 volunteer doctors who were registered at 30 medical chambers in different regions of Turkey. The reason why the doctors were included in the study is that we tried to determine their views since that they do not support nurses to utilize research findings and this is a barrier in research utilization. From each of the 16 hospitals in the province of Izmir, 15 nurses who make up a total of 240 volunteer nurses were included in the sample of the research. The sample groups' rate of participation in the research was 61.7% for nurse academics, 86.5% for student nurses, 99.6% for doctors, and 90% for nurses.

Data Collection

The research data were collected using the questionnaire forms prepared by researchers. The questionnaire form included questions that determine the socio demographic characteristics of nurse educators, nurse students, nurses and doctors, the research activities and experience of nurses and nursing students as well as the participants' priorities for nursing research on nursing education, management of nursing services and nursing practices. The questionnaire forms were sent to the institutions in recyclable envelopes. The participants were asked to fill the forms and mail back to the researchers in three weeks. The researchers collected some data by visiting some institutions that they could reach. The aims of the research were explained to the participants in order to enable voluntary participation.

Data Analysis

Statistical Package for Social Sciences (version 15.0) was used to compute frequency and descriptive statistics.

Ethic

Written approval was received from the institutions of participants as well as the ethics committees and oral approval was received from all participants.

Limitations

The sample of the research was limited to only the nurses employed in secondary health care services and the nurse academics, only those who held at least a bachelor's degree, and the senior students.

RESULTS

Some descriptive characteristics of nurses, nurse academics, student nurses and doctors

The mean age of the nurses included within the scope of the research is 33.95 ± 7.75 . When the educational background of the nurses is analyzed, it is seen that 34.7% graduated from a vocational high school of health, 38.0% have a two-year degree, and 27.3% have a bachelor's or master's degree. The nurses' average year of employment is 11.93 ± 7.65 and 93.5% work in state hospitals. Of the nurses whose mean age is 34.96 ± 7.46 , 44.2% work in nursing schools; while 44.8% work in health schools. Of the nurse academics whose average year of employment was determined to be 9 ± 23 years, 43.3% work as lecturer, 31.6% work as research assistant, and 25.1% work as faculty member. Only 9.7% work as manager at their institutions. The mean age of student nurses is 23.37 ± 2.70 . Of the students, 42.0% receive education at nursing schools and 52.0% at health schools. Of the students, 16.9% are employed at a health institution. Mean age of the doctors is 39.37 ± 8.62 , 85.1% of them work in hospitals, 8.0% in primary health care centers, and 6.9% in other institutions such as private polyclinics and dispensaries. Of the doctors whose average year of employment is 13.27 ± 7.40 , 49.8% are employed as practitioner while 31.3% as specialists, 11.7% as faculty member and 7.2% as research assistant.

Research activities and experiences of nurses and students nurses

It was determined that 63.5% of the nurses did not attend a course on research before graduation and 85.2% did not receive in-service training on research in their institutions. Of the nurses, 58.3% stated that research was crucial in nurses for professionalism. Only 27.8% stated that they have read any research journal. It was determined that 28.2% of the nurses participated in a research activity, 28.4% took part in the planning process of a research while 21.3% participated in data collection, 11.6% were active in the publication process of a research,



and 31.0% became a subject for a research (Table 1). Of the student nurses, 73.3% stated that research was crucial for nursing and 49.3% expressed that reading any research journal. It was determined that 65.8% of the student nurses participated in a research activity, 44.6% took part in the planning process, and 31.7% collected data for a research while 12.9% were active in the publication of a research and 57.6% became a subject for a research (Table 1).

Views of nurses, nurse academics, student nurses and doctors regarding the priorities for nursing research

In this study, nurses, nurse academics, student nurses and doctors were asked to state their priorities for nursing research in terms of nursing education, management of nursing services and nursing practices in our country.

According to nurses, the priorities for nursing research on management of nursing services were the job description, autonomy and responsibilities of nurses (13.5%), nursing law (7.9%), health system defects (7.1%), burnout among nurses (5.6%), financial support (5.6%), facilities in work environment (5.6%) and the nursing profession to gain prestige in society (5.6%). The priorities for research regarding nursing education were identified as developing nursing education (8.7%), specialization in nursing (6.3%), and in-service training (4.8%). As for nursing practices, the issues of priority were identified as teamwork (6.3%), enhancing the quality of nursing practices (4.8%), attitude towards patients, integrated care, and quality of patient care (4.8%) (Table 2).

According to nurse academics, the priorities for nursing research on management of nursing services were deficiencies in the management of hospital (5.1%), nursing laws (4.7%), job satisfaction among nurses (4.4%), job description, autonomy and responsibilities of nurses (4.1%), cooperation between nursing faculty and hospital (4.1%), shortage of materials and equipment (3.7%).

As for nursing education, issues of priority for nursing research were identified as developing nursing education (7.5%), critical thinking (5.8%), nursing diagnosis and process (3.7%), in-service training for nurse educators (3.1%), assertiveness in students (2.4%). As for nursing practices, the issues of priority were identified as enhancing the quality of nursing practices and standards of care (14.9%), specialization (6.1%), evidence-based practices (3.1%), determination of public health needs (3.1%), the creation of guidelines (3.1%), and teamwork (2.7%) (Table 3).

According to student nurses, the issues of priority for nursing research on management of nursing services were image of the nursing profession (7.8%), job description, authority and responsibilities of nurses (6.3%), motivation (5.4%), and factors influencing the choice of profession

(5.4%), nurses' rights (4.9%), and interpersonal relations (4.9%). As for nursing education, issues of priority for nursing research were identified as specialization (6.3%), developing nursing education and quality in education (4.9%), nursing process (4.4%), and students' preparation for professional life (3.9%), in-service training (2.9%), and autonomy in nursing (1.0%). Within the scope of nursing practices, students have determined the following issues of priority; research utilization (8.8%), analyzing nurses' level of knowledge and skills (8.3%), put into practice of research findings (7.3%), team approach and nurses' role in a team (4.9%), enhancing the quality of nursing practices and care standards (3.9%) (Table 4).

In this research, doctors were also asked to state their issues of priority for nursing research.

According to doctors, the issues of research priorities on management of nursing services were determination of nurses' role and job description (8.8%), primary health care nursing services (5.9%), interpersonal relations and communication (5.3%), organization (5.3%) and patients' rights (4.7%). Among the issues of priority for research on nursing education were education for specialization in nursing (11.2%), in-service training (10.6%), developing nursing education (6.5%), increasing the knowledge and skills of nurses on statistics (4.7%), and computer education for nurses (4.1%).

In terms of nursing practices, doctors stated the following issues of research priorities enhancing the quality of nursing practices and care standards (7.6%), and team approach and nurses' role in a team (7.1%) (Table 5).

DISCUSSION

It was determined that only half of the nurses followed courses on research before graduation; however, a great majority did not receive in-service training on research throughout the period following graduation. In our country, formal nursing education started first at secondary school, then at high school level. High school level programs continued for many years, unfortunately these programs did not include courses such as statistics, research, epidemiology, the nurses have not been provided with the consciousness of questioning and critical thinking skills [18, 19]. Starting of nursing education programs in the university (1955), undergraduate students have been given the opportunity to gain research awareness. Nurses, who could not develop research mindless in a research culture before graduation, also after graduation could not find the necessary working climate which would flourish, research culture afterwards. A great majority of the nursing labor force in Turkey is consisted of high school graduates. Therefore, nurses' institutions of employment do not expect them to implement research activities. The facts that nurses are not given the aspiration to research before graduation and that the managers of their institutions of employment do not expect them to research



will prevent them from doing research and utilize research findings. In addition, there is not a reworking system to motivate nurses for research utilization and research implementation.

In this study, it was determined that although

58.3% considered nursing research to be crucial for professionalism, more than half of them did not read a research journal, and did not adequately participate in research activities.

Table 1. Distribution of the research activities and experiences of nurses and student nurses

Research Activities Nurses			Student Nurses	
	n	%	n	%
Finding research crucial				
Very	126	58.3	165	73.3
Moderate	65	30.1	48	21.3
Little	25	11.6	12	5.4
Following a research journal				
Yes	60	27.8	111	49.3
No	156	72.2	114	50.7
Participation in a research				
Yes	61	28.2	148	65.8
No	155	71.8	77	34.2
Planning of research study				
Yes	44	28.4	100	44.6
No	111	71.6	125	55.4
Publication of research				
Yes	18	11.6	30	12.9
No	137	88.4	195	87.1
Being a test subject				
Yes	48	31.0	129	57.6
No	107	69.0	96	42.4
Collecting research data for others				
Yes	33	21.3	72	31.7
No	122	78.7	153	68.3
TOTAL	216	100.0	225	100.0

Table 2. Nurses' views on the issues of priority for nursing research in our country

Issues of Priority	n	%
Management of nursing services		
Duties, authority and responsibilities of nurses	17	13.5
Nursing law	10	7.9
Problems in health system	9	7.1
Burnout syndrome	7	5.6
Financial support	7	5.6
Conditions of working environment	7	5.6
Developing respect for the nursing profession in society	7	5.6
Interpersonal relations	6	4.8
Deontology	6	4.8
Motivation	5	4.0
Recruitment for jobs other than nursing	4	3.2
Nursing education		
Developing nursing education	11	8.7
Specialization in nursing	8	6.3
In-service training	6	4.8
Nursing practices		
Teamwork	8	6.3
Developing the quality of nursing practices	6	4.8
Attitude towards patients/ integrated care/quality of patient care	6	4.8



Table 3. Nurse academics' views on the issues of priority for nursing research in our country

Issues of Priority	n	%
Management of nursing services		
Shortcomings of hospital management	15	5.1
Nursing laws	14	4.7
Duties, authority and responsibilities of nurses	13	4.4
Cooperation between faculty and hospital	12	4.1
Inadequacy of equipment	12	4.1
Ethics	11	3.7
Interpersonal relations	11	3.7
Analyzing the health system	10	3.4
Employment in primary care	9	3.1
Motivation	8	2.7
Nursing education	6	2.0
Developing nursing education		
Critical thinking	22	7.5
Nursing diagnosis and process	17	5.8
General evaluation of health schools	11	3.7
In-service training	11	3.7
Assertiveness in students	9	3.1
Nursing practices	7	2.4
Enhancing the quality of nursing practices and care standards	44	14.9
Practices of specialization	18	6.1
Evidence-based practices	9	3.1
Determination of public health requirements	9	3.1
Establishing guides	9	3.1
Teamwork	8	2.7

Table 4. Student nurses' views on the issues of priority for nursing research in our country

Issues of Priority	n	%
Management of nursing services		
Image of the nursing profession	16	7.8
Duties, authority and responsibilities of nurses	13	6.3
Motivation	11	5.4
Factors influencing the choice of profession	11	5.4
Rights of nurses	10	4.9
Interpersonal relations	10	4.9
Nursing laws and ethics	9	4.4
To what extent nurses comprehend the nursing law	6	2.9
Turkish penal code	3	1.5
Nursing education		
Specialization	13	6.3
Developing nursing education /quality in education	10	4.9
Nursing process	9	4.4
Students' preparation for professional life	8	3.9
In-service training	6	2.9
Autonomy in nursing	2	1.0
Nursing practices		
Usability level of research	18	8.8
Analyzing nurses' level of knowledge and skills	17	8.3
Implementation of research findings	15	7.3
Team approach and nurses' role in a team	10	4.9
Enhancing the quality of nursing practices and care standards	8	3.9



Table 5. Doctors' views on issues of priority for nursing research

Issues of Priority	n	%
Management of nursing services		
Nurses' role and duties	15	8.8
Primary care nursing services	10	5.9
Interpersonal relations and communication	9	5.3
Organization	9	5.3
Patients' rights	8	4.7
Health management	8	4.7
Knowledge of laws and prospective profession	7	4.1
Nursing education		
Specialization and relevant education	19	11.2
In-service training	18	10.6
Developing nursing education	11	6.5
Developing knowledge of statistics	8	4.7
Computer education	7	4.1
Epidemiological	6	3.5
Patient psychology	6	3.5
Interpretation of data, examining diagnoses	4	2.4
Nursing practices		
Enhancing the quality of nursing practices and care standards	13	7.6
Team approach and nurses' role in a team	12	7.1

Pre and post graduate research teaching facilities and lack of policies on research culture in the institutions might be the main reason keeping the nurses away from research activities. Similar to our findings, Görak (1995a) also determined in her research that nurses did not spare time for reading research journals [20]. In the research conducted by Durmuş, Aylaz and Öztürk (2001), it was determined that nurses did not value or believe in the benefits of research [21]. According to the findings of the research conducted by Enç and Yıldız (1998) with 132 intensive care and service nurses, almost all the nurses believed in the importance of research [22]. However, habit of reading professional publications is low among these nurses, as well. The nurses who received higher education have higher motivation to do research. In a similar study conducted by Khorshid (1996), it was determined that 95.0% of the nurses valued nursing research [23]. In our study, nurses' have inadequate number of research activities or their lack of interest in research due to the impact of insufficient research training before and after graduation.

In many nursing school all over the world research is a part of educational programs. It is taught to undergraduate students and, in this way, they participate in research activities. Research culture is developed through meetings in which students and educators come together [24,25,26]. In this study, percentage of the nurse students' participating in research or reading research articles is higher when compared to that of graduate nurses. This result shows that, nurse educators could encourage nurse students and raise research awareness among them. In the

study in which Uçkun et al reviewed research papers presented in student nurse congresses held between 2000-2006 in Turkey, it was reported that, of the 1093 papers presented in five congresses and one symposium, 39.5% were from nursing schools, 56.4% from health schools, and 90.3% were prepared by a research team composed of students and faculty members [27]. These findings, research activities of the nurse students have demonstrated that students' awareness of as well as their interest in research gradually increased year by year and the positive impacts of research training. In a similar study conducted by Akın (2004), it was determined that 91.7% of the students thought that research knowledge was crucial for nurses, and 38.8% perceived research as a pleasant process [28].

In this study, when the nurses' issues of priority are analyzed; it is noticed that nurses' views on the management of nursing services are of a high percentage. The issues are related with personal rights, health organization, interpersonal relations, professional autonomy, and conditions of working environment. In Turkey, job descriptions of nurses have been stated in the regulations and the directives of the secondary health care institutions and primary health care services. However, they do not meet the duties and authority of the contemporary nurse in the country. The present law on nursing which was enacted in 1954 could be revised in 2007 since that it was not up-to-date [29]. Recently, the role definition, as duties and responsibilities of nurses are being defined clearly by the Ministry of Health and the professional body. The uncertainties about duties as well



as the inadequacies of the law are doubtlessly reflected in the problems such as lack of motivation, job satisfaction and financial difficulties among nurses. Those problems lead nurses to leave the profession and engage in other jobs. In addition, low salary, insufficient equipment and infrastructure, long working hours, high number of patients needing care and workload might be considered as other factors affecting the working life as well as the psychological health of nurses [30,31]. In order to raise more respect for the nursing profession, the public image of the profession should be changed. Professional image could be defined as the evaluation of a group by society and the widespread acceptance of these values. Society's view regarding nursing has either a positive or a negative impact on the members of the profession [32]. In the study conducted by Drennan et al. (2007), the priorities determined which are related with recruitment and retention of nurses and nursing input into health policy demonstrate a similarity with the findings of our research [33].

Nurses stated developing nursing education, specialization in nursing, and in-service training as the issues of priority in terms of nursing education. In our country, nursing education started at primary and secondary levels in 1925. With the onset of undergraduate university nursing education in 1955, and Master of Science degree in 1968 and PhD education in 1972 the quality of education gained great impetus. The internationalization of the nursing education, all over the world, push Turkish nursing schools for international exchange programs, to review programs and publishing research papers in the international nursing journals. Nurses have been qualified graduating as general practitioner nurses with knowledge and skills. However, in recent years, certain certificate programs on dialysis, oncology and diabetes have been enabling nurses to specialize in the short run, in accordance with their expectations. In the study, although the nurses are not nurse educators, but they have expectations and ideals for the progress of nursing education and they are aware of the importance of specialization in nursing and in-service training.

In this study, nurses reported that teamwork, enhancing the quality of nursing care, attitude towards patients, and holistic care as the issues of priority in terms of nursing practices. In the study of Drennan et al. (2007), the priorities determined as outcomes of care delivery, staffing issues in practice, and communication in clinical practice, the results of care given, problems encountered by nurses while practicing and priorities determined in terms of communication in clinical practices demonstrate a similarity with the findings of our research [33].

The nurse academics' stated their views regarding the issues of research priority on nursing practices, nursing education, and management of nursing services. Almost, nurse academics reported the some issues as the problematic areas in the management of nursing services

needed to research like those of nurses encountered. A constructive cooperation between school and hospital is an inevitable element for the development of nursing education and practices [34]. Besides the professional skills of nurse academics such as critical thinking and assertiveness, conducting nursing research as a scientific method of questioning and its implementation to care practices which have been projected as issues of priority are common significant areas in terms of contemporary nursing. Due to their awareness of observations problems encountered by the nurses in health care services and habit of reading current literature, nurse academics considered the analysis of care standards to be the most important issue in terms of nursing practices. It is crucial that contemporary nursing practices are conducted according to care standards. Standards are of vital importance as criteria of measurement in assessing professional performance and quality nursing practices. It is of great importance that standards be developed, written and constantly evaluated in terms of professional practices.

The student nurses' views regarding issues of priority for nursing research are examined in this study as well. While student nurses were expected to state issues mostly concerning nursing education, they stated also issues related with nursing practices and management of nursing services. This gives rise to the idea of priorities that the students are aware of all kind of nursing problems. Unlike educators and their graduate colleagues, student nurses stated usability level of research conducted, implementation of research findings, and analysis of the knowledge and skills of nurses as issues of priority. This reveals that the students' skills of scientific questioning have developed and they are interested in nursing problems.

In the research, doctors' views regarding the issues of priority for nursing research have also been evaluated. More than half of the doctors have expressed their opinions on nursing education and management of nursing services. Among the issues of priority for research on nursing education is in-service training, education for specialization, research, enhancing knowledge of statistics knowledge, developing nursing education, nurses' attitudes towards patients, informatics skills, and epidemiological skills. As for the issues of priority for nursing research on management of nursing services, they are related with the nurses' role and duties, interpersonal relations and communication, advocating of patients' rights, developing primary health care nursing services, managing and organizing health services. It is apparent that all these issues need to be and worth being researched in terms of professional nursing and relevant education. It is also considered significant that although doctors belong to another discipline in terms of both education and management, they are aware of crucial research issues for nurses who are a part of their team.



CONCLUSION

In this research which was conducted in order to determine the views of nurse academics, nurses, student nurses and doctors regarding the issues of priority for nursing research in Turkey. According to the findings nurses' participation in research activities was found to be limited. Nurses stated professional rights, duties and authority, nursing education, nursing law, and the problems in health system as the issues of priority. For nurse academics, nursing practices and care standards, developing nursing education and practices of specialization were determined as issues of priority. As for student nurses, usability level of research, nurses' level of knowledge and skills, image of the nursing profession, and implementation of research findings were listed as issues of priority. As for doctors, the issues of priority for research were announced as specialization of nurses and education for specialization, in-service training, and analysis of nurses' role and duties.

These priorities for nursing research will serve as a guide for the focus of future research activity in nursing in Turkey. Given the scarcity of resources for nursing research and the need to develop the capacity to conduct nursing research, the identification of research issues of high priority to nursing practice, education and management will help to ensure that research activity in the short term is focused on the most important topics.

The identification of research priorities at national level will also bring a better coherence to research conducted on nursing issues by postgraduate and doctoral students. It is suggested for the researchers to identify research priorities by using delphi technique in the further studies.

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CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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