

The Impacts of Transition Shock, Taeoom Perception and Nursing Professional Self-Concept Perceived by Nursing Students Who Have Experienced Psychological Clinical Practice on Professional Socialization

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Abstract

Clinical practice, an important turning point in the nursing curriculum, is a process that converts students into professional nurses. At this time, it is necessary to understand the unique emotional experiences that nursing students experience. If negative emotions are not properly resolved during the clinical practice period, they will lead to maladjustment, so it is necessary to examine and understand students' emotional responses. Therefore, this study aims to investigate the effect of transition shock, taeoom perception, and nursing professional self-concept on professional socialization in nursing students with clinical practice experience. Methods: This study is a descriptive survey study, and a total of 132 subjects responded to the survey. The collected data were analyzed using the SPSS 22.0 program. This study was conducted after submitting the research proposal to the Institutional Review Committee (IRB) at Konyang University, and receiving approval of IRB exemption (KYU-2021-08-027-001). Results: As a result of multiple regression analysis, nursing professional self-concept ($p < .001$) and gender ($p < .05$) had a significant influence on professional socialization. The higher the nursing professional self-concept ($B = 1.719$), the higher the professional socialization, and women ($B = 18.037$) had higher professional socialization than men. The nursing professional self-concept ($\beta = 0.570$) was found to have a greater influence on professional socialization and had 37.5% explanatory power. Discussion: Through these results, it is necessary to improve nursing professional self-concept in order to increase professional socialization among nursing students.

Keywords: Nursing professional self-concept, Professional socialization, Taeoom perception, Transition shock

1. Introduction

Nursing is a practice-based discipline, and practical education within a clinical environment is an essential element (Lee, JJ. et al., 2018). Nursing students can systematically prepare for the nursing profession by having the opportunity to apply the knowledge they have learned through theoretical subjects to patients through clinical practice (Arkan, B. et al., 2018).

In particular, unlike other departments, in the case of the nursing department, since the career path to the profession of a nurse is quickly determined from the moment, they choose nursing and students receive full-scale education as pre-nursing nurses in the major theory and clinical practice, there is a characteristic that much of the development process of professional socialization is bound to take place in the curriculum of the nursing department before graduation. Therefore, nursing education institutions should recognize and develop professional socialization as an educational stage. In particular, as it is reported that the role model which is experienced in clinical practice, the image of the profession, and the establishment of values are related with professional socialization (Halperin, O. & Mashiach-Eizenberg, M., 2014; Jiménez-López, FR. et al., 2016), it is necessary to pay attention to education for professional socialization from the nursing college level. The clinical practice, which is an important turning point in a nursing curriculum, is a process that transforms students so that they can play their parts as a professional nurse (Xu, Y. et al., 2000). At this time, it is necessary to understand the unique emotional experience which nursing student's experience.

Clinical practice education can have a great impact on the development of nursing professionalism and help nursing students to grow and adapt smoothly as a nursing workforce (Dinmohammadi, M. et al., 2013), however, they experience transition shock, stress, tension (Kim, SY. & Shin, YS., 2018; Park, BJ. et al., 2016) and fear that they would suffer taeoom if they become a nurse in the clinical field after graduation (Kwon, D. et al., 2018), as they witness the taeoom of a real nurse through a clinical practice environment different from the expectations they had before practice (Papathanasiou, IV. et al., 2014). In addition, as they witness taeoom or

experience rudeness from nurses during clinical practice, they don't recognize nurses as a good role model(Kim SL. & Lee JE., 2005), consider the nursing organization as a coercive place with a hierarchical order(Kwon, D. et al., 2018), and become unsure of the profession of a nurse(Curtis J. et al, 2007). In addition, although nursing students did not experience it directly, they indirectly experience the negative emotions of nurses by witnessing taeoom in the clinical field, and are negatively affected on their clinical careers (Kwon, D. et al., 2018; Oh, Jw. Et al., 2019). These negative emotions have a negative effect on the formation of the nursing professional self-concept.

If these negative emotions are not properly resolved during clinical practice, it will lead to maladjustment(Kang, MA. & Lee, SK., 2016) Therefore, it is necessary to examine and understand students' emotional responses according to changes in the clinical practice environment or role, and through this, professional socialization should be promoted. In other words, clinical practice should be recognized as an important transition process in the nursing curriculum, and the factors that promote or hinder the transition process should be identified so that professional socialization can be developed.

Therefore, this study is aimed to investigate the effects of transition shock, taeoom perception, and nursing professional self-concept on professional socialization for nursing students with clinical practice experience, and to provide basic data for the development of educational programs to promote the professional socialization of nursing students who are prospective nurses.

2. Related Works

Clinical practice education is required in the curriculum of nursing based on practice(Lee, JJ. et al., 2018), and nursing students face a transition period through clinical practice(Xu, Y. et al., 2000). According to Duchscher (2009), the transition shock is experienced during the transition period, and it refers to the anxiety, instability, and insufficiency experienced due to difficult expectations and demands when moving from a comfortable and familiar environment to a new environment(Duchscher JEB., 2009; Kramer, M. et al., 2013). The transition shock is exacerbated by insufficient support, unrealistic performance expectations, taeoom of seniors, and work-life imbalance, and is the response of new nurses who undergo changes in various aspects(Duchscher JEB, 2009; Kramer, M. et al., 2013). Nursing students also show various reactions due to unfamiliar environments such as differences between theory and practice, complex human relationships, and immature role performance, which need to be understood as the transition shock(Papathanasiou, IV. et al., 2014; Kwon, D. et al., 2018; Kim, SY. & Shin, YS.,2018).

Taeoom is a term commonly used for bullying or violence among nurses in hospitals in Korean society, and is defined as bullying that occurs both individually and in groups in the process of educating new nurses by senior nurses(Choeng, S. & Lee, I., 2016). In previous studies, nurses who went through taeoom experienced loneliness and differences without being recognized as colleagues, which had a negative effect on nurses, patients, and organizations(Choeng, S. & Lee, I., 2016). In addition, it was said that nursing students who experienced taeoom among nurses during clinical practice had a negative effect on their major commitment and nursing professional self-concept, which later could also affect their career choices as nurses and turnover intention(Choi, D., 2020). The development of nursing professional self-concept begins at the beginning of nursing education and continues through the process of professional socialization. During the theoretical and practical curriculum, nursing students internalize their professional knowledge, skills, attitudes, values, and ethical standards, and integrate them with their own self-identity and behavior(Gregg, MF. & Magilvy, JK., 2001). Developing a positive professional self-concept can have a positive impact on oneself, patients, colleagues, and work(Johnson, M. et al., 2012). In previous studies, it was reported that nurses with a strong professional self-concept could provide high-quality nursing care, had high job satisfaction, and had a low degree of burnout(Johnson, M. et al., 2012; Deppoliti, D., 2008). In addition, nursing students with a positive nursing professional self-concept have high academic achievement, and major satisfaction, leadership, burnout, and clinical practice educational environment are reported as variables related to nursing professional self-concept(Hallin, K. & Danielson, E., 2008; Hampton, GM. & Hampton, DL., 2004).

Professional socialization is the process of learning skills, attitudes, values, roles, and norms so that individuals can acquire professional knowledge and satisfy the acceptability of their professional roles (Hallin, K. & Danielson, E., 2008). Professional socialization is very important in the professional role performance and self-development process of nurses. Nursing students learn and experience the qualifications and roles of nurses through clinical practice, which influences their description of professional images and establishment of values (Shinyashiki, GT. et al., 2006). Lai and Pek (2012) stated that the most important strategy to promote the professional socialization of nursing students is to induce students to gain experience in their chosen major during the education period (Lai, PK. & Lim, PH., 2012). In other words, it can be said that the clinical environment of the hospital is the optimal environment for nursing students to learn work-related skills and promote professional socialization. According to previous studies, the more positive the image of a nurse during clinical practice, the higher the satisfaction with clinical practice, the higher self-esteem and the satisfaction with clinical practice, which had a positive effect on the process of professional socialization (Choi, J. & Ha, N-S., 2009).

As examined in previous studies, nursing students experience negative emotions such as burnout and transition shock through clinical practice (Stalmeijer, RE. et al., 2013). It is a meaningful period to form one's own nursing staff, and it is also an important period (Zarshenas, L. et al., 2014). In other words, during this period, nursing students experience professional socialization that internalizes and develops attitudes, beliefs, values, and ethical standards as well as knowledge and skills about nursing through learning the role of nurses (Schuler, MS., 2016). In the case of the Department of Nursing, unlike other departments, most of the students quickly decide their career as a nurse from the moment they choose nursing, and receive full-scale education as a pre-nurse in the major theory and clinical practice, so a significant part of the development process of professional socialization is it can only be done in the curriculum before graduation. Therefore, it is necessary to pay attention to the negative experiences of nursing students during the clinical practice period, such as burning and transition shock, and it is necessary to examine the relationship with the self-concept of the nursing profession, which is said to have an effect on the professional society.

3. Research Method

3.1. Research Design

This study is a descriptive research study to understand the effects of nursing students' transition shock, taoom perception, and nursing professional self-concept on professional socialization through a structured questionnaire.

3.2. Research Subjects

The subjects of this study were nursing students with clinical practice experience who understood the purpose of the study and agreed to participate in the study. As for the sample size of this study, as a result of calculating on the basis of 4 predictive variables, effect size .15, significance level .50, and power .95, based on the G*power 3.1.9.2 program, the minimum number of sample was 129, and 142 students were surveyed in consideration of the dropout rate of 10%.

After the researcher explained in detail the specific research purpose and the information to get through the study to the subjects, an online survey was conducted with 147 subjects who expressed their willingness to participate voluntarily, and a total of 132 copies were used as data for this study, except for cases where the questionnaire responses were incomplete.

3.3. Research Tools

3.3.1. Transition Shock

In this study, the tool (Kim, SY. & Shin, YS., 2018) of Kim & Shin (2018), which was made by modifying and supplementing the tool developed by Kim et al. (2017) to suit nursing students (Kim, EY. et al., 2017), was used for transition shock. This tool was developed to measure the shock responses that new nurses feel in the clinical field, such as doubt, disorder, confusion, and loss. It consists of 17 items on a 4-point Likert scale, and the higher the score, the greater the transition shock. The reliability Cronbach' α was found to be .87 in previous

studies(Kim, SY. & Shin, YS., 2018) and .88 in this study.

3.3.2. Taeoom Perception

The tool which was made after Kim (2020) modified and supplemented the tool to suit nursing students (Kim, E., 2020) based on WPBN-TI(Lee, Y. & Lee, M., 2014), a tool developed by Lee & Lee (2014) to measure the workplace harassment types perceived by nurses, was used. This tool consists of 29 items on a 4-point Likert scale, and the higher the measured score, the higher the degree of taeoom perception of nursing students. The reliability Cronbach' α was found to be .93 in previous studies(Lee, Y. & Lee, M., 2014), and .99 in this study.

3.3.3. Nursing Professional Self-Concept

In order to measure nursing professional self-concept, the tool which was made after Song & Noh (1996) translated (Song, K. & Noh, C., 1996) PSCNI (Professional Self-Concept of Nurse Instrument)(Arthur, D., 1995) developed by Arthur(1995) and Song (2010) modified and supplemented it for nursing students(Song, HR., 2010) was used. It consists of 30 items on a 4-point Likert scale, and the higher the score, the higher the nursing professional self-concept. The reliability Cronbach' α was found to be .85 in previous studies(Song, HR., 2010), and .93. in this study.

3.3.4. Professional Socialization

For the professional socialization of nursing students, the tool that was made after Oh et al. (2005) adapted and modified Toit (1995)'s Professional Socialization Scale to suit the situation of Korea(Oh, DJ. et al., 2005) was used. It consists of a total of 52 items on a 5-point Likert scale, and the higher the score, the higher the professional socialization. The reliability Cronbach' α was found to be .89 in previous studies1(Oh, DJ. et al., 2005), and .96 in this study.

3.4. Data Collection and Ethical Considerations

Before data collection, research progress was approved by K University Institutional Bioethics Review Committee(KYU-2021-08-027-001) on August 27, 2021, and then data collection was conducted online. The data collection period was from November 18 to December 16, 2021, and the subjects were asked to check the purpose and content of the study, protection of privacy and confidentiality, and anonymity of the data before the online survey started, to express intention to participate voluntarily, and to respond to the survey. It was informed that participation in the study can be withdrawn at any time and that there will be no disadvantages due to withdrawal midway. The time required to fill out the questionnaire was 30 minutes. The collected data were kept anonymous so that the subjects could not be identified, and the subjects were coded and analyzed.

3.5. Data Analysis

The collected data were analyzed using the SPSS 22.0 program. The general characteristics of the subjects were analyzed by frequency, percentage, mean and standard deviation. Transition shock, taeoom perception, nursing professional self-concept, and professional socialization of the subjects were analyzed by the mean and standard deviation. Transition shock, taeoom perception, nursing professional self-concept, and professional socialization according to the general characteristics of the subjects were analyzed with t-test and One-way ANOVA, and the post-hoc test was analyzed with Scheffé. The relationship between transition shock, taeoom perception, nursing professional self-concept and professional socialization of the subjects was analyzed with Pearson correlation coefficient, and the impacts of them on professional socialization were analyzed with multiple regression.

4. Research Results

4.1. General Characteristics of the Subjects

The average age of the subjects was 25.9 years, with 113 females(85.6%) and 19 males(14.4%). As for the motivation for choosing nursing, 70 people their own will(53.0%), followed by 35 people(26.5%) employment, and 27 people(20.5%) recommendations from others. 95(72.0%) and 76(57.6%) respondents answered that they

were satisfied with their major and clinical practice, respectively, 76(57.6%) answered that they had a clinical practice period of 6 months or longer, and for type of training institution, 67(50.8%) had a clinical practice at university hospital level or higher, which was highest. The transition shock score of the subjects was 45.28 points, taeoom perception 67.77 points, nursing professional self-concept 97.11 points, and professional socialization 207.64 points<Table 1>.

Table 1: General characteristics of participants (N=132)

Characteristics	Categories	Mean \pm SD or n (%)
Age (years)		25.9 \pm 8.45
Gender	Male	19(14.4)
	Female	113(85.6)
Motivation chosen nursing	Own will	70(53.0)
	Another person's recommendation	27(20.5)
	Employment	35(26.5)
Major satisfaction	Satisfaction	10(7.5)
	Usually	27(20.5)
	Dissatisfaction	95(72.0)
Clinical practice satisfaction	Satisfaction	8(6.0)
	Usually	48(36.4)
	Dissatisfaction	76(57.6)
Clinical practice period	< 3months	57(6.0)
	3~6months	48(36.4)
	\geq 6months	76(57.6)
Type of training institution	University hospital level or higher	67(50.8)
	General hospital	57(43.2)
	Hospital (specialized hospital)	8(6.0)
Transition shock		45.28 \pm 8.24
Taeoom perception		67.77 \pm 35.65
Professional self-concept		97.11 \pm 11.37
Professional socialization		207.64 \pm 34.15

4.2. Transition Shock, Taeoom Perception, Nursing Professional Self-concept, and Professional Socialization According to the General Characteristics of the Subjects

The transition shock of the subjects showed a statistically significant difference according to gender ($t=2.06$, $p<.05$), major satisfaction ($F=4.23$, $p<.05$), and clinical practice satisfaction ($F=5.83$, $p<.01$). Males had a higher transition shock than females, and students with high satisfaction with their major and clinical practice had a higher transition shock than students with average satisfaction. The taeoom perception of the subjects showed a statistically significant difference according to clinical practice satisfaction ($F=4.7$, $p<.05$), and the students with low satisfaction showed a higher taeoom perception score than students with high or average satisfaction. Looking at nursing professional self-concept, there was a statistically significant difference in the motivation for choosing nursing ($F=5.01$, $p<.01$) and satisfaction with the major ($F=11.50$, $p<.001$). Students who chose nursing of their own will and students with high major satisfaction showed a high nursing professional self-concept score. Professional socialization showed a statistically significant difference in motivation for choosing nursing ($F=4.42$, $p<.05$) and major satisfaction ($F=7.19$, $p<.001$). The students who chose nursing of their own will and the students with high major satisfaction showed a high professional socialization score<Table 2>

Table 2: Differences in Transition shock, Taeoom perception, Professional self-concept, Professional socialization by general characteristics (N=132)

Characteristics	Categories	Transition shock		Taeoom perception		Professional self-concept		Professional socialization	
		Mean±SD	t or F (p)	Mean±SD	t or F (p)	Mean±SD	t or F (p)	Mean±SD	t or F (p)
Gender	Male	48.84±8.70	2.06	55.58±30.93	-1.81	99.58±11.54	1.02	197.84±49.29	-0.98
	Female	44.68±8.04	(.041)	69.81±36.10	(.081)	96.69±11.34	(.308)	209.28±30.90	(.339)
Motivation chosen nursing	Own will ^a	46.10±8.51	1.05 (.354)	72.06±36.14	1.60 (.206)	99.66±11.56	5.01 (.008)	215.74±33.32	4.42 (.014)
	Another person's recommendation ^b	45.33±8.88		57.74±34.67		96.52±11.06		198.70±36.74	
	Employment ^c	43.63±7.09		66.91±34.75		92.46±9.89		198.31±30.35	
Major satisfaction	Satisfaction ^a	46.56±8.05	4.23 (.017)	67.68±35.97	0.45 (.641)	99.85±9.81	11.50 (<.001)	241.25±29.19	7.19 (.001)
	Usually ^b	42.04±7.92		64.59±33.50		89.78±12.36		188.44±43.25	
	Dissatisfaction ^c	42.00±8.25		77.10±40.15		90.80±12.34		196.60±31.20	
Clinical practice satisfaction	Satisfaction ^a	47.32±7.38	5.83 (.004)	67.79±35.63	4.07 (.019)	98.64±10.05	1.69 (.188)	211.29±29.86	1.05 (.353)
	Usually ^b	42.40±8.02		62.31±34.51		94.85±12.73		202.27±40.60	
	Dissatisfaction ^c	43.50±12.18		100.25±27.69		96.00±13.70		205.13±29.27	
Clinical practice period	< 3months	46.21±7.61	1.49 (.229)	70.81±37.72	0.38 (.687)	95.12±11.38	1.54 (.219)	208.72±26.14	0.07 (.929)
	3~6months	45.91±7.81		64.68±35.09		98.68±9.96		207.76±41.48	
	≥6months	43.43±9.29		66.10±33.61		98.56±12.28		206.02±37.95	
Type of training institution	University	44.89±6.68	0.37 (.693)	69.21±35.50	0.84 (.436)	95.57±11.33	1.27 (.283)	203.07±32.49	1.39 (.252)
	hospital level or higher	45.42±9.62		64.28±36.51		98.58±9.99		213.26±33.97	
	General hospital	47.50±9.90		80.50±30.52		99.50±19.09		205.75±46.71	

4.3. Correlation Between Transition Shock, Taeoom Perception, Nursing Professional Self-Concept and Professional Socialization of The Subjects

As a result of analyzing the correlation between the variables in this study, the transition shock showed a significant positive correlation between the nursing professional self-concept($r=.390$, $p<.001$) and professional socialization($r=.261$, $p<.001$), and professional socialization showed a strong positive correlation with nursing professional self-concept($r=.602$, $p<.001$)<Table 3>.

Table 3: Correlations among Transition shock, Taeoom perception, Professional self-concept, Professional socialization

Variables	Transition shock	Taeoom perception	Professional self-concept	Professional socialization
Transition shock	1			
Taeoom perception	.044	1		
Professional self-concept	.004	.390**	1	
Professional socialization	.015	.602**	.261**	1

* = Significant difference ($p<.05$); ** = Significant difference ($p<.01$)

4.4. The Impacts of the General Characteristics, Transition Shock, Taeoom Perception, and Nursing Professional Self-concept of the Subjects on Professional Socialization

In order to analyze the influencing factors of professional socialization of nursing students, multiple regression analysis was conducted by inputting the variables, such as the transition shock, taeoom perception, and nursing professional self-concept of the subjects. As a result of testing the assumption of the multiple regression formula, Durbin-Watson statistic was 2.120, which showed no autocorrelation, and the VIF index between independent variables ranged from 1.001 to 1.180, less than 10, which showed no multicollinearity. Therefore, this data is suitable for performing regression analysis. As a result of multiple regression analysis, nursing professional self-concept($p<.001$) had a significant effect on professional socialization. The higher the nursing professional self-concept ($B=1.793$), the higher the professional socialization, and it had 35.2% explanatory power<Table 4>.

Table 4: Influencing Factors on professional socialization

Variable	B	SE	β	T	p	VIF
Constant	28.612	21.909		1.31	.194	
Transition shock	0.120	0.319	0.029	0.38	.707	1.180
Taeoom perception	-0.005	0.068	-0.005	-0.07	.947	1.001
Nursing professional self-concept	1.793	0.231	0.594	7.75	<.001	1.181
Adj R ² =.352, F=24.59 (P<.001)						

5. Discussion

In this study, the relationship between transition shock, taeoom perception, nursing professional self-concept, and professional socialization was figured out for nursing students with clinical practice experience, and the influencing factors of professional socialization of nursing students were identified.

The transition shock score of the subjects was 45.28 points, indicating that they perceived it as above average, which was similar to the average score of 2.41 out of 4 points, the study result of Kim Su-yeon(2019). The reason why nursing students perceive transition shock with a score above average is that as the learning environment of the clinical practice curriculum changes from school to hospital, they feel stressed about unfamiliar situations and fear of making mistakes (Blomberg et al., 2014). In addition, it is thought that this result is due to the difference between theory and practice and the experience of physical difficulties during clinical practice(Khater, WA. Akhu-Zaheya, LM. & Shaban, IA., 2014). Therefore, it is thought that it is necessary to prepare measures, such as emotional support that can reduce the transition shock of nursing students in the future.

The taeoom perception perceived by the subjects was 67.77 points, which was average. It was lower than Kim Eun-joo(2020)'s 3.49 points. It is thought that this result is due to differences in the subjects and changes in hospital organizational culture due to the effects of articles related to nurse taeoom recently reported by various media such as the media and sns.

The nursing professional self-concept perceived by nursing students was 97.11 points, which was above average, and this result was similar to Song Hee-ran's(2010) 3.17 points and Kim Eun-joo's(2020) 3.24 points. Nursing professional self-concept refers to one's feelings and views about one's work as a professional nurse(Arthur, 1995), as it is an essential factor to be satisfied with the nursing profession and establish the position of a nurse(Cowin, 2002), in order to form a positive professional self-concept of nursing students, nursing educators and nurses should try to be a good role model for nursing students by thinking and acting in accordance with the nursing profession with a positive nursing professional self-concept.

The professional socialization score of the subjects was 207.64 points, which was above average, and which was higher than the 3.28 points, the study result of Kim Su-yeon(2019). Professional socialization is the basic learning process of learning skills, attitudes and behaviors necessary for professional roles(Price, 2009), internalizing occupational values and norms, and socializing professional roles(Cohen, 1981). In addition, it is a process of promoting individual professional growth and development through the provision of professional identity and professional behavioral norms, and in the case of the subjects of this study, it is considered that the result was due to the high satisfaction with the department selection and major according to their will. As a result of examining the differences in professional socialization according to the general characteristics of the subjects, there was a statistically significant difference in the motivation for choosing nursing and major satisfaction. According to Bargal(1981), who presented professional socialization by dividing it into five stages, the result begins with a stage in which only antecedent factors that can affect professional socialization exist before full-scale professional socialization. It is thought to be the result of the positive action of the prior factors of selection by one's will and major satisfaction which are thought to be the factors in the anticipatory socialization stage(a substantial stage 1) where psychological prediction occurs by making assumptions and images of future job until the choice of major or occupation is made due to the continuous influence of prior factors.

The transition shock, nursing professional self-concept, and professional socialization that the subjects perceived showed a positive correlation. As there are no previous studies examining the correlation between transition shock, nursing professional self-concept, and professional socialization for nursing students, it is difficult

to directly compare this result with them, however, it is contrary to the study result of Kim Su-yeon(2019) that there was a negative correlation, who examined the correlation between transition shock and professional socialization for nursing students. It can be inferred that these study results are due to differences in the subjects, which needs to be confirmed through repeated studies in the future. As a result of confirming the influencing factor of professional socialization of nursing students, it was confirmed that the professional self-concept was an influencing factor, and the explanatory power for the variable was 37.5%. As there are no previous studies examining the influencing factor of professional socialization of nursing students, it is difficult to directly compare this result with them.

The professional socialization of nursing students can be achieved by socializing their professional roles (Cohen, 1981), and its process starts before they get a job. It creates an image of the future job, and includes the steps of receiving full-scale training and education (Bargal, 1981), and when the professional knowledge, attitude, and qualities that indicate professional socialization are sufficiently cultivated, a successful role transition from a student to a nurse can be achieved (Holland, 1999). If nursing students have a positive nursing professional self-concept, which is an influencing factor, during this process, their clinical performance is high, and they become satisfied with their jobs as nurses after graduation(Seo Bo-min and Park Hyeon-ju, 2014), so in order to improve the nursing professional self-concept of nursing students, it is thought that it is necessary to prepare specific measures to improve the professional self-concept of nursing students and to be good at professional socialization by preparing various measures to increase their major satisfaction according to the motivation for choosing the nursing department.

In conclusion, for the positive professional socialization of nursing students, it is necessary to develop an educational program considering the characteristics of the grade in order to improve the professional self-concept, which is an influencing factor, and furthermore, it is necessary for educational institutions to prepare specific plans to recognize and develop professional socialization as an educational stage.

6. Conclusion And Suggestions

This study is a descriptive research study to identify the influencing factor of professional socialization for nursing students with clinical practice experience. As a result of this study, the influencing factor of nursing students' professional socialization was the professional self-concept, and the explanatory power for the variable was 37.5%. Based on the results of this study that the higher the professional self-concept, the higher the professional socialization, it was confirmed that it is necessary to prepare a plan to improve the professional self-concept of nursing students. In other words, it is thought that it is necessary for educational institutions to prepare measures to improve professional socialization by grade through the development and application of curriculum and extracurricular program for improving the professional self-concept considering the characteristics and grades of nursing students.

Based on the results of this study, it is suggested as follows. Since this study was conducted on nursing students from a small number of local universities, repetitive researches by region and grade are required, and research is suggested for program development and effectiveness evaluation to improve professional self-concept.

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