
Relationship of Campus Culture and Values Orientation in Shaping the Professional Identity of Nursing Students

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ABSTRACT

Professional identity is essential in shaping how nursing students view their roles, make ethical decisions, and commit to the demands of the healthcare profession. This study explores how campus culture and values orientation influence nursing students' professional identity. A correlational research design was employed, involving 100 second-year, 91 third-year, and 74 fourth-year nursing students from a tertiary-level institution during the academic year 2024–2025. Data were analyzed using descriptive statistics, Pearson's correlation, and multiple regression techniques. Results showed that the overall mean score for Campus Culture was 3.20, which included subscales such as Norms, Belonging, Classroom Culture, and Identity. For Values Orientation, the mean score was 3.11, covering dimensions like Conformity, Tradition, Benevolence, Universalism, Self-Direction, Stimulation, Hedonism, Achievement, Power, and Security. The Professional Identity of nursing students had a mean score of 3.00, including factors such as Knowledge, Experience, Role Models, and Belongingness to or Not Belonging to the Profession. A statistically significant moderate positive relationship was found between Campus Culture and Values Orientation ($r = 0.4209$, $p < 0.05$). Multiple regression analysis revealed significant correlations between all constructs: Campus Culture and Professional Identity ($r = 0.4835$), and Values Orientation and Professional Identity ($r = 0.4924$), all at the 0.05 level. These findings indicate that a positive campus culture and strong values orientation are associated with greater development of professional identity. The study concludes that campus culture and values orientation play crucial roles in shaping nursing students' professional identities. Recommendations include enhancing peer mentoring, campus involvement, and supportive institutional environments.

Key words: Campus culture, values orientation, professional identity

The formation of professional identity is a critical component of nursing education, shaping how students perceive their roles, responsibilities, and future in the profession. In the nursing context, professional identity formation is influenced not only by clinical experiences but also by the internal

values students hold and the culture of the academic environment in which they are immersed. Without a strong professional identity, nursing students are more susceptible to career dissatisfaction, ethical disengagement, and eventual burnout (Strouse, et al, 2023).

Campus culture plays a crucial yet often underexamined role in this development. It encompasses academic expectations, social relationships, extracurricular activities, and shared institutional values that create a dynamic environment for student growth. Particularly in nursing schools,

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campus culture fosters empathy, resilience, and collaboration—qualities essential to effective nursing practice (Talusán, 2022). Through mentorship, peer interactions, and participation in academic and social activities, nursing students internalize professional values and begin aligning their personal attributes with their future roles as healthcare providers.

Values orientation, on the other hand, represents a student's internal framework of moral and ethical principles. It significantly influences how students commit to their careers, make ethical decisions, and respond to professional demands (Schwartz, 2012; Riklikienė, et al, 2021). When nurtured in a supportive academic environment, a strong values orientation can enhance a student's professional identity, reinforcing their sense of purpose and integrity as future nurses.

While the role of campus culture and values orientation in nursing education is increasingly acknowledged, there remains a notable gap in the literature—particularly in the Philippine context—regarding how these two factors interact to shape the professional identity of nursing students. Most existing studies have examined these variables in isolation or focused on Western settings. Local academic institutions have been less studied in terms of how their unique campus environments and value systems impact the development of future Filipino nurses (Ondong, 2024; Conwi, et al, 2024).

This study seeks to address that gap. Specifically, it aims to assess how campus culture and values orientation together influence the professional identity formation of nursing students in the Philippines. By examining the interplay between institutional environment and personal values, this research contributes to a deeper understanding of professional identity development in local nursing education.

The findings of this study will be valuable in several ways. First, they can inform nursing educators on how to design programs that better support students' holistic development. Second, institutions can use the insights to foster a positive campus culture that promotes not just academic excellence but also ethical growth and professional belongingness. Finally, students themselves may gain awareness of how their surroundings and internal values shape their professional journey.

In bridging these domains—environment and identity, values and culture—this study hopes to strengthen the foundations upon which future Filipino nurses develop their professional selves.

MATERIALS AND METHODS

A quantitative research approach employing a descriptive-correlational design was utilized to determine the relationship between campus culture, values orientation, and the professional identity of nursing students. Numerical data was collected to measure these variables and analyze their interconnections. The study population comprised 2nd, 3rd, and 4th-year Bachelor of Science in Nursing students enrolled in a specific institution during the academic year 2024-2025. Exclusion criteria were applied to remove transferees and returnees with significant gaps in their studies. Stratified random sampling was employed based on year level to select a sample of 100 second-year, 91 third-year, and 74 fourth-year nursing students (total $n = 265$). The researchers utilized three adopted survey questionnaires namely the CU Boulder Campus Culture Survey (CCS) by the University of Colorado (2021), the Portrait Values Questionnaire (PVQ) developed by Shalom Schwartz, and the Professional Identity Five-Factor Scale (PIFFS) by Ivana Gusar was administered face-to-face to collect data on Campus Culture, Values Orientation and Professional Identity. Consent from respective authors was granted through email. Additionally, permission to conduct the study was secured from the Dean of the School of Nursing, the Data Privacy Officer, and Level Coordinators. research adviser obtained a list of eligible students, maintaining confidentiality. Batch representatives and class presidents were informed to coordinate the person distribution of questionnaires. Informed consent was obtained from all participants, emphasizing voluntary participation data privacy. Questionnaires were collected after a one-week period, with strict adherence to confidentiality protocols. The collected data was organized in spreadsheets and stored securely. Pearson's correlation coefficients were calculated to assess the linear relationships between campus culture, values orientation, and professional identity. Multiple regression analysis was then conducted to determine how well campus culture and values orientation predicted professional identity. A statistician was consulted to ensure the validity and reliability of the analysis. Following the analysis, physical questionnaires were shredded, and electronic data was permanently deleted in compliance with the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

As shown in Table 1, the overall mean score for Campus Culture among nursing students is 3.20, encompassing various subscales such as Norms, Belonging, Classroom Culture and Identity. Among these subscales, Norms has the highest mean score of 3.40, indicating a high level of interpretation among respondents with the statements in this category, closely reflecting their values.

Table 1. Campus culture of Nursing students.

SUBSCALES	MEAN SCORE	INTERPRETATION
BELONGING	3.07	Moderately High
CLASSROOM CULTURE	2.92	Moderately High
NORMS	3.40	High
IDENTITY	3.22	Moderately High
FRIENDSHIP	3.38	High
OVER-ALL MEAN	3.20	Moderately High

Legend: 1:00-1.74 Very Low; 1.75-2.49 Low; 2.50- 3.24 Moderately High; 3.25-4.00 High

Following Norms, Identity has a mean score of 3.22, indicating a moderately high level of interpretation. Showing that respondents agree and feel the statements describe them fairly well. Similarly, Belonging has a mean score of 3.07, indicating a moderately high level of interpretation. Explicit behavioral norms provide a framework for respectful, collaborative conduct, fostering a positive campus culture that supports academic and personal growth (Wu et al., 2024; Wang & Wang, 2015).

Conversely, Classroom Culture has the lowest mean score of 2.92, indicating a low level of interpretation. This suggests that respondents somewhat disagree or feel the statements are not representative of them. A well-structured culture enhances engagement and aligns student behavior with institutional values, which is critical for and professional identity development (Starkey, 2023; Strohfus, et al, 2011).

Table 2 highlights the overall mean score for Values Orientation of nursing students as 3.11, encompassing subscales such as Conformity, Tradition, Benevolence, Universalism, Self-Direction, Stimulation, Hedonism, Achievement, Power and Security. Notably, Security—a critical value tied to

physical safety, emotional well-being, and supportive environments—scored 3.34, indicating a high level of interpretation that reflects a strong alignment with respondents' identities. This finding resonates with research emphasizing that a sense of security, including structured learning and positive clinical experiences, is foundational for developing self-confidence and professional identity (Vabo, Slettebø, & Fossum, 2022).

Table 2. Values orientation of Nursing students.

SUBSCALES	MEAN SCORE	INTERPRETATION
CONFORMITY	3.15	Moderately High
TRADITION	2.55	Moderately High
BENEVOLENCE	3.31	High
UNIVERSALISM	3.39	High
SELF-DIRECTION	3.32	High
STIMULATION	3.15	Moderately High
HEDONISM	3.33	High
ACHIEVEMENT	3.11	Moderately High
POWER	2.97	Moderately High
SECURITY	3.34	High
SPIRITUALITY	2.63	Moderately High
OVERALL MEAN SCORE	3.11	Moderately High

Legend: 1:00-1.74 Very Low; 1.75-2.49 Low; 2.50- 3.24 Moderately High; 3.25-4.00 High

Additionally, Tradition, which scored lowest at 2.55, indicates a moderately high level of interpretation. This underscores the evolving nature of cultural values in nursing education. While students still identify with tradition to some extent, educators must balance these values with ethical practice, as cultural traditions and security must actively shape professional identity (Parandeh, et al, 2015).

Among other subscales, Universalism (3.39) and Benevolence (3.31) reflect students' prioritization of compassion and inclusivity, while Self-Direction (3.32) and Hedonism (3.33) highlight their desire for autonomy and fulfillment. These results indicated a high level of interpretation that aligns with studies stressing supportive clinical environments, ethical role models, and structured reflection in fostering professional growth (Vabo, Slettebø, & Fossum, 2021).

In spite of a moderately high level of interpretation, Power (2.97) and Achievement (3.11) scored lower among other subscales, suggesting a shift toward collaborative and service-oriented values, further reinforcing the need for educational frameworks that integrate safety, cultural sensitivity, and ethical mentorship while promoting ethical practice (Parandeh, et al, 2015).

Table 3 highlights a moderately high level of interpretation for the overall mean score for the Professional Identity of nursing students as 3.00, encompassing subscales such as Knowledge Factor, Experience Factor, Perception of Role Models, Belonging to the Profession, and Not Belonging to the Profession. Most respondents agreed that the statements described them as “like me,” suggesting a generally positive professional self-concept. The Knowledge Factor had the highest mean score (3.20), followed by Belonging to the Profession (3.17) and Perception of Role Models (3.09). Not Belonging to the Profession scored 2.91, while the Experience Factor scored the lowest at 2.60, reflecting weaker agreement. Notwithstanding that, the results for each subscale show a moderately high level of interpretation from its associated statements.

Table 3. Professional identity of Nursing students.

SUBSCALES	MEAN SCORE	INTERPRETATION
KNOWLEDGE FACTOR	3.20	Moderately High
EXPERIENCE FACTOR	2.60	Moderately High
PERCEPTION OF ROLE MODELS	3.09	Moderately High
BELONGING TO THE PROFESSION	3.17	Moderately High
NOT BELONGING TO THE PROFESSION	2.91	Moderately High
OVERALL MEAN SCORE	3.00	Moderately High

Legend: 1:00-1.74 Very Low; 1.75-2.49 Low; 2.50- 3.24 Moderately High; 3.25-4.00 High

The Knowledge Factor had the highest subscale mean, indicating a moderately high level of interpretation, showing a strong confidence in understanding nursing theory and career roles. This aligns with findings from Tajalli, et al (2022) and Zhang, et al (2021), who highlighted the importance of academic preparation and critical thinking in shaping professional identity.

A moderately high level of interpretation in Belonging to the Profession reveals emotional

connection and identification with the nursing role. Statements like “I am glad to belong to the group” showed strong agreement, supported by Alilu et al. (2021), who emphasized the role of supportive peer and mentor relationships in strengthening students’ professional self-concept.

The Perception of Role Models subscale also received favorable scores, as indicated by a moderately high level of interpretation, with students expressing admiration for practicing professionals and instructors. Johnson, et al (2012) emphasized that such role models are key in guiding students’ professional behavior and goals.

Despite strong academic identity, the Experience Factor had the lowest mean score among the subscales. Despite this, it still indicated a moderately high level of interpretation, suggesting limited practical exposure. Moderate agreement with statements like part-time work in the field indicates that hands-on learning is still developing. Tajalli, et al (2022) and Zhang, et al (2021) found that clinical experience is vital for confidence and identity formation, pointing to a need for curriculum improvements in this area.

The Not Belonging to the Profession subscale scored low among other subscales; however, this still indicates a moderately high level of interpretation. This means most students do not identify with detachment from the field. However, slight agreement with reverse-coded items signals the need for ongoing institutional support. Muliira, et al (2023) highlighted that alienation and insufficient mentorship may undermine identity, stressing early intervention to prevent disengagement and dropout.

Table 4 displays Pearson’s correlation analysis between Campus Culture and Values Orientation to explore the interconnectedness of institutional environments and students’ personal values; The results revealed a moderate and statistically significant positive relationship between the two constructs ($r = 0.4209$, $p < 0.05$) with a sample size of $n = 265$, indicating that students who perceive their campus as inclusive, respectful, and supportive are more likely to embody values aligned with the ideals of the nursing profession. Inclusive educational settings are very vital for developing professional values in nursing (Poorchangizi, et al, 2019; Kantek & Gezer, 2020), while standards stressing ethical behavior support prosocial values (Roccas & Sagiv, 2017). Given this correlation and the sample size, the corresponding two-tailed p-value is less than 0.05, indicating that the result is statistically significant. Thus, we reject

the null hypothesis (Ho), which states that there is no significant relationship between Campus Culture and Values Orientation, and we accept the alternative hypothesis (Ha), which posits that a significant relationship exists.

Table 4. Correlation matrix of campus culture and values orientation.

Variables	CAMPUS CULTURE			
	Correlation Coefficient	p-value	Significance	Decision
VALUES ORIENTATION	0.4209	p<0.05	Moderate Correlation	Reject Ho

Legend: Pearson Correlation Coefficient (r) between 0.10 and 0.29 is considered weak; between 0.30 and 0.49 are moderate; and above 0.50 are strong.

Table 5 presents the intercorrelations among the three main constructs, particularly Campus Culture and Professional Identity as well as Values Orientation and Professional Identity. All correlations were statistically significant at the 0.05 level, indicating moderate positive associations: Campus Culture and Professional Identity: $r = 0.4835$. This also shows a moderate positive correlation between a student's sense of professional identity and their perception of the campus culture. This implies that students who perceive the campus environment as more supportive, inclusive, and respectful tend to have a stronger professional identity. Again, as one increases, the other also tends to increase.

Table 5. Correlation matrix of campus culture, values orientation, and professional identity.

Correlations	Correlation Coefficient	p-value	Significance	Decision
Campus Culture & Professional Identity	0.4835	p<0.05	Moderate Correlation	Reject Ho
Values Orientation & Professional Identity	0.4924	p<0.05	Moderate Correlation	Reject Ho

Legend: Pearson Correlation Coefficient (r) between 0.10 and 0.29 is considered weak; between 0.30 and 0.49 are moderate; and above 0.50 are strong.

Values Orientation and Professional Identity: $r = 0.4924$. This indicates a moderate positive correlation between a student's sense of professional identity and their values orientation. This suggests that students who hold values aligned with the nursing profession (as discussed in previous analyses) tend

to have a stronger sense of themselves as nurses. As one increases, the other tends to increase as well. Recent research underscores that both academic culture (Kantek & Gezer, 2020; Poorchangizi, et al, 2019) and personal values play pivotal roles in shaping nursing students' professional identity. The association between Professional Identity and Campus Culture aligns with findings that a well-structured academic environment—through peer dynamics, faculty engagement, and institutional ethos—significantly supports identity formation and the transition to professional practice (Azizi, et al, 2022). These results collectively emphasize that fostering both values alignment and a positive campus culture is critical for cultivating professional identity in nursing education.

Table 6 displays the regression analysis of professional identity as predicted by values orientation and campus culture. The coefficient column shows the estimated regression coefficients for each predictor. These coefficients represent the change in the dependent variable (Professional Identity) for a one-unit increase in the independent variable, holding other variables constant.

Table 6. Regression analysis of professional identity as predicted by values orientation and campus culture.

Variables	Coefficient	Std. Error	t-value	p-value	95% Confidence Interval	
Values Orientation	0.3103	0.0624	4.98	0.001	0.19	0.43
Campus Culture	0.3138	0.0616	5.09	0.001	0.19	0.44
Constant	1.0283	0.2014	5.11	0.001	0.63	1.42
R²	0.2904					

Values Orientation (0.3103): For every one-unit increase in Values Orientation, Professional Identity is predicted to increase by 0.3103 units, assuming Campus Culture remains constant. This indicates a positive relationship. Higher alignment with professional values is associated with a stronger professional identity, consistent with findings that values like integrity and respect for human dignity shape nurses' self-concept (Nobre, et al, 2023) and that coupled values-cultural interventions prepare students for collaborative practice (Pullen, 2023).

Campus Culture (0.3138): For every one-unit increase in Campus Culture, Professional Identity is predicted to increase by 0.3138 units, assuming Values Orientation remains constant. This also indicates

a positive relationship. A more positive perception of the campus culture is associated with a stronger professional identity, as inclusive settings and supportive policies foster belonging and teamwork (Fitzgerald & Clukey, 2022; Maginnis, 2018).

Constant (1.0283): This is the y-intercept. It represents the predicted value of Professional Identity when both Values Orientation and Campus Culture are zero. While statistically important for the model, a value of zero for these constructs might not be practically meaningful in this context.

In the composite-level model, both Campus Culture ($\beta = 0.3138$, $p < 0.001$) and Values Orientation ($\beta = 0.3103$, $p < 0.001$) contributed significantly to explaining students' professional identity. Together, these two variables accounted for approximately 29.04% of the variance in Professional Identity ($R^2 = 0.2904$). This suggests that both the institutional environment and students' internal values are equally important contributors to their self-concept as future nurses, aligning with research emphasizing the dual role of values orientation and campus culture in strengthening identity and teamwork (Maginnis, 2018; Nobre, et al, 2023).

CONCLUSION AND RECOMMENDATIONS

This study examined the correlation between campus culture and values orientation and assessed its influence on the development of nursing students' professional identities. The results showed that nursing students generally perceive a positive campus culture, though improvements in classroom culture and identity are possible. Their values strongly align with nursing principles, and their professional identity is moderately strong but could benefit from more practical experience. Campus culture and personal values significantly influence professional identity development. The researchers recommend for nursing students, active participation in campus life and consistent reflection on their personal values and professional development are encouraged. Nursing instructors should integrate discussions on values and ethics into their teaching methodologies and employ interactive techniques to foster greater student engagement. Institutions are recommended to cultivate an ethical, supportive and inclusive campus culture while also enhancing collaboration between academic and clinical departments. Future research endeavors should explore additional factors that may influence professional identity formation and consider

utilizing diverse research methods across various levels of nursing students.

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