

Professional Self-Concept of Students in Bachelor of Science in Nursing Program

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### **Abstract**

Background: Self-concept consists of one's judgments and attitudes about themselves and is influenced by social comparisons. Positive self-concept should be facilitated and encouraged by nursing schools through coursework and support resources and by healthcare employers through human resource initiatives. The aim of this study was to describe the level of self-concept among pre-licensure undergraduate students in the Bachelor of Science in Nursing (BSN) program.

Methods: This cross-sectional correlational study used self-report instruments, including demographics and the Professional Self-Concept in Nursing Instrument (PSCNI). The participants were nursing students who have been enrolled in a nursing skills-based class. The collected data (n=103) were analyzed using SPSS/WIN 28.0. Descriptive statistics, independent t-test, ANOVA and Pearson's correlation coefficients were conducted.

Findings: Most participants were female (n= 90) with a mean age of 20 years (SD=1). The mean score of the PSCNI was 78 (SD= 7), ranging 27-108. The level of PSCNI was positively correlated with receiving tutoring through the university's program, working as a tutor for nursing or prerequisite classes, transferring into the BSN program, and participating in campus nursing organizations. The level of PSCNI was negatively correlated with advancement in semesters of the nursing program, being a first-generation college student, having a family member that is a nurse, GPA, and having clinical-related work experience in healthcare.

Conclusions: Higher levels of exposure to nursing may relate to lower PSCNI. This is important to recognize and can be applied to other nursing schools and health-related departments. These findings could motivate schools of nursing to enhance students' resilience by promoting self-concept. It also shades light on self-care and mental health of healthcare professional.