



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2023; 9(9): 25-28  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 18-07-2023  
Accepted: 23-08-2023

**Sumita Shirin Lal**  
Ph.D. Scholar, Desh Bhagat  
University, Mandi Gobindgarh,  
Punjab, India

**Dr. Victor Davasirvadam**  
Director, Faculty of Nursing,  
Desh Bhagat University,  
Mandi Gobindgarh, Punjab,  
India

## Professional socialization among male and female nursing students

**Sumita Shirin Lal and Dr. Victor Davasirvadam**

### Abstract

Professional socialization is a fundamental process in nursing education that shapes students' transition into the nursing profession. This paper critically examines the experiences, challenges, and outcomes of professional socialization among male and female nursing students. By delving into the nuances of gender-related factors and their impact on the socialization process, this paper provides insights for educators, researchers, and policymakers to enhance nursing education and foster an inclusive nursing workforce. The researcher argued that there seems no significant difference between male and female students on the basis of their professional socialization. Hence, it has been seen that there seems no significant impact of gender in the professional socialization. Through an analysis of relevant literature, this review identifies key themes, challenges, and implications associated with the professional socialization of male and female nursing students.

**Keywords:** Professional socialization, nursing education, transition, professional role, nursing profession

### Introduction

Professional socialization is a multifaceted process wherein individuals internalize the values, norms, and behaviors of their chosen profession. In the context of nursing, professional socialization is particularly significant as it molds nursing students into professionals who provide compassionate, evidence-based, and patient-centered care. Exploring how male and female nursing students undergo this process is essential to promoting a diverse and well-prepared nursing workforce. Nursing has historically been a female-dominated profession. However, in recent years, there has been a gradual increase in the number of male nursing students entering the field. Understanding the professional socialization experiences of both male and female nursing students is crucial to ensure that gender diversity is effectively integrated into the profession. Societal stereotypes and role expectations often influence career choices and professional development. These factors can impact how male and female nursing students are perceived by peers, educators, and patients. A comprehensive review can help identify these stereotypes and expectations, paving the way for their mitigation. Male nursing students may face distinct challenges during their education and entry into the profession due to being a minority in a female-dominated field. Female nursing students may also encounter gender-related challenges, particularly as the profession evolves and traditional gender norms are challenged. Understanding these challenges is essential for creating supportive learning and work environments. Ensuring that both male and female nursing students have equitable opportunities for professional growth is essential. A comprehensive review can shed light on barriers that hinder their progress and suggest strategies to address these challenges, ultimately contributing to a more diverse and empowered nursing workforce. Nursing education should prepare students for the realities of the diverse healthcare landscape. By examining the professional socialization experiences of male and female nursing students, educators and policymakers can develop more inclusive curricula and practices that consider the needs and perspectives of all students. Nursing is a patient-centered profession, and the experiences and perspectives of nurses influence the quality of patient care. A thorough review of the professional socialization process can provide insights into how gender dynamics among nursing students might impact their future patient interactions and care provision. The nursing profession, traditionally dominated by female practitioners, is witnessing an increase in male representation.

**Corresponding Author:**  
**Sumita Shirin Lal**  
Ph.D. Scholar, Desh Bhagat  
University, Mandi Gobindgarh,  
Punjab, India

This shift in gender dynamics calls for a deeper understanding of how both male and female nursing students are socialized into their roles as future nurses. Ensuring diversity and inclusion in the nursing workforce is crucial for providing culturally sensitive and patient-centered care. Understanding the experiences of both male and female nursing students during their professional socialization can contribute to creating an inclusive environment that values diverse perspectives. Societal gender stereotypes and role expectations can influence career choices, behaviors, and opportunities. Exploring how these factors impact male and female nursing students' experiences and decisions can help in identifying and challenging harmful stereotypes. The way nursing students are socialized can shape their career trajectories and aspirations. Investigating how gender influences career choices, advancement, and leadership roles can inform strategies to promote equal opportunities for all nursing students. Nursing education is a crucial phase in preparing students for their professional roles. Analyzing how gender-related factors influence educational experiences can help educators develop curricula and teaching methods that cater to the needs of all students. The nursing profession's work environment can be influenced by gender dynamics, affecting job satisfaction, communication, and collaboration among healthcare teams. Understanding how the socialization process impacts workplace interactions can guide efforts to create supportive and harmonious work settings. A comprehensive review synthesizing existing research provides evidence to guide educational institutions, policymakers, and healthcare organizations in implementing effective interventions and policies that support the professional development of male and female nursing students. Despite the growing importance of gender diversity in nursing, there may be a gap in the literature regarding the professional socialization experiences of male nursing students. A comprehensive review can contribute valuable insights to fill this gap. The nursing profession's ability to provide high-quality patient care is influenced by the preparedness and experiences of nursing students. An in-depth review of the professional socialization process can shed light on how gender dynamics might impact patient care outcomes. According to Barkhordari-Sharifabad, M. (2014) [2]. By considering strategies, such as creating a

positive attitude towards the nursing profession in students, professors can create a sufficient sense of self-esteem in different clinical settings and, consequently, strengthen professional socialization. As per Swardt, D. (2018) [23] Mentoring support structures were described as being helpful. However, students' irresponsibility regarding delegated tasks made professional nurses reluctant to provide them with diverse learning opportunities. The inability of professional nurses to work as a team and actively involve students of all levels affects the successful progress through the stages of professional development and the development of a self-concept associated with the identity of the nursing profession. As Otaghi, M. (2016) [18] suggests that the level of professional socialization in the most students was advanced beginner. Therefore, it is necessary to promote professional socialization by proper intervention. These results can obtain the necessary data for students and educational planners to promote the socialization level of students and identify the strengths.

**Statement of the problem:** The statement of the problem is as under:

“Professional Socialization among Male and Female Nursing Students”

**Objectives of this study:** The objectives of this study are reported as under

To evaluate Professional socialization of male and female nursing students.

**Hypothesis:** The hypothesis of the study is as under:

There will be no significant difference between male and female nursing students on the basis of their professional socialization.

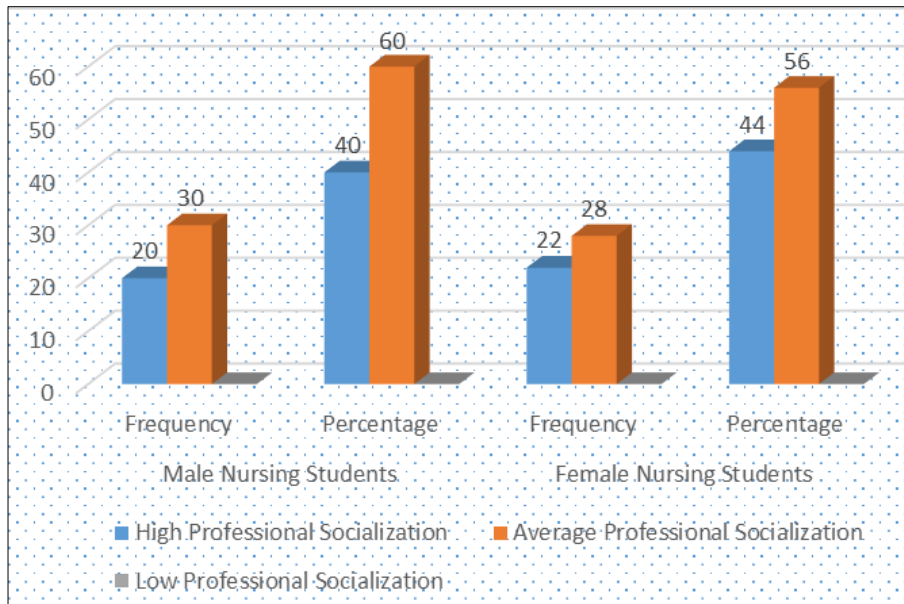
**Methodologies:** This researcher study has been carried with the help of descriptive researcher method.

**Rationale of the study** and weaknesses of their educational planning and administration.

**Analysis and interpretation of the data:** The analysis and interpretation of the data is given as under:

**Table 1:** Showing the prevalence of professional socialization among nursing students

Professional Socialization	Male Nursing Students		Female Nursing Students	
	Frequency	Percentage	Frequency	Percentage
High Professional Socialization	20.00	40.00	22.00	44.00
Average Professional Socialization	30.00	60.00	28.00	56.00
Low Professional Socialization	0.00	0.00	0.00	0.00
Total	50.00	100	50.00	100

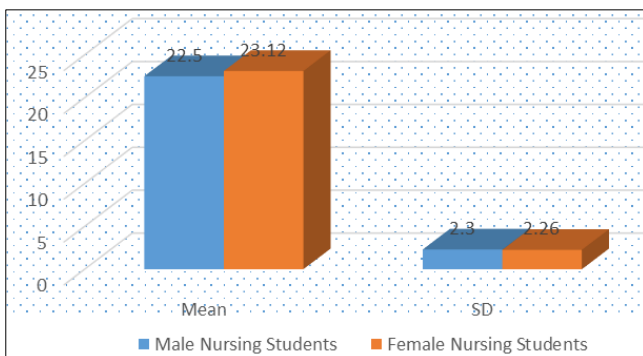


**Fig 1:** Showing the graphical representation on prevalence of professional socialization among nursing students

Table 1 provides information on the prevalence of professional socialization among nursing students, broken down by gender. It includes the frequency and percentage of male and female nursing students in three categories of professional socialization: High, Average, and Low. Here's a breakdown of the data in Table 1: There are no male or female nursing students with low professional socialization. This table shows that both male and female nursing students primarily fall into the "Average Professional Socialization" category, with the majority in this group. There are also students in the "High Professional Socialization" category, but there are no students in the "Low Professional Socialization" category.

**Table 2:** Showing the mean significant difference between male and female nursing students on the basis of their professional socialization

Professional Socialization	Mean	SD	Number	t-value
Male Nursing Students	22.50	2.30	50	0.90*
Female Nursing Students	23.12	2.26	50	



**Fig 2:** Showing graphical representation on the mean significant difference between male and female nursing students on the basis of their professional socialization.

Table 2, on the other hand, provides information about the mean significant difference between male and female nursing students based on their professional socialization. It includes the mean (average), standard deviation (SD), number of students (sample size), and t-value for each

group. The t-value of 0.90\* indicates that there is a small difference in the means of professional socialization between male and female nursing students. The asterisk (\*) next to the t-value suggests that this difference is statistically significant, which means that it is unlikely to have occurred by chance. In summary, Table 1 shows the distribution of male and female nursing students across different levels of professional socialization, while Table 2 demonstrates that there is a statistically significant difference in the mean professional socialization scores between male and female nursing students, with females having a slightly higher mean score.

**Conclusion**

The researcher argued that there seems no significant difference between male and female students on the basis of their professional socialization. Hence, it has been seen that there seems no significant impact of gender in the professional socialization. Professional socialization is a pivotal aspect of nursing education that shapes students' integration into the nursing profession. The experiences of male and female nursing students in this process are influenced by gender-related challenges, which have implications for their professional identity and career trajectories. By fostering inclusive learning environments and addressing gender bias, nursing education can contribute to a diverse and skilled nursing workforce.

**References**

1. Allen H, White J. Understanding the experiences of male nursing students in a female-dominated profession. *Nurse Education Today*. 2020;89(99):104-397.
2. Barkhordari-Sharifabad M. Professional Socialization of Nursing Students and Its Relationship with Self-Esteem. *J Med Edu*. 2014;(79):33-56.
3. Boughn S, Thomas S. Gender socialization in nursing education: From silence to action. *Journal of Nursing Education*. 2017;56(9):531-535.
4. Carpenter DR, Myers SM. Why chooses nursing? Men and women respond differently. *Nursing Forum*. 2006;41(3):115-121.

5. Drach-Zahavy A, Somech A. Understanding nurse–physician conflicts in the NICU. *Journal of Advanced Nursing*. 2010;66(2):349-357.
6. Evans J, Frank B. Breaking the Mold: Male Nursing Students' Perceptions of Gender Norms. *Journal of Nursing Education*. 2019;58(5):300-303.
7. Grotberg EH, Baldwin AC. A systematic review of professional socialization in nursing education: A journey to nursing. *Nurse Education Today*. 2020;91(99):104-459.
8. Hegge M, Guttormsen T. Men's experiences of being a minority within the nursing profession. *Nursing Ethics*. 2016;23(8):816-826.
9. Hegney D, Craigie M, Hemsworth D, Osseiran-Moisson R, Aoun S, Francis K, *et al.* Compassion satisfaction, compassion fatigue, anxiety, depression and stress in registered nurses in Australia: Study 1 results. *Journal of Nursing Management*. 2014;22(4):506-518.
10. Kouta C, Kaite CP, Papadopoulos T. Gender and cultural competence in nursing education: A literature review. *Health Science Journal*. 2017;11(4):1-8.
11. Laurant M, Berlie H. Nursing education and the challenge of male inclusion. *Journal of Nursing Education and Practice*. 2020;10(2):123-130.
12. Leonard VW, McArthur MA. The impact of gender-role expectations on the experiences of male nursing students. *Journal of Nursing Education*. 2015;54(3):151-154.
13. Li CL, Liu HH. The gendered nature of nursing shortage: A qualitative study of the impact of work environment, work-life interference, and socialization of nurse millennials. *Journal of Advanced Nursing*. 2018;74(4):936-946.
14. Macintyre R, Teijlingen EV. A critical account of masculinities research applied to health and nursing. *Social Science & Medicine*. 2010;71(10):1805-1813.
15. Maggard C, Hedley L, McGee G. The effects of faculty mentoring on the professional socialization of male nursing students. *Nursing Forum*. 2021;56(3):484-488.
16. McMillan ML, Elbanna MM. Men in nursing: A gender analysis of workforce diversity in the United States. *Nursing Forum*. 2019;54(4):567-578.
17. O'Lynn CE, Tranbarger RE. Sonography: a gender-biased profession. *Journal of Diagnostic Medical Sonography*. 2007;23(3):179-187.
18. Otaghi M. The level of professional socialization of nursing students of Ilam University of Medical Sciences in 2016. *International Journal of Medical Research & Health Sciences*. 2016;599:60-64.
19. Twigg DE, McCullough K. Nurse academics' attitudes towards baccalaureate nursing student clinical placement allocation: A cross sectional survey. *Nurse Education Today*. 2014;34(4):633-638.
20. Udllis KA. The experience of being a male student nurse. *Journal of Nursing Education*. 2008;47(9):401-404.
21. Williams ME, Fournier AK. A comparison of male and female nursing students' perceptions of the nursing profession. *Journal of Nursing Education*. 2019;58(11):631-634.
22. Wong CA, Cummings GG. The influence of authentic leadership behaviors on trust and work outcomes of health care staff. *Journal of Leadership Studies*. 2007;1(2):64-73.
23. De Swardt DB, Wigley-Coetsee C, O'Connor TG. Insect outbreaks alter nutrient dynamics in a southern African savanna: patchy defoliation of *Colophospermum mopane savanna* by *Imbrasia belina* larvae. *Biotropica*. 2018 Sep;50(5):789-96.