Examining the Relationship Between Professional Self-Concept and Professional Commitment Level Among Nursing Students at the Graduation Stage

Mezuniyet Aşamasındaki Hemşirelik Öğrencilerinde Profesyonel Benlik Kavramı İle Mesleğe Bağlılık Düzeyi Arasındaki İlişkinin İncelenmesi

İnci İnceleme[1]
Orcid: 0000-0002-9366-9365
Satı Demir[2]
Orcid: 0000-0003-4232-8891
[1]Gazi University, Graduate School of Health Sciences, Ankara, Türkiye
[2]Gazi University, Department of Nursing, Ankara, Türkiye

Sorumlu Yazar:
İnci İnceleme
E-posta:
inciinceleme@gazi.edu.tr

Abstract

Aim: This study aims to examine the levels of professional commitment and professional self-concept among nursing students approaching graduation and to explore the relationship between these two variables.

Methods: This descriptive cross-sectional study was conducted among senior nursing students (N = 162) at a state university in Ankara. Data were collected in June 2023 using the student introductory information form, Professional Commitment in Nursing Scale (PCNS), and Professional Self-Concept Scale for the Student (SNPSCS). Descriptive statistics, Pearson correlation analysis, and multiple linear regression analysis were used to analyze the data.

Results: The average age of the participants was 22.4 and the majority were female (95.1%) and single (98.8%). The mean scores for professional commitment and Professional self-concept were measured as 77.4 ± 11.4 and 140.9 ± 14.0, respectively. Positive relationships were found between professional commitment and self-concept ($r = 0.767$, $p < 0.001$). Multiple linear regression analysis showed that professional self-concept explained 66% of the total variance in professional commitment ($R^2_{adj} = 0.66$). Additionally, professional self-concept explains 48%, 70%, and 36% of the variance in willingness to make an effort, maintaining membership, and believe in goals and values, respectively.

Conclusions: This study highlights the crucial role of professional self-concept in shaping nursing students' professional commitment. Developing a robust professional identity through educational programs can enhance students' commitment levels.

However, a high professional self-concept does not ensure long-term career retention, emphasizing the need for ongoing support during the transition from student to professional. Further research on professional self-concept and commitment in other health professions is recommended to broaden understanding and improve healthcare practices.

Özet

Amaç: Bu çalışmanın amacı, mezuniyete yaklaşan hemşirelik öğrencileri arasında mesleki bağlılık ve profesyonel benlik kavramı düzeylerini incelemek ve bu iki değişken arasındaki ilişkiyi araştırmaktır.

Yöntem: Bu tanımlayıcı kesitsel çalışma, Ankara'da bir devlet üniversitesinde hemşirelik son sınıf öğrencileri (N = 162) arasında gerçekleştirildi. Veriler, Haziran 2023'te, öğrenci tanıtıcı bilgi formu, Hemşirelikte Mesleğe Bağlılık Ölçeği ve Öğrenci Hemşirelerde Profesyonel Benlik Kavramı Ölçeği kullanılarak toplandı. Verilerin analizinde tanımlayıcı istatistikler, Pearson korelasyon analizi ve çoklu doğrusal regresyon analizi kullanıldı.

Bulgular: Katılımcıların yaş ortalaması 22,4 olup çoğunluğu kadın (%95,1) ve bekardır (%98,8). Mesleki bağlılık ve profesyonel benlik kavramına ilişkin ortalama puanlar sırasıyla 77,4 ± 11,4 ve 140,9 ± 14,0 olarak ölçülmüştür. Mesleki bağlılık ile profesyonel benlik kavramı arasında pozitif ilişkiler bulunmuştur (r = 0,767, p <0,001). Çoklu doğrusal regresyon analizi, profesyonel benlik kavramının mesleki bağlılıktaki toplam varyansın %66'sını açıkladığını göstermiştir (Radj2 = 0.66). Ayrıca profesyonel benlik kavramı, çaba gösterme istekliliği, meslek üyeliğini sürdürme, hedef ve değerlere olan inançtaki varyansın sırasıyla %48, %70 ve %36'sını açıklamaktadır.

Sonuç: Bu çalışma, hemşirelik öğrencilerinin mesleki bağlılığını şekillendirmede profesyonel benlik kavramın önemli rolünü vurgulamaktadır. Eğitim programları aracılığıyla sağlam bir profesyonel kimlik geliştirmek, öğrencilerin bağlılık seviyelerini artırabilir. Ancak, yüksek bir profesyonel benlik kavram, uzun vadeli kariyer devamlılığını garanti etmez ve öğrencilikten mesleğe geçiş sırasında sürekli desteğe olan ihtiyacı vurgular. Sağlık hizmetleri uygulamalarını daha iyi anlamak ve geliştirmek için diğer sağlık mesleklerinde profesyonel benlik kavramı ve mesleki bağlılık üzerine daha fazla araştırma yapılması önerilmektedir.

INTRODUCTION

The critical role of health professions in the delivery of health services has been highlighted once again by the COVID-19 pandemic (1). However, the global staff shortage in many health professions, including nursing, is a growing concern. It is estimated that there will be a shortage of 10 million health workers by 2030, with low- and middle-income countries particularly affected (2). This staff shortage is exacerbated by several factors, including heavy workloads, challenges in the work environment, an aging workforce, and the tendency to seek higher-paying jobs (3-6). In addition, students and new graduates in health professions leave their careers early due to job dissatisfaction and disappointment, which negatively affects the quality of health services. This poses a serious risk to the sustainability and effectiveness of health services (7, 8). One of the important factors affecting the intention to remain in the health professions is the professional self-concept (9). The terms "professional self-concept" and "professional identity" are often used interchangeably. They encompass an individual's confidence in their professional role experiences, a sense of competence in their professional activities, and an ideological commitment to their profession (10). It is stated that professional self-concept plays an important role in preventing professional burnout (11, 12). Research shows that healthcare professionals with a positive professional self-concept have higher rates of motivation, job satisfaction, and commitment, which positively impacts patient care (13, 14) In healthcare professions such as nursing and medicine, professional identity begins to form at the start of the educational process and develops through clinical experiences (14, 15). Many individual and environmental factors influence the development of professional self-concept among students in healthcare professions (16). The interaction of these factors directly affects students' professional values, mental health, and academic performance (17). It is emphasized that the concept of professional self-concept is relatively stable for experienced healthcare professionals, but fluctuates during the transition from student to graduate healthcare professional (18). In this context,

professional education programs need to provide an environment that supports the reinforcement of students' professional identities (19). Research on professional self-concept and professional commitment in the health professions is quite limited outside of nursing. In particular, there is a lack of studies directly examining the relationship between professional identity and professional commitment among students in the health professions. However, during the COVID-19 pandemic in China, an informational intervention related to the inspiring role model Dr. Zhong Nanshan was found to increase career commitment among medical students (20). This finding suggests that interventions aimed at developing professional identity may increase career commitment among medical students, indirectly revealing the relationship between professional identity and professional commitment. In addition to studies on students, some studies on health professionals show that professional identity increases job motivation and affects the intention to leave. A study of general practitioners across China found that professional identity affects job burnout, which indirectly affects the intention to leave the profession (11). Additionally, another study conducted in China shows that professional identity has a direct negative effect on turnover intention among social work professionals (21). These findings suggest that strengthening professional identity is a critical strategy for increasing the professional commitment levels of health professionals. However, for professional identity development efforts to be effective, it is important to continuously maintain supportive and empowering practices at all stages of the education process, especially during the transition from student to workforce. This study aims to determine the levels of professional commitment and professional self-concept among nursing students at the graduation stage and to explore the relationship between these two variables. Identifying potential areas for enhancement in the education process of these students, who will play a critical role in the delivery of healthcare services, is of great importance for improving the sustainability and quality of the nursing profession. In this context, the findings obtained will provide a foundation for strategic planning in nursing education.

Research Questions

1. What are the levels of commitment to the profession and professional self-concept of nursing students at the graduation stage?
2. Is there a relationship between the level of commitment to the profession and the professional self-concept level of nursing students at the graduation stage?
3. Do the professional self-concept levels of nursing students at the graduation stage affect their level of commitment to the profession?

METHODS

Design

A descriptive cross-sectional study design was used to investigate the relationship between professional commitment and professional self-concept among senior nursing students enrolled at a state university in Ankara, Turkey, during 2023."

Sample

The population of the research consists of senior students (230) enrolled in the Nursing Faculty of Gazi University, a state university located in Ankara, Turkey. All of these students have completed their theoretical and practical courses during their undergraduate education and have reached the graduation stage. No sample selection was made in the research. All students were informed about the purpose, content, and method of the study, and students (162) who agreed to participate in the research were included in the study. The participation rate in the research was 70.5%. The G*Power program (version 3.1.9.7) was utilized to assess the adequacy of the sample size in a study investigating the impacts of nursing students' professional commitment and professional self-concept subscales, as determined by the R^2 value obtained from multiple regression analysis (67.0%). A large effect size (f^2) of 2.03 and a power of 1.00 (99%) were observed, suggesting that the sample size was sufficient. These findings confirm the robustness of the analysis conducted on 162 students in the study."

Measurements and Data Collection

Data were obtained using The student introductory information form, Professional Commitment in Nursing Scale, and Professional Self-Concept Scale for the Student. The data were collected by face-

to-face interviews with students during their final week before graduation, specifically in June 2023.

The student introductory information form: The student introductory information form, prepared by the researchers, consists of 4 questions to evaluate the student's age, gender, marital status, and economic status.

Professional Commitment in Nursing Scale (PCNS): The Professional Commitment in Nursing Scale (PCNS) was originally developed by Lu, Chiou, and Chang (2000) (22) to determine the level of commitment of nurses to the profession. The validity and reliability of the Turkish adaptation were studied by Çetinkaya, Özmen, and Bayık Temel (2015) (23). In this study, the scoring ranges, subdimensions, and reliability coefficients are based on the findings of both the original and Turkish adaptation studies. During the Turkish adaptation of the PCNS, no modifications were made to the items, and the scale was translated and back-translated to ensure language consistency. Both the original and Turkish versions demonstrated good reliability and validity. The scale is a 4-point Likert-type scale consisting of 26 items and 3 sub-dimensions (willingness to make an effort, maintaining membership, belief in goals and values). The lowest score to be obtained from the entire scale is 26 and the highest score is 104. The lowest and highest scores from the sub-dimensions are as follows; 13-52 points in the "willingness to make effort" sub-dimension, 8-32 points in the "maintaining membership" sub-dimension, and 5-20 points in the "belief in goals and values" sub-dimension. High scores from the subscales and the entire scale indicate that professional commitment is high. The result of the previous study demonstrates that the PCNS has good reliability and validity. In this study, the overall Cronbach alpha value of the scale was found to be 0.90. Cronbach's alpha coefficients for each subscale were 0.89, 0.89, and 0.62, respectively.

Professional Self-Concept Scale for the Student (SNPSCS): The Professional Self-Concept Scale for the Student (SNPSCS) was developed by Sabancıoğulları and Doğan in 2011 (24). The scale is a 4-point Likert-type scale consisting of 45 items and 3 sub-dimensions (professional satisfaction, professional competence, professional attributes). The lowest score to be obtained from the entire scale is 45 and the highest score is 180. The lowest and highest scores in the sub-dimensions are

as follows; 8-32 in the "professional satisfaction" subscale, 7-28 in "professional competence", and 30-120 in "professional attributes". High scores indicate that nurses' professional self-concept has developed positively. Professional satisfaction; It expresses the professional satisfaction of student nurses. Professional competence; It includes self-evaluation in terms of professional qualifications (professional knowledge and skills, decision-making skills, problem-solving skills, etc.) required to fulfill the nursing profession. Professional attributes are; It includes thoughts, feelings, and beliefs about the qualifications of the profession and their fulfillment (24). Previous research has established the reliability and validity of the SNPCS. In this study, we found the overall Cronbach's alpha of the whole scale was 0.91. Cronbach's alpha coefficients for each subscale were 0.70, 0.82, and 0.89, respectively.

Statistical Analysis

IBM Statistical Package for Social Sciences (SPSS) version 28 was used for data analysis. A normal distribution of the data was examined using the histograms, skewness, and kurtosis of the scores of professional commitment and professional self-concept. In the study, descriptive statistics were used to analyze nursing students' general knowledge, professional commitment levels, and professional self-concept levels. Means and standard deviations were reported for normally distributed data. Pearson correlation analysis was conducted to explore the general relationship between professional commitment and professional self-concept. While correlation analysis demonstrated the strength and direction of this relationship, multiple linear regression analysis provided a deeper understanding by identifying how specific dimensions of professional self-concept predict professional commitment levels. Therefore, the findings from regression analysis are emphasized for detailed interpretation.This approach allowed researchers to evaluate the predictive value of various factors on levels of professional commitment.

Ethical Considerations

The research was conducted after obtaining institutional permission from the Gazi University Ethics Commission (Research Code No: 2023-608) and the Dean of the Faculty of Nursing. Before students participated in the research,

they were given necessary information about the nature of the research, and their written and verbal consent for participation was obtained. Permission to use the Professional Commitment in Nursing Scale (PCNS) and the Professional Self-Concept Scale for the Student (SNPSCS) was obtained from the authors who conducted the Turkish validity and reliability studies, namely Çetinkaya, Özmen, and Bayık Temel (for PCNS) and Sabancıoğulları and Doğan (for SNPSCS).

RESULTS

The descriptive characteristics of participating nursing students are shown in Table 1. It is seen that the mean age of students was 22.4±1.2 years and, 95.1% (n=154) were female, 98.8 % (n=160) were single. Of the students,74.1% (n=120) expressed their economic status as "income and expense equal" (Table 1). The total mean score of students from PCNS was 77.4±11.4 and mean subdimension scores for willingness to make an effort, maintaining membership, and belief in goals and values were 38.8±6.6, 25.1±3.1, 15.6±2.1 respectively (Table 2). The total mean score from SNPSCS was 140.9±14.0 and the mean subdimension score for professional satisfaction was 22.9±3.8, Professional competence was 20.9±3.0, and professional attributes were 97.0±9.7 (Table 3). The Pearson correlation analysis demonstrated a positive and significant relationship between overall professional commitment and professional self-concept (r=0.767, p<0.001). Additionally, positive correlations were observed between professional commitment and the subdimensions of professional self-concept: professional satisfaction (r=0.747, p<0.001), professional competence (r=0.485, p<0.001), and professional attributes (r=0.657, p<0.001). All results of correlation analysis are shown in Table 4. These results provide an overview of the general relationship between the two main variables, while regression analysis allows for a more detailed examination. Regression analysis revealed that professional self-concept explains 66% of the variance in overall professional commitment (Radj² = 0.66). Among the

Table 1. Demographic characteristics of the participants (N = 162)

Age (mean+SD)	22.4±1.2 (Min=21; Max=30)	
	Number (N)	Percentage (%)
Gender		
Female	154	95.1
Male	8	4.9
Marital status		
Single	160	98.8
Married	2	1.2
Economic status		
Income more than expenses	6	3.7
Income and expenses equal	120	74.1
Expenses are more than income	36	22.2

Min: Minimum, Max: Maximum, SD: Standard Deviation

Table 2. Levels Professional Commitment in Nursing Scale Score of Students

Professional Commitment in Nursing Scale	Min	Max	Mean	SD
Total Score	32.0	104.0	77.4	11.4
Willingness to make an effort	16.0	52.0	38.8	6.6
Maintaining membership	15.0	32.0	25.1	3.1
Belief in goals and values	8.0	20.0	15.6	2.1

Min: Minimum, Max: Maximum, SD: Standard Deviation

Table 3. Levels of Students Professional Self-Concept Scale Score

Professional Self–Concept Scale for the Student Nurses	Min	Max	Mean	SD
Total Score	103.0	180.0	140.9	14.0
Professional satisfaction	8.0	32.0	22.9	3.8
Professional competence	12.0	28.0	20.9	3.0
Professional attributes	78.0	120.0	97.0	9.7

Min: Minimum, Max: Maximum, SD: Standard Deviation

Table 4. The correlation between students' levels of professional commitment and professional self-concept (N=162).

Professional Commitment in Nursing Scale		Professional Self–Concept Scale for the Student Nurses			
		Total score	Professional satisfaction	Professional competence	Professional attributes
Total score	r	0.767	0.747	0.485	0.657
	p	<.001	<.001	<.001	<.001
Willingness to make an effort	r	0.663	0.534	0.579	0.561
	p	<.001	<.001	<.001	<.001
Maintaining membership	r	0.828	0.595	0.664	0.748
	p	<.001	<.001	<.001	<.001
Belief in goals and values	r	0.605	0.468	0.351	0.577
	p	<.001	<.001	<.001	<.001

Pearson Correlation (p<.001)

r = Pearson Correlation Coefficient, p = Statistical Significance

subdimensions, professional satisfaction had the strongest predictive value for willingness to make an effort (β = 0.538, p <0.001), while professional attributes demonstrated the strongest influence on belief in goals and values (β = 0.432, p <0.001). These findings underscore the specific roles of professional self-concept dimensions in shaping different aspects of professional commitment. Table 5 demonstrates that all dimensions of professional self-concept collectively explain 66% of the variance in overall professional commitment (Radj² = 0.66). Specifically, professional satisfaction accounted for 48% of the variance in willingness to make an effort (Radj² = 0.48), professional competence contributed to 70% of the variance in maintaining

membership (Radj² = 0.70), and professional attributes explained 36% of the variance in belief in goals and values (Radj² = 0.36). These findings highlight the unique contributions of each dimension to different aspects of professional commitment.

DISCUSSION

The primary aim of this study is to examine the professional commitment of nursing students at the graduation stage and to investigate the impact of the professional self-concept on this commitment. The demographic data of the students indicate that they are young and predominantly single, reflecting the general profile of nursing students in the pre-graduation period.

Table 5. Multiple linear regression analysis showing the effect of professional self-concept on professional commitment

Variables	Professional commitment (Total score)									
	B	SE	Beta	t	p	95%CI		R²	F	p
						Lower	Upper	(Adj. R²)		
Constant	-4.583	5.347		-0.857	.393	-15.143	5.978	0.670 (0.664)	107.016	<.001
Professional satisfaction	1.588	0.159	0.538	9.957	<.001	1.273	1.9033			
Professional competence	0.547	0.197	0.148	2.779	.006	0.158	0.936			
Professional attributes	0.351	0.69	0.299	5.092	<.001	0.215	0.488			
	Willingness to make an effort									
Constant	-4.109	3.878		-1.060	.291	-11.769	3.551	0.492 (0.482)	50.993	<.001
Professional satisfaction	0.500	0.116	0.290	4.318	<.001	0.271	0.728			
Professional competence	0.789	0.143	0.365	5.524	<.001	0.507	1.071			
Professional attributes	0.154	0.050	0.224	3.078	.002	0.055	0.253			
	Maintaining membership									
Constant	-708	1.373		-0.516	.607	-3.420	2.003	0.710 (0.705)	129.232	<.001
Professional satisfaction	0.193	0.041	0.238	4.706	<.001	0.112	0.274			
Professional competence	0.364	0.051	0.359	7.193	<.001	0.264	0.463			
Professional attributes	0.142	0.018	0.442	8.019	<.001	0.107	0.177			
	Belief in goals and values									
Constant	2.970	1.358		2.186	.03	0.287	5.652	0.373 (0.361)	31.325	<.001
Professional satisfaction	0.120	0.041	0.222	2.973	.003	0.040	0.200			
Professional competence	0.039	0.050	0.057	0.770	.442	-0.060	0.137			
Professional attributes	0.093	0.018	0.432	5.332	<.001	0.59	0.128			

B = Regression Coefficient, SE = Standard Error, β = Standardized Beta Coefficient, Radj² = Adjusted R², CI = Confidence Interval

In our study, it was observed that nursing students' levels of professional commitment were positive but moderate, with a total mean score of 77.4±11.4 from the SNPSCS. This result is consistent with similar studies in the literature. For example, in the study by Zhang et al. (2023), it was reported that nursing students generally demonstrated moderate levels of professional commitment, and the scores obtained from the subscales were at comparable levels (25). Similarly, in the study by Ayaz-Alkaya et al. (2018), nursing students' levels of professional commitment were found to be moderate, with a total mean score of 58.1±9.5; however, their commitment levels were relatively lower compared to those in our study (26). This difference may stem from variations in the timing of the assessments in these studies. While Ayaz-Alkaya et al. evaluated the professional commitment of students one week after the start of their internship program, our study assessed this level after the completion of the internship program. The clinical experience gained during the internship period may have contributed to the development of students' perceptions of the profession and enhanced their professional commitment levels. Our findings suggest that clinical experiences play a significant role in strengthening professional commitment and highlight the importance of effectively planning and supporting internship processes in nursing education programs. The mean scores of professional self-concept and its subdimensions indicated that nursing students generally possess a moderate to high level of professional self-concept. This finding is consistent with Çöplü's study (10) where nursing students' total and sub-dimensions scores on the Professional Self-Concept Scale for Student Nurses were also moderately high. This similarity suggests that nursing students tend to develop a relatively positive perception of their professional self-concept during their education. However, the moderately high scores also highlight areas for improvement, especially in terms of interventions aimed at improving professional self-concept dimensions such as satisfaction, competence, and qualifications. This study identified a significant positive relationship between nursing students' professional commitment and their professional self-concept, highlighting the crucial role of professional identity in fostering dedication to the nursing profession. Overall, professional commitment scores were strongly linked to students' perceptions of their professional self-concept ($r = 0.767$, $p < 0.001$), indicating that students with a more positive view of their professional roles are more likely to remain committed to their profession. This finding aligns with Badiyepeyma et al.'s (2014) study on final-year students in Iran, which also found a significant correlation between nursing students' professional self-concept and their decision for job retention (27). Among the sub-dimensions, the desire to maintain membership in the profession showed the strongest correlations with professional attributes ($r = 0.748$, $p < 0.001$) and professional competence ($r = 0.664$, $p < 0.001$). This suggests that students who feel aligned with the values and ethics of the nursing profession and who view themselves as competent are more likely to stay committed to their careers. These findings align with previous research emphasizing the importance of professional values and clinical competence in sustaining long-term professional dedication (28-31). On the other hand, the willingness to make an effort was moderately correlated with professional satisfaction ($r = 0.534$, $p < 0.001$) and professional competence ($r = 0.579$, $p < 0.001$). This indicates that students' motivation to invest effort in their profession is influenced by how satisfied they feel in their roles and their confidence in their clinical abilities. Additionally, belief in professional goals and values showed moderate correlations with professional satisfaction ($r = 0.468$, $p < 0.001$) and professional attributes ($r = 0.577$, $p < 0.001$), but a weaker correlation with professional competence ($r = 0.351$, $p < 0.001$). This finding suggests that alignment with the broader goals and values of nursing depends more on students' satisfaction with their roles and their internalization of professional values than on their clinical skills. This highlights the importance of creating learning environments where students can connect personally with the values of the profession, as such alignment plays a key role in fostering professional commitment. The analysis indicates that professional self-concept plays an important role in determining the level of professional commitment of nursing students. The results reveal the impact of different dimensions of professional self-concept on professional commitment. In particular, it appears that all dimensions of professional self-concept explain 66% of the total score of professional

commitment, 48% of willingness to make an effort, 70% of desire to maintain membership, and 36% of belief in goals and values. These results were found to be consistent with previous study highlighting the decisive role of professional self-concept in shaping nurses' professional commitment (27, 30). Various studies highlight that the professional self-concept plays a crucial role in shaping the attitudes and behaviors of individuals in the nursing profession (12, 32, 33). For example, Farhadi et al. (2021) emphasized that a strong professional self-concept among nurses working with COVID-19 patients significantly contributed to their resilience and work-related quality of life (33). These findings, consistent with our study's results, support the notion that the professional self-concept is a critical variable in determining nursing students' levels of professional commitment. Although nursing students in this study demonstrated a moderate to high level of professional self-concept and commitment, it is crucial to acknowledge that these attributes do not guarantee long-term retention in the profession (34). Cowin's longitudinal study (2015) highlighted the variable nature of nursing students' qualifications over time, particularly during the transition from student to graduate nurse role. The study highlighted the importance of the theoretical foundation and clinical experiences provided by nursing education programs in supporting the development of core competencies in nursing students. In particular, the observed decline in certain qualifications during the transition to practice highlights the difficulties new graduates face in adapting to the realities of the nursing profession (34). There are many studies indicating that new graduate nurses have difficulty adapting and intend to leave (35-38). This suggests that while professional self-concept serves as a foundation for professional commitment, additional strategies are required to ensure sustained engagement and retention in the profession.

CONCLUSIONS

This study underscores the critical role of professional self-concept in shaping the professional commitment of nursing students nearing graduation. The findings indicate that nursing students exhibit moderate to high levels of both professional commitment and professional self-concept. Furthermore, the significant positive correlation observed between these two constructs highlights the necessity of fostering a robust professional self-concept to strengthen students' commitment to their profession. The analysis reveals that professional self-concept has a significant impact on various dimensions of professional commitment, including the willingness to make an effort, the desire to maintain membership within the profession, and belief in professional goals and values. These findings emphasize the need for educational programs to prioritize the development of students' professional identities as a strategy to enhance their commitment levels. Moreover, further research is warranted to investigate the role of professional self-concept and commitment across diverse healthcare professions, aiming to deepen understanding and contribute to the advancement of healthcare practices.

Limitations

The study has some limitations. First of all, the generalizability of the findings is limited because the majority of the participants were female nursing students and were selected from a nursing faculty located in the capital of Turkey. Second, it is difficult to explain causality due to the cross-sectional nature of the research design. Longitudinal design studies and the use of a larger, more heterogeneous sample are recommended for future studies.

Ethical Approval

Ethics committee approval was received for this study from the ethics committee of Gazi University (Date: May 09, 2023 Number: 2023-608)

Conflict of interest

The authors declare that they have no competing interest.

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