

REVIEW PAPER**The Concept of Socialization in Nursing Education****Alexandra Dimitriadou, BSc, PhD, RN**

Assistant professor, Alexander Technological Educational Institute of Thessaloniki, Greece

Eirini Pizirtzidou,

Student of Nursing, Alexander Technological Educational Institute of Thessaloniki, Greece

Maria Lavdaniti, BSc, MSc, PhD, RN

Assistant professor, Alexander Technological Educational Institute of Thessaloniki, Greece

Correspondence: Alexandra Dimitriadou, Nursing Department, Alexander Technological Education Institute of Thessaloniki, Thessaloniki, Greece, e-mail: adimitr@hotmail.com

Introduction: Education is a specialized form of socialization. The concept of socialization indicates the systemic effects of the old to the new generation, in order to develop those characteristics that society deems necessary for the integration of young people in this. The professional socialization is a developmental process in adult socialization and is of central importance

Aim: the aim of the present study is the presentation of professional socialization in nursing education

Results: The socialization into the profession is a process of transforming a beginner to a professional and the newcomers adopt ethical standards and even lifestyle team who seek to become members. The socialization the individual adopts social group's mission, organizational goals and underpin knowledge, learning technology and language of the profession, and finally integrates the professional role in identity. The educational system is the official institution in which society disseminates - instills-perpetuates the prevailing values and conceptions, creating citizens and professionals needed for maintenance operations and meeting its needs.

Conclusions: The existence of both factors, without taking drastic measures in education and the organizational characteristics of the exercise areas of nursing, will feedback the crisis in the nursing profession and mainly will undermine any effort to change and improve the quality of the supplied project

Key words: education, nursing, socialization

Introduction

Education is a specialized form of socialization that is normally exercised by entities outside of the family and has as its content the transmission of knowledge, skills and form of energies or conduct. The concept of socialization indicates the systemic effects of the old to the new generation, in order to develop those characteristics that society deems necessary

for the integration of young people in this. The socialization is defined as the "process by which individuals acquire knowledge, skills and attitudes that make them effective members of the society." (Weidman, Twale and Stein 2001)

Socialization is a process controlled by the community (society) (Luhmann 1995), and according to Berker is the process through which the child learns how to become a member of society, internalizing the social

world. The same process occurs whenever an adult enters in a new social context or in a new social group (Berger 1983). Socialization fulfills a clear role in society, because due to this process, people endure the pressure of their social environment, since the internal structure is determined by the rules, values and orientations of the society in which they live (Vanderstraeten 2000). According to Berger (1983) the society forces and creates. So the people themselves want those which society expects from them, because society determines not only what makes a person but eventually what it is. (Berger 1983).

The psychologist Baumeister (1996) concedes, on the one hand, important the freedom of the will which the person itself has, but on the other hand admits that no one can develop its identity by ignoring the socio-cultural context. In this sense the way a person grows and changes depends on the social systems of which they are a member (family, peer group, school class, professional group, etc.). Because oneself constructed and reconstructed in a continuous process of social interactions and relationships. (Berger 1983, Anderson & Goolishian 1988).

Professional socialization

The professional socialization is a developmental process in adult socialization and is of central importance (Howkins & Ewens 1999) in contributing to the ongoing production cycle of young professionals practicing their skills in the labor market (Du Toit 1995). Treated as a lifelong process in which a person learns to become functional member of a group (Faison 2003). Has been studied and originally described by Merton et al (1957) who refer to it as "the process by which the individual selectively acquires the values, attitudes, and behaviors, interests, skills and knowledge and the dominant culture group of which he is, or seeks to become a member.

According to Du Toit (1995), professional socialization is a process that takes place during the time of life and consists of three stages: a) the stage of the pre-socialization corresponding to the secondary education

and is associated with the values and attitudes of adolescents and important for them persons and the image that exists in society for the profession (b) the stage of formal socialization corresponding vocational training and (c) the stage of post-socialization corresponds to the period of career until retirement (Du Toit 1995).

The socialization into the profession is a process of transforming a beginner to a professional, and is treated as a process of integration during which the values, the norms of behavior and the symbols of the profession internalized (Du Toit 1995), and the newcomers adopt ethical standards and even lifestyle team who seek to become members "(Hardy & Conway 1988, Melia 1984). This internalization of behavioral norms and standards leading to the formation of a sense of identity and commitment to a professional field" (Weidman, Twale & Stein 2001).

The process of professional socialization and the construction of professional identity is a dialectical relationship (Jenkins 1996). According to these, socialization aims to develop a professional identity and the adoption of a particular professional role (Gregg et al 2001, Fitzpatrick, While & Roberts 1996). The Waugman and Lohrer (2000) also consider that during the socialization the individual adopts social group's mission, organizational goals and underpin knowledge, learning technology and language of the profession, and finally integrates the professional role in identity.

The educational system is the official institution in which society disseminates - instills-perpetuates the prevailing values and conceptions, creating citizens and professionals needed for maintenance operations and meeting its needs. Training is provided mainly at secondary and tertiary level. The year of undergraduate education usually coincides with post adolescence age and therefore is time for reconstruction of identity because of the significant events that occur in this stage of life. Specifically, the age is considered to be critical because most students in adulthood place the foundations of professional identity, while are performed on this stage many other

important changes in their lives such as separation from parents, developing their relationships with the opposite sex and sometimes for some the beginning of their individual family (Ryynänen 2001).

The Socialization in the nursing profession

The most important form of socialization for professionals takes place in an institutional context (educational institution, hospital, health services) during undergraduate training, when the members learn the concepts and cover the knowledge of their profession (Sundin Olof 2001). Socialization is defined as, "a complex interactive process in which are learned the content of the professional role (skill, knowledge, behavior), and are completed the values, the attitudes and the goals of the profession and is internalized the sense of professional identity that is characteristic of a member of the profession »(Iwasiw & Goldenberg 1993). The start of the study coincides with the onset of formal professional socialization and continuing through nursing career (Olesen & Whittaker 1970, Melia 1984, Faison 2003).

The socialization processes exert a fundamental influence on the nature of care, whether the care is innate human trait, moral duty or part of a mutual relationship, regardless of the physical or expressive nature, the care that nurses provide shaped by their socialization experience as students and young workers (Mackintosh 2006). The Dingwall (1977) described the socialization as a process in which newcomers to a group working to understand the environment, to acquire the kinds of knowledge that will allow them to develop professional behaviors recognizable and acceptable by the established members of the professional team. In this sense, students internalize the knowledge, the skills, the attitudes, the behavior patterns and prevailing professional values, as well as the philosophy espoused by the nursing faculty and the professionals with whom they cooperated. (Weidman, Twale & Stein 2001).

Important phase in the process of professional socialization is the entry of the

employee in the workplace, because then learns what the professional role is in fact and how to interpret it within the acceptable. Surveys in other professional areas concluded that the socialization process in the new framework, results in "compliance" (passive or active) of young professionals, the retreat, compromise and generally accepting "traditional" and "conservative" attitudes and principles, as a result of systematic and strong pressures to 'compliance' of the other team members. Compliance is defined as the activity of the newly appointed resulting in uniformity of behavior to the established role of professional interpretation from the side of the old colleagues (Gotovos Mavrogiorgos and 1984). The phenomenon of compliance is of particular importance to nursing education because the socialization of nursing students in the nursing profession takes place at two levels in the environment of higher institutions and health services, and this is a major problem of nursing education in Greece. In a research conducted by Dimitriadou (2008) found that the vast majority of nurses (91.8%) of the study population, admitted that experienced reality shock as a result of disharmony between the image that had formed for the profession as a student at the period of study and the reality they saw in the area of their actual work. This experience is more common in young age and those who have a few years of work and demonstrates the existence of a discrepancy between the culture of education and work. The workers admitted they studied nursing that found to be otherwise applied to the real world of work and realize that it is essentially unprepared for the realities of exercise (Dimitriadou 2008). It is argued that that the current work environment generally, and staffing services for nursing staff in particular, contribute to the problematic socialization of nurses in the profession. (Dimitriadou 2008).

Conclusions

In this context it would be interesting to investigate the incidence of the phenomenon of "compliance" of new nurses, as when nurses in their workplace find a gap between what they think about their role and what is actually allowed to be, experiencing

frustration and disappointment. The picture that they had for their role becomes "untenable", as a result, if they don't leave the space, to retreat complied, back to traditional vocational identity, manifesting simultaneously ordinary professional behaviors recognizable and acceptable by the long-established members of the Nursing group (Ewens 2003). The existence of both factors, without taking drastic measures in education and the organizational characteristics of the exercise areas of nursing, will feedback the crisis in the nursing profession and mainly will undermine any effort to change and improve the quality of the supplied project.

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