Professional Socialization Process and Acquisition of Professional Nursing Values among Undergraduate Nursing Students

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Abstract: Background: The professional socialization of nursing students is seen as a developmental process occurring primarily during the period of formal education. As such, it cannot be left to chance but should be consciously considered in all generic nursing programs. **Aim:** Examine the relationship between the professional socialization process and professional nursing values that occurs among undergraduate nursing students. **Design:** A descriptive correlational design was used. **Methods:** The study was conducted at Faculty of Nursing ,Mansoura University. Total study sample were 160 students (40 students from each study year). Data were collected through utilizing two tools, the first consists of two parts, the first part was intended to collect individual characteristics of the study sample, the second part was Organizational Socialization Questionnaire to measure the six dimensions of organizational socialization. The second tool was Ochsner's Inventory of professional nursing values to measure nurse's professional values. **Results:** The study results revealed statistical significant correlation between professional socialization and professional nursing values among the studied undergraduate nursing students, statistical significant differences in total mean scores of professional socialization at different academic years, and no statistical significant differences in total mean scores of professional nursing values   except in autonomy subscale. **Recommendations:** reflective courses and seminars about professionalism should be conducted regularly by faculty members and clinical instructors as they play an important roles models for students. The need to foster positive and collaborative partnership between university staff and field based staff because the clinical setting serve as an important role in understanding and fulfilling the role of professionals.

1. Introduction

Professional socialization is a critical aspect of nursing students' development . The establishment of nursing as a profession is determined by the way nurses are socialized. It is important to understand the socialization process that will occur when these new graduates begin work in a health care organization. The values, attitudes and behaviors that were socialized in college will be assessed in the graduates' selection and integration into the organization. Their adjustment will influence organizational stability and commitment, satisfaction, the feeling of mutual acceptance, involvement with work and internal motivation. Inadequate socialization is associated with turnover and dismissal requests among nurses in general hospitals. Careless management of the first professional experiences can lead to low motivation and productivity, demoralization and decreased care of patients **(Nesler, *et al.*, 2001) .**

Professional socialization serves as a driving influence that has a profound impact on one's professional development. It is also primarily involved with the growth and change of one's thoughts, feelings, attitudes, purpose, and spirit as a professional. A better understanding of socialization provides an essential first step to identifying educational strategies to improve the undergraduate education and professional development.   Various models of professional socialization have described the experiences that professionals endure as they learn a particular role **(William, *et al.*,2002)**.

Professional socialization is the processes by which persons acquire, make sense of and internalize the knowledge, skills, values, attitudes, beliefs, dispositions and behaviors that pertain to a particular profession and enhances a sense of belonging, promotes self-awareness, shapes the development of a unique professional identity, drives, internalizes and "habitualizes" their knowing, thinking, practice and being, enables them to "walk the talk" **(Ronnestad & Skovholt, 2001; Weidman *et al.,* 2001; Pitkala & Mantyranta, 2003; Annetta, 2009).**

The professional socialization process is divided into two aspects, anticipatory and organizational. Anticipatory socialization includes aspects of socialization before entering a work setting or organization, whereas organizational socialization entails processes that occur after entering the work setting or organization **(William *et al.*, 2002)**.

Each profession has a clear idea about the attitudes and values its future members need to develop and what end product is expected. The acquisition of a new role initiates the individual into a specific social group. The assumption of a role and the socialization process essentially occur during the undergraduate course. People who take up the role of nurses not only assimilate new facts and learn new skills, but are immersed in a new culture with expectations about values and standards. They simultaneously develop an identity and self-esteem through interaction with role models and judgment about other people's reactions to the role **(Taylor *et al.*, 2001)**. A study of nursing students suggests that professional socialization involves a sequence of phases. First, there is a change from broad and social objectives that made the student choose the profession of nursing to the proficiency and mastering of specific work tasks. Next, a reference group develops, based on other significant factors in the work environment. Finally, the values of the occupational group are internalized and the new student assumes attitudes, values and behaviors prescribed by the group. But there is a consensus in literature about the importance and need to work on values during students' time in school **(Gilberto *et al.*, 2006)**.

Nursing educators play a pivotal role in determining the future direction of the nursing profession and in preparing nurses to meet the inevitable challenges of the new millennium. Values education is aimed at helping students develop a mode of reasoning, enabling them to make decisions and deal with conflicts on a daily basis. Nursing educators have a responsibility to exhibit role model behaviors consistent with organizational values as operational zed by standards, methods, and procedures. Nursing students need effective role models to practice ethically **(Cameron *et al.*, 2001)**. and faculty interaction with students results in the development of a set of role values (**Schank & Weis, 2000**). Values are learned, modified, and expended through education .Each student enters a nursing school with a set of values that may change during the socialization process to reflect the values that the profession holds in high esteem **(Du Toit, 1995)**. Several factors may affect the process, including the educational institution, faculty, family, friends, health care professionals, and colleagues. The importance that an individual places on values may also differ with age, ethnicity, experience, environment, and the like. Recognizing the values that motivate an individual may assist educators in planning learning opportunities to enhance desired behaviors **(Tova *et al.*, 2006)**.

A value framework is essential in developing a sense of professional commitment and social responsibility. Regardless of the nursing practice setting, professional nursing values influence the environment of nursing practice, nursing activity, and the development of nursing as a profession. It is from these values that priorities will be set, standards will be developed, resources will be allocated, and all facets of work life will be influenced. The ethical work climate is also an important variable in the study of individual–organization fit **(Gifford *et al.*, 2002)**.

Nurses around the world adhere to a common set of professional values; terminology may vary, but basic beliefs and underlying meanings are similar. These professional values include respect for human dignity, protection of patient privacy, protection from harm, and personal and professional responsibility and accountability **(Weis & Schank, 2003)**. Nurses, it has been shown, have an ethical obligation to advocate **(MacDonald, 2007)**. Through the processes of education and socialization, professional nurses also have a strong sense of right and wrong. Professional and healthcare organizations have promulgated codes of ethics to guide values development and ethical decision making in education, practice, and research. Across these codes of ethics, three major thematic categories are recognized: nursing values related to the profession, to patients, and to society. For example, the American Nurses Association (ANA) Code of Ethics for Nurses has undergone several revisions, but the thematic categories have remained constant over time **(American Nurses Association, 2007)** Therefore, when nurses find their professional values are in conflict with the values of the employing organization, dissonance occurs and nurses become disenchanted and disenfranchised **(Glasberg *et al.*, 2007; Susan *et al.*, 2008)**. So, we hope to increase understanding of the professional socialization process that occurs at nursing college and the results obtained through the socialization of professional values and standards.

Aim of the research:

The present research aims to examine the relationship between the professional socialization process and professional nursing values that occurs among undergraduate nursing students*.*

2. Materials:
Research design:
A descriptive, correlational design was utilized to this study.

Research questions:
The following research questions guided this study:
1- How does the professional socialization which occurs in nursing college influence students' acquisition of professional values?
2- What changes occur in relation to these values through the professional socialization?
3- How do demographic factors influence the acquisition of professional values ?

Setting:
    The study was conducted at faculty of nursing Mansoura University.

Sample:
    Students were selected randomly from each of the four study year. Total study sample were 160 students during the academic year 2011-2012 (40 students from each study year).

Tools:
Data for the present study was collected through utilizing the following tools:
1- Organizational socialization questionnaire was developed by Chao,et al. (1994):
    To measure the six dimensions of organizational socialization. It consisted of two parts:
1st part was related to individual characteristics such as: age, study year, religion, the age of choosing the nursing career, whether nursing was the first career option, and the desire to change to another career. Also Parents' education level and family's socioeconomic status were included.
2nd part composed of 34 items to measure the six dimensions of organizational socialization: history (5 items), language (5 items), politics (6 items), people (6 items), organizational goals and values (7 items) and performance proficiency (5 items).
The scoring system was 5 –point likert scale ranging from strongly disagree to strongly agree. The reliabilities of six dimensions as measured by cronbach's alpha were acceptable with estimates greater than or equal to .78 .

2-Ochsner's Inventory of professional nursing values:
    Developed by Ochsner (1996) and was used to measure nurse's professional values .It composed of 32 items of the professional nursing values as follows: health advocacy (8 items), competency (12 items), human rights (8 items) and autonomy (4 items).
    The scoring system was as follows: 1=not important, 2=somewhat important, 3=important, 4= very important and 5=essential. The overall cronbach's coefficient alpha estimate f or internal consistency was .92.1

Methods:
– Official permission to conduct the study was obtained from the Dean of Faculty of Nursing, Mansoura University.
– The two tools contents were developed and tested for its content validity through six expertise   from three different universities. Double translation English-Arabic-English was done to ensure validity of translation.

- Pilot study was carried out on a sample of 10% nursing students in order to test the clarity and validity of the study tool contents, add or omit questions and assess time needed to respond to each questionnaire.
– Students from each of the four years of the nursing course were approached in class while they were in break time and were given information about the study.
– The collection of data for the study was completed for duration of two months from October to November 2011.

Ethical consideration:
    Before commencing the study ,ethical approval was granted from the research ethics committee in which the study took place. The researchers ensured that the correct procedures were undertaken concerning informed consent, autonomy, anonymity and the maintenance of confidentiality.

Statistical analysis:
    The collected data were organized, tabulated and statistically analyzed using SPSS software statistical computer package version 13. For quantitative data, the range, mean and standard deviation were calculated. For qualitative data, comparison between two groups and more was done using Chi-square test (X2). For comparison between more than two means, the F value of analysis of variance (ANOVA) was calculated, where scheffe test was performed to compare between each two means if F value was significant. Correlation between variables was evaluated using Pearson's correlation coefficient. Significance was adopted at p<0.05 for interpretation of results of tests of significance (**Dawson & Trappy, 2001; Petrie & Sabin, 2005**).

3. Results:
    Table (1), describes the personal characteristics of the studied undergraduate nursing students at different academic years. It is clear that there is a statistical significant differences between males and females distribution among the studied undergraduate nursing students at different academic years (x^2, p 14.940, 0.002*) and the 89.4%of them were females. Data in the same table show a statistical significant differences among the studied undergraduate nursing students at different academic years regarding their parents educational level (x^2, p72.519, 0.0001*). Regarding to family socioeconomic status , it is clear from table that there is a statistical significant differences among the studied undergraduate nursing students   at different academic years (x^2,p 49.001, 0.0001*). Table (1) and figure (1) also revealed statistical significant differences among the studied undergraduate nursing students regarding the variable (is nursing is the first

career option (x^2, p 9.796, 0.020*), and it is clear that the highest percentage of the study respondents (70%) had no desire to change to another career as well as statistical significant differences among the studied undergraduate nursing students were seen (x^2, p 17.381. 0.001) (Table 1 and Figure 2).

Table(2) and Figure (3) show no statistical significant differences in total mean scores of professional nursing values of the studied undergraduate nursing students at different academic year except in autonomy subscale (F-test 2.670, p,0042*). As the highest mean scores were observed in the first year students (9.42_+2.55*) compared to lowest mean scores in second year students (7.77+_3.06).

Table (3) and Figure (4) provide statistical significant differences in total mean scores of professional socialization subscales of the studied undergraduate nursing students at different academic years between (1 vs. 2, P=0.042* and between 1 vs. 3, P=0.040*). It is obvious from the same table that

there were statistical significant differences between the following professional socialization subscales at different academic years: (history, F-test 4.234, $p=$ 0.007*), (language, F-test 3,489, $p=$ 0.017*), (people, F-test, 6.343, $p=$0.0001*), and (performance proficiency, F –test, 3.432, p = 0.019*) respectively.
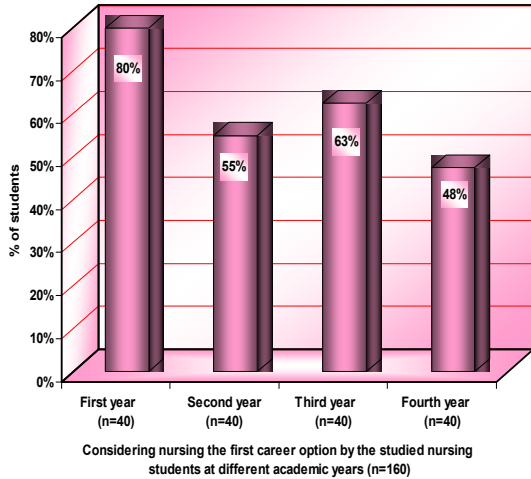
Table (4) and Figure (5) show statistical significant correlation between professional socialization and professional nursing values among the studied undergraduate nursing students (r =0.233, P =0.003*). Concerning relationship between professional nursing values among nursing undergraduate students and their demographic data. Table (5) shows a statistical significant relationship between student's sex and their professional nursing values (x^2 =10.267, $p=$ 0.016*).

Table (6) displayed only a significant relationship between professional socialization among the studied undergraduate nursing students and their family socioeconomic status (x^2=10.025 , $p=$0.040)
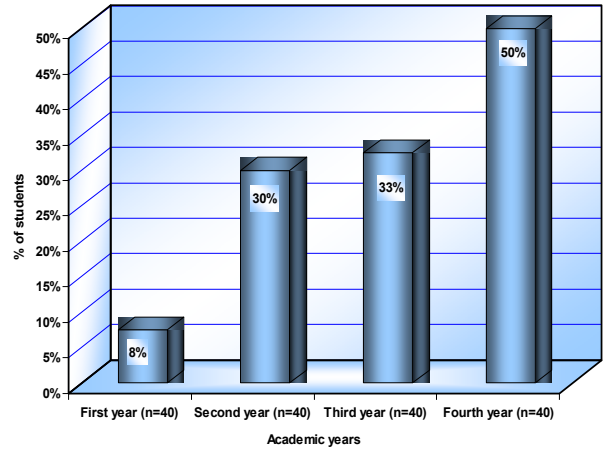
Table (1): Demographic Data of the Studied Undergraduate Nursing Students at Different Academic Years.(n=160)

Demographic data	1st year (n=40)		2nd year (n=40)		3rd year (n=40)		4th year (n=40)		Total (n=160)		X^2 P
	n	%	n	%	n	%	n	%	n	%	
•**Age:**											
18-<20	40	58.8	18	26.5	10	14.7	0	0	68	42.5	92.748
20-<22	0	0	22	24.4	30	33.3	38	42.2	90	56.3	0.0001*
22-24	0	0	0	0	0	0	2	100	2	1.3	
Range	18-19		18-20		19-21		20-24		18-24		
Mean±SD	18.55±0.50		19.49±0.63		19.82±0.55		20.65±0.77		19.63±0.97		
•**Sex:**											
Females	39	97.5	32	80.0	32	80.0	40	100	143	89.4	14.940
Males	1	2.5	8	20.0	8	20.0	0	0	17	10.6	0.002*
•**Paternal educational level:**											
Illiterate or read & write	0	0	0	0	8	20.0	2	5.0	10	6.3	72.519 0.0001*
Low	1	2.5	8	20.0	6	15.0	14	35.0	29	18.1	
Secondary	3	7.5	23	57.5	10	25.0	14	35.0	50	31.3	
High	36	90.0	9	22.5	16	40.0	10	25.0	71	44.4	
•**Family socioeconomic status:**											
Low	0	0	17	42.5	18	45.0	12	30.0	87	54.4	49.001
Moderate	40	100	16	40.0	17	42.5	17	42.5	50	31.3	0.0001*
Good	0	0	7	17.5	5	12.5	11	27.5	23	14.4	
•**Is nursing the first career option:**											
Yes	32	80.0	22	55.0	25	62.5	19	47.5	98	61.2	9.796
No	8	20.0	18	45.0	15	37.5	21	52.5	62	38.8	0.020*
•**Have a desire to change to another career:**											
Yes	3	7.5	12	30.0	13	32.5	20	50.0	48	30.0	17.381
No	37	92.5	28	70.0	27	67.5	20	50.0	112	70.0	0.001*

*Significant (P<0.05)

Considering nursing the first career option by the studied nursing students at different academic years (n=160)

Figure (1): Considering Nursing the First Career by the Studied Undergraduate Nursing Students at Different Academic Years.
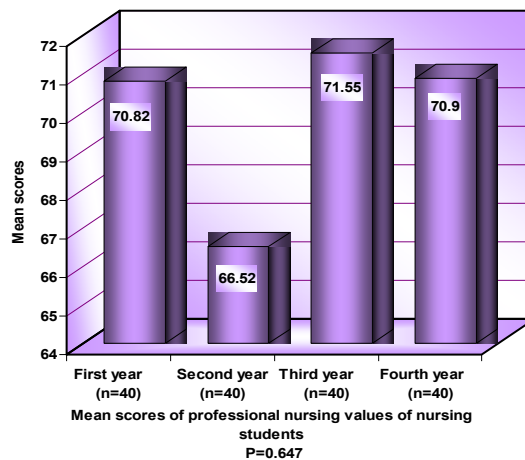

Figure (2): Have a desire to change to another career by the studied undergraduate nursing students at different academic years

Table (2): Mean Scores of Professional Nursing Values Subscales of the Studied Undergraduate Nursing Students at Different Academic years.(n=160)

Professional nursing values scales	1st year (n=40)	2nd year (n=40)	3rd year (n=40)	4th year (n=40)	F-test	P
	Range Mean±SD	Range Mean±SD	Range Mean±SD	Range Mean±SD		
Health advocacy	9-29 18.15±4.75	4-32 17.12±5.65	4-28 16.82±5.75	5-24 17.07±4.24	0.520	0.669
Competency	12-42 25.07±7.32	12-48 24.62±8.95	11-43 27.02±7.67	16-45 26.67±8.00	0.865	0.461
Human rights	8-32 18.17±5.31	7-32 17.00±7.03	7-30 18.32±5.23	8-32 18.10±7.05	0.381	0.767
Autonomy	4-14 9.42±2.55	2-16 7.77±3.06	2-16 9.37±3.45	4-15 9.05±2.83	2.670	0.042*
Total professional nursing values	33-110 70.82±17.29	33-128 66.52±22.91	28-110 71.55±19.77	39-112 70.90±18.07	0.552	0.647

*Significant ($P<0.05$)

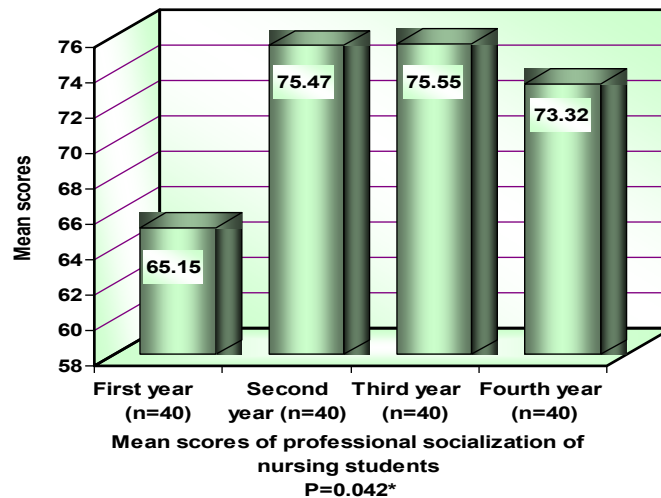Mean scores of professional nursing values of nursing students
P=0.647

Figure (3): Mean Scores of Total Professional Nursing Values of the Studied Undergraduate Nursing Students at Different Academic Years.

Table (3):Mean Scores of Professional Socialization Subscales of the Studied Undergraduate Nursing Students at Different Academic years (n=160)

Professional socialization	1st year (n=40)	2nd year (n=40)	3rd year (n=40)	4th year (n=40)	F-test P	Scheffe test
	Range Mean±SD	Range Mean±SD	Range Mean±SD	Range Mean±SD		
History	2-15 9.25±3.33	6-18 11.40±2.78	4-18 10.90±3.88	4-20 9.30±3.46	4.234 0.007*	1 vs 2, P=0.048*
Language	3-14 8.77±2.40	4-18 10.85±3.08	3-15 10.22±3.22	4-19 10.32±3.26	3.489 0.017*	1 vs 2, P=0.026*
Politics	3-18 11.75±4.15	7-21 13.17±3.29	5-21 13.52±3.45	4-20 13.05±3.33	1.891 0.133	
People	4-19 9.77±3.49	8-21 12.25±2.66	4-22 12.55±3.99	4-21 12.57±3.29	6.343 0.0001*	1 vs 2, P=0.016* 1 vs 3, P=0.005* 1 vs 4, P=0.004*
Organizational Goals & values	6-25 16.05±5.58	7-24 16.55±3.79	4-28 16.97±5.17	8-26 16.40±3.97	0.267 0.849	
Performance proficiency	2-14 9.55±3.37	3-18 11.25±2.84	4-20 11.37±3.41	6-20 11.62±3.27	3.432 0.019*	1 vs 4, P=0.045*
Total professional socialization	28-99 65.15±16.83	53-110 75.47±13.75	31-118 75.55±18.47	38-105 73.32±14.22	3.823 0.011*	1 vs 2, P=0.042* 1 vs 3, P=0.040*

*Significant ($P<0.05$)

Figure (4): Mean Scores of Total Professional Socialization of the Studied Undergraduate Nursing Students at Different Academic years.

Table (4): Correlation between Professional Socialization and Professional Nursing Values among the Studied Undergraduate Nursing Students.(n=160)

Professional nursing values	Professional socialization of the studied nursing students							
	Disagree (n=11)		Neutral (n=113)		Agree & strongly agree (n=36)		Total (n=160)	
	n	%	n	%	n	%	n	%
Somewhat important	4	36.4	12	10.6	3	8.3	19	11.9
Important	5	45.5	63	55.8	17	47.2	85	53.1
Very important	2	18.2	36	31.9	16	44.4	54	33.8
Essential	0	0	2	1.8	0	0	2	1.3
X² P	9.552 0.145							
r P	0.233 0.003*							

*Significant ($P <0.05$)   **r=Correlation Coefficient**
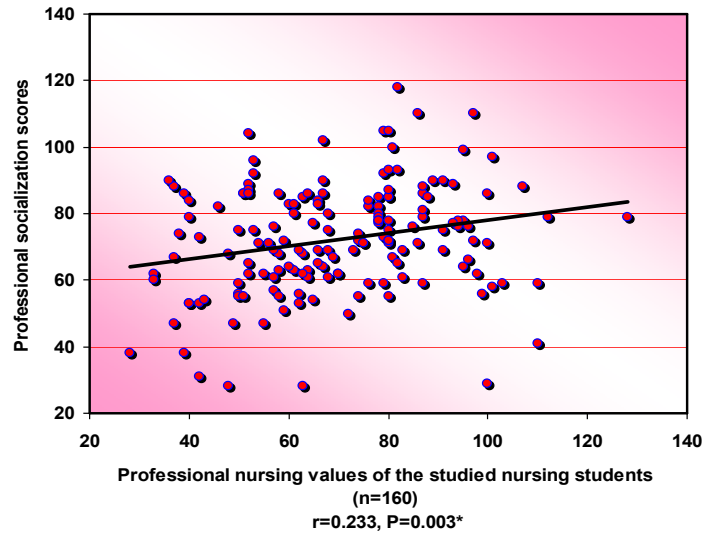
Figure (5): Correlation Between Professional Nursing Values and Professional Socialization Among the Studied Undergraduate Nursing Students.

Table (5): Relationship between Professional Nursing Values among the Studied Undergraduate Nursing Students and their Demographic Data and Perception to Nursing career(n=160).

Variables	Professional nursing values of the studied nursing students (n=160)								X^2 P
	Somewhat important (n=19)		Important (n=85)		Very important (n=54)		Essential (n=2)		
	n	%	n	%	n	%	n	%	
•**Age:**									
18-<20	8	11.8	38	55.9	21	30.9	1	1.5	3.796
20-<22	10	11.1	46	51.1	33	36.7	1	1.1	0.704
22-24	1	50.0	1	50.0	0	0	0	0	
•**Sex:**									
Males	13	9.1	79	55.2	49	34.3	2	1.4	10.267
Females	6	35.3	6	35.3	5	29.4	0	0	0.016*
•**Parent's educational level:**									
Illiterate or read & write	0	0	7	70.0	3	30.0	0	0	8.227
Low	7	24.1	13	44.8	9	31.0	0	0	0.511
Secondary	4	21.1	25	50.0	20	40.0	1	2.0	
High	8	11.3	40	56.3	22	31.0	1	1.4	
•**Family socioeconomic status:**									
Low	10	11.5	48	55.2	28	32.2	1	1.1	3.262
Moderate	8	16.0	25	50.0	16	32.0	1	2.0	0.775
Good	1	4.3	12	52.2	10	43.5	0	0	
•**Is nursing the first career option:**									
Yes	8	12.9	33	53.2	21	33.9	0	0	1.356
No	11	11.2	52	53.1	33	33.7	2	2.0	0.716
•**Have a desire to change to another career:**									
Yes	11	9.8	62	55.4	38	33.9	1	0.9	2.060
No	8	16.7	23	47.9	16	33.3	1	2.1	0.560

*Significant (*P*<0.05)

Table (6): Relationship between professional socialization among the studied undergraduate nursing students and their demographic data and perception to nursing career.

Variables	Professional socialization of the studied nursing students (n=160)						X^2 P
	Disagree (n=11)		Neutral (n=113)		Agree & strongly agree (n=36)		
	n	%	n	%	n	%	
●**Age:**							
18-<20	6	8.8	50	73.5	12	17.6	3.026
20-<22	5	5.6	61	67.8	24	26.7	0.553
22-24	0	0	2	100	0	0	
●**Sex:**							
Males	10	7.0	102	71.3	31	21.7	0.525
Females	1	5.9	11	64.7	5	29.4	0.769
●**Parent's educational level:**							
Illiterate or read & write	1	10.0	4	40.0	5	50.0	8.365
Low	1	3.4	23	79.3	5	17.2	0.213
Secondary	4	8.0	32	64.0	14	28.0	
High	5	7.0	54	76.1	12	16.9	
●**Family socioeconomic status:**							
Low	8	9.2	65	74.7	14	16.1	10.025
Moderate	3	6.0	29	58.0	18	36.0	0.040*
Good	0	0	19	82.6	4	17.4	
●**Is nursing the first career option:**							
Yes	5	8.1	45	72.6	12	19.4	0.708
No	6	6.1	68	69.4	24	24.5	0.702
●**Have a desire to change to another career:**							
Yes	6	5.4	79	70.5	27	24.1	1.680
No	5	10.4	34	70.8	9	18.8	0.432

*Significant (P <0.05)

4. Discussion:

Usually colleges are evaluated by the quality of the knowledge and technical training offered to the students. Little attention is given to the acquisition of the values, behaviors and attitudes necessary to assume their professional role. Nursing students' educational experiences involve more than acquiring a body of scientific knowledge and patient care skills Advances in technology and expanding roles create complex ethical and moral dilemmas for nurses. Modification of personal values and internalization of professional nursing values are both important parts of ethics development in nursing education. In 1991, content related to essential values was not routinely included in formal nursing curricula, but was taught informally through unplanned discussions. The values of the nursing profession are found in their professional code of ethics (**Martin *et al.,* 2003)**. Nursing students learn how to relate to patients and themselves as nurses, that is, to construct their professional identities (**Gilberto *et al .,* 2006)**.

Results of the present study revealed that the highest percentage of students were females, a statistical significant differences were found among the studied undergraduate nursing students at different

academic years regarding socioeconomic status and their parents educational level. In the Same issue, **Gilberto *et al*. (2006**) and **MacDonald (2007)** in their study of professional socialization found that over half of the sample was considered middle class, 24.5 % were lower class and 20.8% were considered to be from the high class. Also they found that 24.5% of the students' fathers had finished primary education; 37% secondary education; 31.9% undergraduate education and 6.6% graduate education.

The present study revealed statistical significant differences among nursing students at different academic years regarding the variable (is nursing is the first career option) as the highest percentage of first year students considering nursing as the first career option compared lowest percentage of the fourth year students . In this respect, **Gilberto *et al.* (2006)** found that approximately half of the respondents chose the nursing career when they were between 18 and 22 years of age.

From the results of the present study there was a statistical significant differences among studied undergraduate students regarding having the desire to change to another career. As almost half of the fourth year students have the desire to change to another

career compared to lowest percentage of first, second and third year student. In this respect, **Page (2006**) examine the influence of age on the professional socialization and career commitment of student nurses and the study showed significant differences in the socialization process according to age as with increasing age, personal relatedness to the profession decreased.

When comparing between the mean scores of professional nursing values of the studied undergraduate nursing students at different academic year ,results of the present study represent there was no statistical significant differences in total mean scores except in autonomy subscale ,as the highest mean scores were observed in the first year students compared to lowest mean scores in second year students .This means the value socialization is more effective among younger, undergraduate students than among older students, who appeared to react negatively and the need for professional socialization is reduced in older students with more work experience .On the other hand, this study results is contradicted to study done by **Weis and Schank (2000**) as they found that a majority of professional nursing values changes occurs between the second and the third course year. And they added that the curriculum contains some emphasis during the second and third year, which leads to variations in some professional values, standards and behaviors. Moreover, they emphasized that how long the students have been in college indicates a significant difference in the values they assume, strengthening the hypothesis that the time in college and the college itself are related to value changes.

When comparing between the mean scores of professional socialization subscales of the studied undergraduate nursing students, findings of the present study show statistical significant differences in total mean scores between first and second year and between first and third year. Also statistical significant differences between the following professional socialization subscales were found at different academic years: history, language, people and performance proficiency. Result of the present study is consistence with **Nesler *et al.* (2001**) as they found significant results between first and second course year for performance proficiency, knowledge development and between first and third year for total professional socialization. This may be to the   several factors may affect the socialization process including the educational institution, faculty, friends, health care professionals, and colleagues. More over **Lumpur and Malaysia (2008**) reported that socialization at faculty provided the professional valuation skills, familiarity and understanding of the terminology, and it assisted students in their studies.

Concerning to the correlation between professional socialization and professional nursing values among the studied undergraduate nursing students results of the present study revealed that there was a statistical significant correlation between them. In this respect, **Lumpur and Malaysia (2008)** reported that in the socialization process a transformation occurred that graduates have not only obtained technical skills through university studies but have also changed their values and how they think. Their socialization means that they think like, look like and have values of their respective professions. Contrary to our study finding, **Barrette (2004**) found that value acquisition or adherence may not occur or may not progressively increase with the degree of socialization. In fact, decreases may be due to the influence of faculty and field instructors as socializing agents. They added that the likelihood exists that the value orientations of students become more like their professors or the professional group to which they aspire over time. Thus student value scores may decrease across certain value orientations as students move through a program and align their socializing agents. On the other hand**, Enoch's (1989**) findings did not support the assumption that teachers influenced students' attitudes during professional training but instead demonstrated that attitude changes are more heavily determined by the degree of the professionalism (status) of the future occupation.

Regarding professional nursing values and its relation to demographic data   results of the present study revealed only a significant relationship between professional nursing values among the studied undergraduate nursing students and their sex. In this respect, **Gallegos (2010**) report that there are statistically significant relationship between professional nursing values and both   age and education. Also **Ann (2006**) shows that student age and gender played an important role in overall professional values scores .

Result of the present study revealed significant relationship between professional socialization among the studied undergraduate nursing students and their family socioeconomic status. This results is contradicted with **Lohre (2000**) who found that both age and gender were correlated significantly with the professional socialization .

5. Conclusions:
The study concludes the following findings:
- Statistical significant differences were found among the studied undergraduate nursing students at different academic years regarding their demographic data.
- There was no statistical significant differences in total mean scores of professional nursing values except in autonomy subscale, as the highest mean scores were observed in the first year students

compared to lowest mean scores in second year students.

− Statistical significant differences in total mean scores of professional socialization between first and second year and between first and third year students.

− Statistical significant correlation between professional socialization and professional nursing values among the studied undergraduate nursing students.

− Significant relationship between professional nursing values among the studied undergraduate nursing students and their sex.

− Significant relationship between professional socialization among the studied undergraduate nursing students and their family socioeconomic status.

6. Recommendations:

Based on the study findings the following were recommended:

− The undergraduate nursing curriculum should incorporate elements that stress professional values, attitudes and standards as well as knowledge and skills.

− Understanding of professional issues should occur early and be integrated rather than left as an add on or just at the end.

− Reflective courses and seminars about professionalism should be conducted regularly by faculty members and clinical instructors as they play important role models for students.

− The need to foster positive and collaborative partnership between university staff and field based staff because the clinical setting serves as an important role in understanding and fulfilling the role of professionals.

− Further studies are needed to address variables which influence professional socialization in the nursing students.

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