

Study of professional self -concept of nursing students of Shiraz University of medical science

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ABSTRACT: Professional self-concept is the main key of professional concept. High level of self-concept is effective for enabling nurses, regarding to this point that most studies mostly put Emphasis on professional self-concept and less on specific self-concept .Therefore the aim of present study is determining the professional self-concept of nursing students of Shiraz University of medical sciences in 2013. In this descriptive study, 80 nursing students of third and fourth year of Faculty of nursing and midwifery of Shiraz University of medical sciences participated in the study which has been chosen by available sampling. The used instrument in this study is a two-parted questionnaire which has contained of demographic information and Cowin's questioner contained of 36 questions. This 36 Cowin's Questionnaire 8 point Likert which has 6 dimensions of self-esteem, knowledge, caring, leadership, staff relations & communication. Analysis of result was done in SPSS software version 16 and by using of descriptive and inferential statistics. Highest & lowest scores regarding to Likert scale was respectively determined as dimensions of professional communication (5.77 ± 0.16) and self-esteem (4.50 ± 0.21). Score of students By Cowin tools was determined) 258.29 ± 6.42). There was only a meaningful relation between economic situation & self-concept of students who participated in this study ($p \leq 0.05$). Although scores of professional self-concept of nursing students which were arranged by Likert scale was average, but the most powerful and weakest dimensions of self-concept of students was consequently communication with patient and self-esteem. Therefore because of importance of self-concept and its effect on the professional capability and professional maintenance, it seems there is a need for more survey and training.

Keywords: Professional self-concept, nursing students

INTRODUCTION

Self-concept is the real picture of a person about the value that he or she considers for herself. Self-concept has a considerable effect on the perception of human about his/her circumference (Haber et al, 1987).

Self-concept of nurses is information and belief that they carry about their roles, values and their behaviors (Takase et al, 2002). Also is the mental experience that is described by being qualified, being committed to their job, considering value for staffs and patients, creating positive workplace atmosphere & participating in the decision making (Angle et al, 2012). Self-concept of nurses is his conception about who he/she is and his function as a nurse, which indicate the philosophy of nursing (Zamani et al, 2004). Recent research indicates that nurses' self-concept as a character is important in nursing (Chant et al, 2002), and even more important of job satisfaction to maintaining in nursing (Cowin et al, 2008). Self-concept is the main criteria in feeling powerful and capability and

the possibility of displaying it in his professional function which by reducing may cause people feeling weak and disable to use his Knowledge, skill and professional capability (Adib Hajbagheri et al, 2006), for this reason is thought that high levels of nurses self-concept is effective in empowerment of them in their tasks (Hensel & Stoeiting-Gettelfinger, 2011) and is main key of professional performance (Castell, 2008). Also some researches have shown a positive correlation was found between self-concept and academic success (Scheirer & Kraut, 1979; Marsh & Hau, 1987; Kobal & Musek, 2001).

Given that in majority of studies have focused on the general concept and have been considered less important to specific self-concept (Eg, academic) (Marsh & Hau, 1987), and also studies have shown need to improve their professional self-concept in nurses and nursing students (Moattari et al, 2005; Abolghasemi & Mahani, 2008), and finally studies on professional self-concept of nursing students at Shiraz University of Medical Sciences is Limited (Moattari et al, 2004; Badiyepayma, 2012), Therefore the purpose of this study was to determine the professional self-concept of nursing students at Shiraz University of Medical Sciences in 2013.

MATERIALS AND METHODS

This research is a cross sectional descriptive study which has been done to determine the professional self-concept of nursing student of Shiraz University of medical sciences in years 2013-14.

The population of study was all of nursing student of third and fourth year of faculty of nursing and midwifery in Shiraz, during academic year of 1392-93.

In this study sample of study is 80 student of nursing student in third and fourth year of faculty of nursing and midwifery of Shiraz University of medical sciences which has been chosen by available sampling.

Criteria of research participants was determined as tendency of students for participation in research, undergraduate student of nursing in third and fourth year of his/her coarse and also being student of faculty of nursing and midwifery of Shiraz University of Medical Sciences, not employing in educational hospitals and lack of guest students or transfer. In this study, all third and fourth year students of the faculty of nursing and midwifery in Shiraz in the 2013-14 participated in the study.

In order to study about professional self-concept of nursing student in Shiraz University Medical Sciences, a two part questioner is applied which was consisted of two parts: first part is demographic information and it carries 8 closed questions. The second part is the Cowin's professional self-concept questioner. This 36-part questioner is as following: 6 dimensions of nursing self-esteem (Item 1 to 6), caring (Item 7 to 12), knowledge (Item 13 to 18), staff relations (Item 19 to 24), communication (Item 25 to 30) and leadership (Item 31 to 36). Any of these Items is declared positive and on the basis of Likert scale stand in number 1 to 8. Totally scores are 36 (minimum) to 288 (maximum), which by increases in scores, professional self-concept increases too. (Angle et al, 2012).

Reliability & validity this questioner has been checked in many studies. In study by Cowin In years 2006 Cronbach's alpha was reported more than 0.90. (Cowin et al, 2008). In another study by Cowin in 2008, Cronbach's alpha was reported in various dimensions in the range of 0.82 – 0.95 (Adib Hajbagheri et al, 2006). In Hensel study (2010), Cronbach's alpha was reported 0.87 to 0.91 (Hensel & Stoeiting-Gettelfinger, 2011). In a study by Badiyepayma Jahromi (2012) in Iran, researcher declared that Cowin's professional self-concept questionnaire was translated by a predominant person in English and then was retranslated again by a perfect translator. Then its justifiability was checked and confirmed by 10 nursing & midwifery professors of Shiraz University Medical of Sciences.

to determine reliability, 30 nursing student of Jahrom university Medical of Sciences filled full the questionnaire and then Cronbach's alpha coefficients of the professional self-concept were calculated by the analysis of final result ($\alpha=0.96$), as Cronbach's alpha coefficients in different dimensions of self-esteem in nursing ($\alpha=0.96$), caring ($\alpha=0.88$), knowledge ($\alpha=0.88$), relations with staff ($\alpha=0.91$) and leadership ($\alpha=0.94$) were calculated (Badiyepayma, 2012).

After receiving the accommodation from research council of university, ethical justification of related department and also computing the sample size, students of third & fourth year of shiraz university Medical of Sciences which were participating related courses in training and in apprenticeship in public hospitals of Shiraz University of Medical Science were selected. Then they were invited to participant in this research.

After giving needed explanation, researcher distributed and then collected the completed questioner. Collection of data was in second academic semester (2012-2013) and data was analyses by SPSS software, version 16. For reporting result of condition of professional self-concept of nursing students was used the descriptive statistic (percentage, frequency, mean, standard deviation) and also for study about relations between demographic variables and professional self-concept were applied Independent t-tests and one way ANOVA analyses and spearman correlation coefficient.

RESULTS

80 nursing student of third & fourth year of academic course participated in this study which 25 participants of them (%31.2) were in semester of 6. Among participants in this study 56 participants (70%) were female and others was male. The mean age was 22.68 ± 1.70 , majority of participant were Persian Ethnicity (66.2%). Also %95 of them had no experience of working as nursing student. The course mean of students was 15.28 ± 1.40 . 61.2% of students announced their economical states as "income equals expense". First table demonstrate the demographic variables of participant in this study.

Table 1. distribution of Frequency and percentage of students according to socio-demographic variables

Demographic variables	Grouping	Participants Frequency(%)
gender	Female	56(70%)
	Male	24(30%)
Age (by years)	***	22.68±1.70
Marital status	Single	66(82.5%)
	Married	14(17.5%)
Semester	Semester 5	18(22.5%)
	Semester 6	25(31.2%)
	Semester 7	17(21.3%)
	Semester 8	20(25%)
Total average of previous semesters	***	15.28±1.40
Family Economic status	Income equal to expenses	49(61.2%)
	Income less than expenses	16(20%)
	Income over expenses	15(18.8%)
Ethnicity	Turkish	7(8.8%)
	Persian	53(66.2%)
	Kurdish	5(6.2%)
	Lurish	12(15%)
	Arabian	3(3.8%)
Student Work Experience	Yes	4(5%)
	no	76(95%)

*** Mean ± SD

Second table shows professional self-concept of nursing students participating in this study.

Table 2. professional Self-concept of nursing students at Shiraz University of Medical Sciences

Dimensions	Mean	SD	Confidence interval	Ranking
communication	5.77	0.16	5.44-6.10	1
knowledge	5.34	0.21	4.92-5.56	2
staff communication	5.27	0.17	4.92-5.61	3
caring	5.23	0.18	4.88-5.59	4
leadership	4.86	0.22	4.42-5.31	5
Self-esteem	4.50	0.21	4.09-4.91	6
Total dimensions	5.16	0.16	4.83-5.49	-

Maximum & minimum scores of professional self-concept on likert scale, respectively was devoted to communication (5.77 ± 0.16) and self-esteem dimensions (4.50 ± 0.21). The students Score by Cowin tool also was determined 258.29 ± 6.42 .

Independent t tests, one way ANOVA Analyses and spearman correlation coefficient were applied to study relationship between demographic variables with professional self-concept. There was only a meaningful relationship between economical status and self-concept of students. In this regard adjusted Bonferrony posthoc test shows that there is a meaningful difference between students who declared their economical states as "Income equal to expenses" to those who declared "Income over expenses" ($p=0.03$). There is no meaningful difference between other demographic items and self-concept of nursing students who participated in this study (Table3).

Table 3. Relationship between demographic variables and professional self-concept of nursing student

Demographic variables	Grouping	Mean± SD	Range	Sig.
gender	Female	244.54±12.19	140-310	0.16
	Male	264.18±7.46	97-342	
Age (by years)	***	258.29±6.42	97-342	0.61
Marital status	Single	254.14±7.31	97-342	0.16
	Married	277.86±11.59	145-306	
Semester	Semester 5	247.94±12.20	147-311	0.64
	Semester 6	269.72±9.60	145-342	
	Semester 7	258.06±16.32	140-339	
	Semester 8	253.50±14.62	97-330	
Total average of previous semesters	***	258.29±6.42	97-342	0.47
Family Economic conditions	Income equal to expenses	272.04±6.08	97-342	0.02*
		243.50±17.41	145-330	
	Income less than expenses	229.13±18.88	140-309	
Ethnicity	Income over expenses			0.8
	Turkish	271.28±24.02	159-342	
	Persian	255.77±8.46	97-330	
	Kurdish	253.40±19.52	185-283	
	Lurish	254.92±13.82	145-306	
Arabian		294±2.08	290-297	
Student Work Experience	Yes	285.50±1.26	282-288	0.33
	no	256.85±6.71	97-342	

All participants ***

DISCUSSION AND CONCLUSIONS

There is great emphasis on the important of self- concept as important criteria to professional development (Arthur,1995), and maintaining in nursing field. (Chant et al, 2008). Therefore in this study the status of self- concept of nursing students in Shiraz University medical sciences has assessed.

In recent study, maximum & minimum scores of self- concept dimensions of nursing students participated in the research was devoted to communication and self- esteem dimensions. Similarity of current study, in study of Jahanbin et al, (2012), Maximum & minimum scores of participants was respectively for communication and self- esteem dimensions (Jahanbin et al, 2012). In this regard, in Badiyepyma study (2011), with the same ranking, participants achieved in the same ranking in maximum & minimum scores of self- concept dimensions, which is accordance with the finding in this study (Badiyepyma et al, 2014). Minimum mean scores for self- esteem can be due to this fact that nursing students figure out that hospitals are extremely focused on doctors (doctors-centered) in beginning of their clinical course and usually nurses are directly or indirectly limited so they feel their capacity is not used because they think that they should follow doctor's instructions and can't be capable interventions independently (Jahanbin et al, 2012). This culture & construction works as a hidden teaching which can reduce the self- esteem of nursing students. In addition, in Valizadeh et al (2007) this feeling that society has no attention to the position of nursing field and worthlessness of dignity of this field is mostly experience of nursing student, which can lead to reduction in self- esteem of them (Valizadeh et al, 2007).

Another reason why students give more attention to communication dimension is that maybe they point out to the necessity of existence of professional communication`s skills in professional caring in nursing, and communication skills is the most needed feature recommended for those who are working in elementary health caring (Zamani et al, 2004), especially nurses that always has communication with patients and their attendants and most of their time had to communicate with others (Hosseni, 2010). Therefore, communication with patients is a necessity in nursing profession for any caring tasks and even was vital element at the other tasks of educational, research and management in the nursing profession.

In study of Moattari et al, (2005) it was stated that training of problem solving skills can lead to a significant increase in professional self- concept in nursing students (Moattari et al, 2005). In many researches, the effect of training in the reflective thinking method on improvement of clinical function in different area has been shown (Moattari et al, 2005; Dehghani et al, 1390; Abedini et al, 1390). In these researches, applying of training in

reflective thinking method can be lead to improvement of problem solving skills, as the art of reflective thinking is what encourage human to search, probing and survey for finding a solution to solve complicated and hesitating situations (Clynes, 2009). On the other hand, we should consider that many studies have shown the effect of communication skills training on the improvement of problem solving skills (Sticker et al, 2003; Wilburn& Smith, 2005; Chang et al, 2007; Babapour, 2007). Also, in Kraebber & Greenan (2012) and Greenan (1994), communication skills between individual has the most effect on the self- concept (Greenan, 1994; Kraebber & Greenan, 2012). Therefore, to improve professional self-concept we can use of communication skills, problem solving and reflection.

In assessment of relationship between demographic variables and professional self-concept, there was a significant relation only between the economic situation of students participating in this study and self-concept, as there was significant difference between students that reported their economic status as " Income equal to expenses" and students that reported their economic status as " Income over than expenses". Likely, good or stable economic status has important role on improvement of professional self-concept.

Of the limitations of present studies can be mentioned the limited sample size and cross-sectional description of students' self-concept and also not having the access to alteration process in an educational course. In this regard, designing of a longitudinal or interventional study by using of related investigation can be beneficial, for example the survey of effect of using reflection in communication skills on professional self-concept can mention. Also considering to the importance of professional self- concept in health caring field, this study can be utilize on the nursing students of other educational levels or other health care provider.

Professional self-concept of nurses is an important part of academic and professional development in nursing profession. Generally, finding of this study shows that professional self-concept of nursing students especially in dimensions as communication with patient and self- esteem respectively get the highest and lowest scores, although considering of the range of these scores on the Likert scales, self- concept of students was in the average level.

According to studies, professional self-concept of nursing student has no significant change from the beginning of training period to the end of it, and there is a necessity to prepare and survey of program to improvement of professional self-concept of nursing student (Cowin et al, 2006). So, regarding to importance of professional self- concept on professional capability, therefore devoting programs and integrating courses in this base can lead to improvement of quality of patient care and enabling the nursing students and professional maintenance.

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