

Professional Socialisation and its Determinant Factors among BSc Nursing Students in Kerala

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Abstract

Even though, India is one of the largest providers of nurse workforce to many countries, scientific researches to explore the professional socialisation, professional values and its related variables like professional self-concept and self-esteem of our nursing students are rarely done. This descriptive correlational study was done to obtain a data base on professional socialisation and its selected determinant factors among BSc Nursing students in Kerala.

Professional socialisation is a complex process with four critical attributes: learning, interaction, development and adaptation (Cohen, 1981). As students progress through nursing programmes, a variety of factors including personal feelings, beliefs, value systems, professional self-concept, self-esteem, etc. determine their socialisation into the profession. Learning any new role is derived from a mixture of formal and informal socialisation.

Objectives

This study was conducted with the objectives: (1) to identify and describe the selected socio demographic factors of BSc Nursing students in Kerala behind joining BSc nursing course and socio-economic status of family; (2) to describe the self reported professional socialisation and its selected determinant factors, namely, professional values, professional self concept, self-esteem and their perception on status of nursing as a profession; (3) to find out the relationship between (a) the students' study variables (professional socialisation, professional values, professional self concept, perception on status of Nursing) as a profession and self-esteem (b) study variables of subjects with selected socio-demographic factors like religion and socio-economic status of the family; and (4) to compare the professional socialisation, professional values, professional self-concept, perception on status of Nursing as a profession and self-esteem among I, II, III and IV year BSc nursing students.

Hypotheses

Three hypotheses were tested in this study at 0.01 level of significance.

1. There will be significant correlations between professional socialisation and its selected determinant factors namely, professional values, professional self-concept, perception on status of Nursing and self-esteem among BSc nursing students.
2. There will be significant difference in the mean values of professional socialisation, professional values, professional self-concept, perception on status of Nursing and self-esteem among I, II, III & IV year BSc nursing students.
3. There will be significant relationships between the selected socio-demographic factors like, religion and socio-economic status of the family of BSc Nursing students,

with their professional socialisation, professional values, professional self-concept, perception on status of Nursing and self-esteem.

Conceptual framework: An Explanatory Model of Professional Socialisation in Nursing by Edens Geraldine E (1987) was adapted, which was developed based on author's extensive review of 42 published nursing studies on professional socialisation, between 1955 and 1985. Edens described five interacting domains of potential professional self growth, namely self image; role conception; attitudes; values; and personality

Review of Literature : 1970s and 1980s, many models of professional socialisation of basic and RN students were developed. Cohen (1981) and Hinshaw (1976) described developmental models appropriate for fresh nursing students. Bandeura (1977) described a type of socialisation he called 'modelling' which is useful when learning a new behaviour. Benner (1984) identified five stages nurses pass through in the transition from novice to expert. Although these models were developed in early 1980s, they described process of transition and socialisation that many nurse educators have come to recognise as almost universal among nursing students.

In an analysis of professional socialisation in nursing done in 2013 in Tehran University of Medical Sciences, Iran, (Din Mohammed M, et al, concluded that professional socialisation is a complex process with four critical attributes: learning, integration, development and adaption. A meta-study of professional socialisation and career choice in nursing in 2008 in (Price SL) concluded that the multiple factors influencing professional socialisation include role of mentors, peers and role models.

After studying socialisation of 8 students and 2 teachers of Japan Condon & Sharts-Hopko (2010) revealed that socialisation of nursing students is a multidimensional process with classroom experiences, clinical practice and extra-curricular elements all having influence. Six themes emerged from the data: openness to others, communication, team building, reflection, extra-curricular networking and focused education. Parvan K, Zamanzdeh V & Hosseini FA (2008) assessed professional values among 240 BSc nursing Iranian students graduating under different norms of educational services and found that the most important

and least important items identified by participants were “maintain competency in areas of practice” and “participate in peer review” respectively.

Cowin L & Hengstberger SC (2006), in a longitudinal survey in Australia with sample size 187, in 3 phases found significant positive correlations between Nurses’ professional concept and their retention in the job. The authors stated that professional self-concept arose from socialisation. The study showed that monitoring of self-concept throughout the transitional period for new nurses can lead to improved retention of nurses in the job. Mane Supriya (2016) assessed self-esteem among 40 third year GNM and BSc students in selected nursing institutes in Mumbai using Rosenberg’s scale. The study revealed that majority (97.5%) of students had moderate level of self-esteem and 2.5 percent had low self-esteem. None had high self-esteem level. No significant association was found between self-esteem and the demographic variables like age, medium of education, place of stay, family income or level of stress.

Material and Methods

It was a cross sectional study with descriptive-correlational design and survey approach done in 14 randomly selected Nursing colleges in Kerala State, affiliated to Kerala University of Health Sciences (KUHS). The study population consisted of undergraduate nursing students of Basic BSc nursing (I, II, III, IV year). The study had multistage-cluster sampling. In Stage 1, from 104 Nursing colleges, 14 colleges were selected (total 6 zones; 2/3 colleges from each zone) using simple random technique; in Stage 2, using systematic random sampling, based on their roll numbers, 10-12 students were selected from each batch (I, II, III, IV) from each College. The total sample size was 580, with 145 students each from I, II, III, IV years.

Data Collection Tools

Tool 1: Socio-demographic factors Inventory: Section A had eight multiple choice questions exploring base line data (age, sex, year of study, motivation behind joining nursing, etc.). Section B was a Socio-Economic Status scale (modified Srivastava scale) with 13 items.

Tool-2: Professional socialisation scale for nursing students (PSS-NS): 32 item, 5-point Likert scale exploring possible behaviours demonstrated by nursing students in the 4 attributes of professional socialisation, ie, learning, interaction, development and adaptation. Score of 1-5 is given for responses ranging from ‘never’ to ‘always’.

Tool-3: Professional value scale for nursing students (PVS-NS): 24 items Likert scale exploring how much importance is given by nursing students to the values expected in their day-to-day practices. Items developed based on statements of Code of Ethics by Indian Nursing Council (2006).

Tool-4: Professional self-concept scale for nursing students (PSCS-NS): 20 true/false items with options ranging from ‘definitely true’ to ‘definitely false’, exploring six dimensions of professional self-concept, ie, nurses’ general self-concept, care, staff relations, communication, knowledge and leadership.

Tool 5: Perception scale on Status of Nursing as a Profession (PSSNP): Semantic Differential scale with 10 items.

Students’ responses represent their perception on how well nursing profession in India is fulfilling or not fulfilling each criterion for a true profession. Responses for each item had scores of 1-7.

Tool-6: Rosenberg’s self-esteem scale: Standardised scale for measuring general self-esteem, commonly used worldwide for adolescent age group.

All the above tools, except the Rosenberg’s Self-esteem scale were developed or modified based on review of literature and consultation with experts. Content validity and test-retest reliability were done for all the tools and the values were found to be adequate.

Data collection: Ethical Committee of the researcher’s parent institution approved the study. Written permission to conduct study was obtained from the all the 14 colleges. Written consent was taken from all the subjects before data collection. A pilot study was conducted to check out the feasibility of the study, during August 2015 in 3 randomly selected Nursing Colleges in Kannur district with sample size 150; main study was conducted in 2016-17 academic year. With the help of the class coordinators, systematic sampling technique was used to identify sample from each class, based on the roll number of students. Selected students from I, II, III and IV year were assembled together in a common class room /examination hall. Subjects were given the booklet with all the six data collection tools.

Results

Descriptive analysis of the socio-demographic factors showed that a large majority of students (n=571, 98.4%) were female; only 1.6 percent were male. The age distribution showed that majority (n=161, 27.8%) were of 21 years. Since equal numbers of students were selected from I, II, III and IV year classes for comparison purpose, 25 percent belonged to each class. Majority of students (63.6%) belonged to Christian religion. Among the 580 subjects majority i.e. 500 (86.2%) were from Self-Financing Colleges, 40 each (6.9%) from Co-Operative College and Government College of Nursing (Table 1).

Majority (n=399, 68.8%) reported that Nursing was their first career choice and the remaining 31.2 percent had joined BSc Nursing even though it was not their first career choice; 133 (22.9%) had selected the career based on their own interest and parent’s motivation whereas, majority 168 (29.9%) were motivated by career guidance classes. Among the subjects, 97 (16.7%) had their sisters in the same profession; 4.10 percent had their mothers in Nursing profession whereas majority (n=455, 78.40%), had no first line relative in nursing profession

Professional socialisation, professional values, professional self-concept and self-esteem scores of subjects: Majority (n=239, 41.2%) of subjects had ‘very good’ level of professional socialization, whereas 83 (14.3%) belonged to excellent category. Professional values were in ‘very good’ category among majority, 239 (41.2%) and professional concept also was in ‘very good’ category among majority (n=266, 45.9%). The self-esteem of students, measured with Rosenberg’s Self-esteem Scale showed that majority i.e. 426 (73.4%) had moderate level of self-esteem, and only 96 (16.6%) had high self-esteem. The sample mean of self-esteem score was 28.36 (SD=3.4).

Table 1: Frequency and percentage distribution of sample based on their age, gender, religion, year of study and type of college (n=580)

Sample characteristics	Frequency	Percentage (%)
Age		
17 years	4	0.7
18 years	78	13.4
19 years	130	22.4
20 years	150	25.9
21 years	161	27.8
>21 years	57	9.8
Gender		
Male	9	1.6
Female	571	98.4
Religion		
Hindu	171	29.5
Christian	369	63.6
Muslim	40	6.9
Year of study		
I year BSc Nursing	145	25
II year BSc Nursing	145	25
III year BSc Nursing	145	25
IV year BSc Nursing	145	25
Type of college		
Govt college	40	6.9
Semi Govt college	Nil	--
Private self-financing college	500	86.2
Co-operative college	40	6.9

Descriptive analysis of the scores given by subjects on the semantic differential scale to measure students' perception on status of nursing as a profession showed that professions characteristics which received 'score 7' by majority of subjects were "essential for society" (79.8%), "responsible" (68.6%) and "ethical" (51%). It can be interpreted that BSc Nursing students very confidently perceived Nursing profession to be Essential for society, Responsible and Ethical, but they perceived it also as dependent rather than autonomous; mechanical work rather than intellectual work and self-centred rather than altruistic.

Correlations of subjects' professional socialisation, professional values, self-concept, perception on Nursing and self-esteem with each other: The correlation matrix plotted with the bi-variate Pearson correlation values (r), computed between the study variables, professional socialisation, professional values, professional concept, self-esteem and perception of status of nursing showed that all the correlation values were positive (r=0.119 to 0.644) and statistically significant at 0.001 level. Hence it was concluded that significant mild to moderate, positive linear correlations exist between professional socialisation and its determinant factors study, which means an increase in one variable results in increase in other variables too, and vice versa (Table 2).

Comparison of I, II, III and IV year BSc Nursing students with respect to their professional socialisation and other variables: The mean values of professional socialisation and professional self-concept were highest among I years and lowest among III years. Professional values were highest among IV year BSc Nursing students and lowest and equal among II years and III years. Mean of perception on status of Nursing as profession was highest among 1st years and lowest among III years. Self-esteem scores were also

highest among I year and lowest and equal among III year and IV year. The significance of difference in mean values were analysed using one way ANOVA and it was seen that difference in mean values of professional socialisation (F=3.009, p<0.05) and professional self-concept (F=5.205, p<0.01) among I, II, III and IV years) were statistically significant. Mean difference of all other variables were not statistically significant (Table 3).

Relationship of study variables with selected socio-demographic factors, namely SES and religion: The relationship of socio-economic status (SES) of the student with the study variables were analysed by computing the Pearson Correlation (r), values between the SES and each study variable. All the 'r' values, except the one between SES and self-esteem score were negative values. It was inferred that as the family socio-economic status of the students increases their professional socialisation, professional values, self-concept and perception on Nursing as a profession decreases. The correlation (r) of SES with self-esteem score was positive and statistically significant (p<0.05), which means, as the socio-economic status of family increases the students' self-esteem also increases significantly. There were significant difference in the mean values of professional socialisation (F=6.494, p<0.01) and professional values (F=5.327, p<0.01) of students belonging to Hindu, Christian and Muslim religions. The other study variables were not significantly varying among subjects of various religions. All the mean values were highest among Hindus.

Discussion

This study found that professional socialisation and professional self-concept of I year students were highest and those among the IV year students were the lowest and these differences were statistically significant. Similar findings were reported in a longitudinal qualitative study done in 2005, in UK, to explore the impact of professional socialisation on pre-registration student nurses. Another study published in British Journal of Nursing in January 2016 reported that during their training student nurses are socialised into demoting aspects of heart and care, in favour of aspects of the head and technical work. There is dissonance between the ideals students have when entering Nursing and the reality they are exposed to. A meta-study of professional socialisation done in 2008 in Canada concluded that the multiple factors influencing professional socialisation are role of mentors, peers and role models.

The diminishing level of socialisation, professional self-concept as well as perception on status of nursing, as the students progress through the course, may be because of the 'reality shock' (Kramer, 1974). A novice student nurse passes through stages like "honeymoon phase, rejection (shock) phase, recovery phase and resolution phase". The I year students are probably in the 'honeymoon phase', during which everything is just like what they imagined.

Lack of active participation of the students in association like SNA is also revealed in this study. Exploring how often they participate in activities of SNA on professional socialisation scale, only 186 (32.1%) said they always participate, whereas 51 (8.8%) said they never participate. About 74 (12.9%) students said that after the course they

Table 2: Pearson's correlations between professional socialisation, professional values, professional self-concept, perception on status of nursing as profession and self esteem of the subjects (n=580)

Parameters	Professional socialisation	Professional values	Professional self-concept	Perception on nursing	Self esteem
Professional Socialisation	r=1	r=0.302** p=0.0001	r=0.644** p=0.0001	r=0.335** p=0.0001	r=0.280** p=0.0001
Professional values	r=0.302** p=0.0001	r = 1	-	-	-
Professional self-concept	r=0.644** p=0.0001	r=0.281** P=0.0001	r = 1	-	-
Perception on Nursing	r=0.335** p=0.0001	r= 0.187** p=0.0001	r=0.321 ** P=0.0001	r=1	-
Self esteem	r=0.280** p=0.001	r=0.119** p=0.004	r=0.298** p=0.0001	r=0.137** p=0.001	r=1

**Correlation is significant at 0.01 level (2-tailed).

Table 3: Mean and SD scores obtained by I, II, III and IV year subjects on scales measuring the professional socialisation/values/self-concept, perception on status of Nursing as profession and self-esteem

Variable	Statistics	I year (n=145)	II year (n=145)	III year (n=145)	IV year (n=145)	Total sample (n=580)
Professional socialisation	Mean SD	134.17 14.83	132.32 15.86	128.96 14.76	131.22 15.81	131.67 15.40
Professional values	Mean SD	85.80 9.77	85.65 8.92	85.65 8.92	86.13 9.58	85.81 9.28
Professional self-concept	Mean SD	97.51 11.40	93.39 14.25	91.42 14.46	93.55 13.48	93.97 13.6
Perception on status of Nursing as a profession	Mean SD	57.22 8.03	56.14 9.74	56.11 8.15	56.69 8.35	56.54 8.59
Self-esteem	Mean SD	28.80 3.34	28.26 3.64	28.20 3.43	28.20 3.43	28.36 3.4

will never join professional organisations like TNAI, only 185 (31.9%) said they will surely join TNAI. As for their future plans to continue in Nursing, only 350 (60.3%) said they will surely continue in the profession, whereas 30 (5.2%) told they will never continue the career in Nursing. Similar finding was reported NIMHANS, Bangalore in 2012. Among the 129 students only 69 (53.5%) preferred to pursue the nursing career after graduation, and 9.3 percent wanted to change the profession. In this same study 44 (34.1%) of subjects agreed that they have joined nursing of their own interest; 33.3 percent reported they joined nursing out of their own interest and to improve their financial situations.

Implications: The findings give a strong data base for the curriculum developers as well as other stakeholders of this profession.

Measures to improve the self-esteem of Nursing students have to be planned by the Nurse Educators and administrators. Special training programmes on development of professionalism among the students towards the end of the course, either in III year or IV year is also highlighted.

Recommendations: A qualitative study can be conducted to explore the lived in experiences of professional socialisation of Nursing students in Kerala to get more subjective data. Studies can be replicated among (i) Diploma, and post graduate students in nursing (ii) nursing students from other states of India. A large scale survey study to compare the professional socialisation and its related factors among students from various states of India can be done.

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