

Assessment Of The Level Of Professional Socialization And Its Determinant Factors

Prof. Ramandeep Kaur

Principal, Desh Bhagat Institute of Nursing,
Mandigobindgarh, Punjab

Ms Karamjot Kaur Sharma

Faculty Desh Bhagat Institute of Nursing,
Mandigobindgarh, Punjab

Abstract: Professional socialization is necessary for involving the students in professional practices. Thus, the purpose of this quantitative research was to increase the understanding of professional socialization in nursing and explore the related factors from the perspective of registered nurses and nursing students.

Material and Method: A quantitative research approach was used for the present Study and 100 subjects were selected by using probability stratified random sampling method. A cross sectional correlation research design was used in the study.

Results: Only 13% of the B.Sc. (N) students had high level of professional socialization and rest of the 87% had low to average level of professional socialization. B.Sc. (N) 4th year students had the maximum mean score of professional socialization as compared to B.Sc. (N) 3rd year, 2nd year and 1st year. Ethics had maximum mean score as compared to behavior, accountability and autonomy among the B.Sc. (N) students among the determinant factors. Hence, the researcher aimed to develop information booklet to improve the professional socialization among the B.Sc. (N) students. The findings of the study showed that there was positive relationship between professional socialization and its determinant factors among B.Sc. (N) students.

Conclusion: Nursing is a dynamic profession where new technology and evolving roles demand continuous adaptation. Therefore, professional socialization, like learning is a continuous, interactive and life long process. A major concern of nursing faculty is to create educational experiences to facilitate the transition from student to professional nurse. Consequently, the concept of professional socialization should be incorporated in the nursing curriculum to prepare them to face reality shock in the transition process.

Keywords: Professional Socialization, Determinant Factors, Behaviour, Accountability, autonomy and Ethics.

I. INTRODUCTION

Profession is a something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector through training, maintains their skills through continuing professional development and commits to behaving ethically, to protect the interests of the public. Professional socialization enables the students to grow personally and professionally. The ultimate goal of professional socialization is to develop a professional identity whereby each of these attributes becomes part of a nurse's personal and professional self-image and behavior.

II. OBJECTIVES OF STUDY

- ✓ To assess the level of professional socialization among B.Sc. (N) students.
- ✓ To identify the determinant factors of professional socialization among B.Sc. (N) students.
- ✓ To correlate the professional socialization & its determinant factors among B.Sc. (N) students.

III. CONCEPTUAL FRAMEWORK

The framework for the present study is based on Web of causation model by Mac Mahon and Pugh (1970).

IV. ETHICAL CONSIDERATION

Permission of the Ethics Committees at our university was obtained and then interviewers and interviewees agreed on the time and place of the interviews. To ensure privacy, interviews were carried out in a peaceful and private environment. Besides, informed written consent was obtained from the participants. Voluntary participation, confidentiality and anonymity were emphasized as well.

V. MATERIALS AND METHODS

A cross-sectional co-relational research design was adopted by researcher for the collection and analysis of the data. Stratified random sampling technique was used to select the study sample. Investigator prepared a list of all the B.Sc. (N) students and made four strata on the basis of academic years (1st, 2nd, 3rd and 4th year). The sample for the present study consisted of 100 B.Sc. (N) students, 25 students from each year (1st, 2nd, 3rd and 4th year) respectively studying in School of Nursing.

VI. TOOLS AND TECHNIQUE

Three different types of tools were used as below:

Section A: Demographic characteristics

Section B:

- ✓ Part-A: Structured questionnaire on professional socialization.
- ✓ Part-B: Checklist to identify the determinant factors of professional socialization.

Questionnaire and checklist were distributed to B.Sc. (N) students. Time taken by each respondent to fill the questionnaire and checklist was 25-30 minutes. The investigator spent an average of 35-40 minutes to collect the data. Nursing students were requested to self-rate the questionnaire and checklist by using paper and pencil method in the presence of the researcher.

VII. RESULTS

In this study, from the data analysis, two main categories emerged: (1) level of socialization among the graduate nursing students and (2) factors affecting the level of socialization.

Maximum (56%) of subjects were in the age group of 19-20 years, equally distributed (25%) of subjects were studying in 4th, 3rd, 2nd and 1st year. All B.Sc. (N) students (100%) were unmarried. Most (80%) of subjects were females and (20%) were males. Majority (66%) of subjects belonged to nuclear family.

Most (75%) of subjects were living in rural place and rest of (25%) were living in urban place.

N = 100

| Level | Score | Frequency | Percentage |
|----------------------------------------------|--------|-----------|------------|
| Low level of professional socialization | 0 - 18 | 10 | 10 |
| Moderate level of professional socialization | 19-36 | 28 | 28 |
| Average level of professional socialization | 37-54 | 49 | 49 |
| High level of professional socialization | 55-72 | 13 | 13 |

Table 1: Percentage Distribution Of Professional Socialization Among B.Sc. (N) Students

It was inferred that only 13% of the B.Sc. (N) students had high level of professional socialization and rest of the 87% had low to average level of professional socialization. Therefore, the researcher aimed to develop informational booklet to improve the professional socialization among the B.Sc. (N) students.

N=100

| Studying Year | Mean±S.D. | t-value | Rank |
|-------------------------------------------|-----------------|---------------------------|------|
| B.Sc. (N) 4th year | 45.60±11.01 | 20.7059*** (0.0001) | 1 |
| B.Sc. (N) 3rd year | 44.16±14.10 | 15.6564*** (0.0001) | 2 |
| B.Sc. (N) 2nd year | 44.12±15.76 | 13.9980*** (0.0001) | 3 |
| B.Sc. (N) 1st year | 41.92±13.00 | 16.1234*** (0.0001) | 4 |
| Overall professional socialization | 44±13.36 | 32.710*** (0.0001) | |

Table 2: Professional Socialization Showing Mean, Standard Deviation And T-Value Among B.Sc. (N) Students

It was concluded that the B.Sc. (N) 4th year students had the maximum mean score of professional socialization as compared to B.Sc. (N) 3rd year, 2nd year and 1st year and statistically significance difference was found between responses of professional socialization among the B.Sc. (N) students at $p \leq 0.0001$ level of significance. Thus, it was inferred that with increased level of experience in nursing will increase the higher level of professional socialization among the B.Sc. (N) students.

In the percentage distribution of determinant factors, ethics aspect of mean score was found to be 98 ranked 1st, followed by autonomy aspect of mean score was found to be 96.66 ranked 2nd whereas in behavior aspect of mean score was found to be 95.16 ranked 3rd and accountability aspect of mean score was found to be 92.16 ranked 4th. Hence, it was concluded that depending upon mean score and ranking determinant factor 'ethics' had maximum influence on professional socialization as compared to behavior, accountability and autonomy among the B.Sc. (N) students. So it must for the students have good knowledge about ethics exhibit accountability, behavior and autonomy in their future life.

| Relationship between & Determinant Factors | Mean | r |
|--------------------------------------------------|------|---------|
| Professional Socialization | 44 | |
| | | .017897 |
| | 21 | |

Table 3: Relationship Between Professional Socialization And Its Determinant Factors Among B.Sc. (N) Students

It was concluded that professional socialization had been influenced by its determinant factors among B.Sc. (N) students. B.Sc. (N) students must have good knowledge about the behaviour, accountability, ethics and autonomy to exhibit the perfect professional socialization in their future professional life.

VIII. DISCUSSION

Professional Socialization is the process through which a person becomes socialized into a profession. It is viewed as a process “by which a person acquires the knowledge, skills and sense of occupational identity, characteristic of a profession and involves the internalization of the values, norms of a professional group” and perform their professional role acceptably. So it is important for the nursing students to become more professionally socialize.

The findings of the study were consistent with a study by Wynd (2003) to explore factors contributing to the levels of professional socialization in nursing. The findings of this study may support the fact that nurses with increased years of experience in nursing practice, higher educational degrees, specialty certifications, and memberships in professional organizations may demonstrate increased professional socialization in their practice settings.

The present study findings indicated that there was a statistically non significant association between the professional socialization score with demographic variables among B.Sc. (N) students at $p \leq 0.05$ level of significance. 65 The findings of the study were consistent with a study by Jankauskiene Z, Kubiliene E and Juozulyans A (2010) evaluated professional socialization of nurses and its association with assurance of practice activity. The study results and non parametric analysis showed that socio-demographic factors have an impact on nurses ‘attitudes towards professional socialization and the assurance of practice activity.

IX. CONCLUSION

The present study led to an increase in the understanding of professional socialization and factors that relate to it from the perspective of nursing students. These finding show that , nursing profession still struggles with problems that can alter in professional identity. Most of them are related to the dominant educational system; therefore, it is necessary that

authorities take it into account. They must aim at providing conditions in the Department of Nursing in which role models are alongside newcomers. Besides, they must consider educational experiences that are provided for them and also improve relatedness with other health care teams that can increase professional identity. Overall, factors that affect sense of belonging and professional identity in nursing can have a special contribution to professional socialization; therefore, nursing education must take them into account.

REFERENCES

- [1] Basheer Shebeer, P., Khan, S., Yaseen. (2012) A Concise Textbook of Advanced Nursing Practice (1st ed.). Emmess Publishers. Bangalore. (pp.343- 502).
- [2] Soni, Samta. (2012) A Textbook of Advanced Nursing Practice (1st ed.). Jaypee Brothers Medical Publishers. New Delhi. (pp. 279-285).
- [3] George Julia, B. (2011) Nursing Theories: The Base for professional nursing practice (6 th Edition).Pearson publishers. (p p. 1-23).
- [4] Sharma, S.K. (2011) .Nursing research and statistics (1st ed.). Elsevier Publications. Missouri (pp. 93-150).
- [5] Polit, D. F., Beck, C. T. (2008) Nursing research: Generating and assessing evidence for nursing practice. (8th ed.). Philadelphia: Wolters Kluwer. (pp. 121-140).
- [6] Ladan, Zarshenas. et.al (2014) .Professional socialization in nursing: A qualitative content analysis. Iran J Nurs Midwifery 19 (4), 432–438.
- [7] Jankauskiene, Z., Kubiliene, E., Juozulyans, A. (2010) .Professional Socialization of nurses ensuring practice activity .46(1) ,16-26.
- [8] Dimitriadou, A. (2008) .Epidemiological investigation of the perception about the contemporary nurses’ identity and role relation to the education .International Journal of Caring Sciences. 6 (3),16-30
- [9] Clark, CL. (2004). The professional socialization of graduating students in generic and two-plus-two baccalaureate completion nursing programs. J Nurs Educ. 43(8), 346-51.
- [10] Nesler, MS., Hanner, MB., Melburg, V., McGowan, S. (2001), “Professional socialization of baccalaureate nursing students: Can students in distance nursing programs become socialized. Journal of Nursing Education. 40 (7), 293-302.
- [11] Cohen, H. (1981) .The nurse's quest for professional identity, Nursing schools: Students' beacon to professionalism. Nursing and Health Care 2(1), 38-41.
- [12] Brief, A. P., Sell, M. V., Aldag, R. J., and Melone, N. (1979). Anticipatory socialization and role stress among registered nurses. Journal of Health and Social Behavior. 2(1).161-166
- [13] <http://www.merriam-webster.com/medical/socialisation> cited at 15/1/15.
- [14] www.acpe.accredit.org/aaameset Publishers. htm, ACPE, Chicago cited at 11/12/14.