

RESEARCH ARTICLE

Gendered Professional Socialization, Conflict, And Identity Formation In Contemporary Nursing Education And Practice

Alexandra Müller

Department of Nursing Science, Heidelberg University, Germany

VOLUME: Vol.06 Issue02 2026

PAGE: 01-05

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

The nursing profession has long been shaped by deeply embedded social, cultural, and gendered assumptions that influence professional identity formation, interpersonal dynamics, and institutional practices. Despite ongoing efforts to diversify the workforce and modernize nursing education, persistent challenges remain, particularly regarding professional socialization, gender inclusion, and interprofessional relationships. Drawing exclusively on the provided body of literature, this original research article offers an extensive theoretical and interpretive analysis of professional socialization in nursing, with particular attention to gender dynamics, male inclusion, nurse–physician conflict, and the sociological foundations of identity formation. The article synthesizes nursing, sociology, psychology, and higher education scholarship to construct an integrative framework that explains how professional norms, values, and power relations are transmitted, negotiated, and contested across educational and clinical contexts. Using a qualitative, interpretive methodological orientation grounded in situated learning theory and social identity theory, the study re-examines existing empirical findings to generate new conceptual insights rather than replicate prior results. The findings suggest that professional socialization in nursing is not a linear or neutral process but a deeply gendered, emotionally charged, and institutionally mediated experience that affects workforce retention, well-being, and professional cohesion. Male nursing students and practitioners encounter distinctive forms of marginalization, role strain, and identity dissonance, while nurses more broadly navigate hierarchical tensions with physicians that reflect historical power asymmetries. The discussion critically evaluates the implications of these dynamics for nursing education, professional ethics, and organizational leadership, highlighting the need for transformative pedagogical approaches that address hidden curricula, emotional labor, and inclusivity. By offering an expansive, theoretically rich analysis, this article contributes to advancing scholarly understanding of nursing as a socially constructed profession and provides a foundation for future research and policy-oriented interventions aimed at fostering equitable and resilient nursing cultures.

KEY WORDS

Professional socialization, nursing education, gender, professional identity, interprofessional conflict, inclusivity.

INTRODUCTION

Nursing occupies a paradoxical position within modern healthcare systems. On the one hand, it is universally

recognized as indispensable, forming the backbone of patient care, health promotion, and clinical coordination. On the other hand, it continues to struggle with issues of professional status, gender stereotyping, workforce shortages, and strained interprofessional relationships. These challenges are not merely operational or economic; they are deeply rooted in processes of professional socialization that shape how nurses understand their roles, relate to colleagues, and construct their professional identities. Professional socialization refers to the complex, multidimensional process through which individuals internalize the values, norms, behaviors, and expectations associated with a profession (Hafferty, 2009; Morawski & St Martin, 2011). In nursing, this process begins well before formal education and extends throughout one's career, influenced by societal beliefs about care work, gender, and authority (Henslin, 2015; Brinkerhoff et al., 2014).

Historically, nursing has been feminized, both symbolically and structurally, a legacy that continues to shape recruitment patterns, educational experiences, and workplace dynamics. While women have faced issues of undervaluation and accumulative disadvantage within professional hierarchies (Clark & Corcoran, 1986), men entering nursing encounter a different but equally complex set of challenges related to minority status, gender role expectations, and social visibility (Hegge & Guttormsen, 2016; Leonard & McArthur, 2015). These gendered dynamics intersect with broader organizational and cultural forces, producing varied experiences of inclusion, conflict, and identity negotiation.

At the same time, nursing practice unfolds within interprofessional environments where power differentials between nurses and physicians remain salient. Research on nurse–physician conflict, particularly in high-stakes settings such as neonatal intensive care units, demonstrates how communication breakdowns, role ambiguity, and hierarchical norms undermine collaboration and professional satisfaction (Drach-Zahavy & Somech, 2010). Such conflicts are not isolated incidents but are embedded within the socialization processes that teach nurses when to speak, when to defer, and how to manage emotional labor.

Despite a substantial body of literature addressing discrete aspects of nursing education, gender, and professional practice, gaps remain in integrating these strands into a comprehensive theoretical account of professional socialization. Much of the existing research focuses on outcomes—such as stress, compassion fatigue, or retention—

without fully interrogating the underlying socialization mechanisms that produce them (Hegney et al., 2014; Li & Liu, 2018). Moreover, while systematic reviews have mapped the contours of professional socialization in nursing education (Grotberg & Baldwin, 2020), there is a need for deeper theoretical elaboration that connects nursing-specific findings with broader sociological and educational theories, including situated learning (Wenger, 1991), experiential learning (Kolb, 1984), and professional identity development (Ibarra, 1999).

This article addresses this gap by offering a comprehensive, theory-driven analysis of professional socialization in nursing, grounded exclusively in the provided references. Rather than presenting new empirical data, it reinterprets existing studies through an integrative conceptual lens, generating original insights into how gender, power, and identity intersect within nursing education and practice. By doing so, it aims to contribute to scholarly debates on professionalism, inclusivity, and organizational change, while also offering practical implications for educators, administrators, and policymakers.

METHODOLOGY

The methodological orientation of this study is qualitative, interpretive, and theoretical in nature. Rather than employing primary data collection, the research adopts an integrative analytical approach that synthesizes findings from the provided literature to construct new conceptual understandings. This approach aligns with established traditions in social science and professional education research, where theory-building and critical synthesis are recognized as legitimate and valuable forms of scholarly inquiry (Morawski & St Martin, 2011; Hafferty, 2009).

The primary data sources consist exclusively of peer-reviewed journal articles, scholarly books, and authoritative reports listed in the reference section. These sources span nursing education, sociology, psychology, and higher education studies, allowing for interdisciplinary triangulation. The analysis proceeded through several iterative stages. First, the literature was examined to identify recurring themes related to professional socialization, gender dynamics, identity formation, and interprofessional relationships. Particular attention was paid to studies focusing on male nurses and nursing students, as well as those addressing conflict and emotional labor in clinical settings (Drach-Zahavy & Somech, 2010; Hegge & Guttormsen, 2016).

Second, these themes were mapped onto established

theoretical frameworks. Wenger's concept of legitimate peripheral participation was used to analyze how novices enter and gradually move toward full participation within nursing communities of practice (Wenger, 1991). Kolb's experiential learning theory provided a lens for understanding how clinical experiences shape professional knowledge and identity (Kolb, 1984). Social identity and acculturation theories were employed to explore how individuals negotiate belonging within a profession marked by strong cultural norms (Padilla & Perez, 2003).

Third, the analysis incorporated insights from broader professional socialization literature outside nursing, including studies on medical education, psychology, and student affairs. These sources offered comparative perspectives that enriched the interpretation of nursing-specific findings (Bruss & Kopala, 1993; Collins, 2009; Carpenter & Stimpson, 2007). By situating nursing within a wider professional landscape, the study avoided insular conclusions and highlighted structural similarities across professions.

Throughout the analysis, reflexivity and critical interpretation were emphasized. Rather than treating the literature as a repository of objective facts, the study acknowledged that research findings are themselves shaped by theoretical assumptions, methodological choices, and historical contexts. This stance allowed for the identification of implicit norms and power relations embedded within both nursing practice and nursing scholarship.

RESULTS

The integrative analysis yielded several interrelated findings that illuminate the complex nature of professional socialization in nursing. These findings are presented descriptively, emphasizing patterns, relationships, and processes rather than quantitative outcomes.

One central finding is that professional socialization in nursing is profoundly gendered. From early educational experiences, students encounter explicit and implicit messages about who belongs in nursing and how a nurse should behave. Male nursing students frequently report feeling scrutinized, stereotyped, or subtly excluded, experiences that shape their professional identities in enduring ways (Evans & Frank, 2019; Leonard & McArthur, 2015). These students often engage in compensatory strategies, such as emphasizing technical competence or distancing themselves from aspects of care perceived as feminine, to gain legitimacy within the profession

(Hegge & Guttormsen, 2016).

At the same time, female nurses navigate expectations of emotional availability, self-sacrifice, and compliance, which are reinforced through educational curricula and clinical role modeling. While these expectations align with ideals of compassion and patient-centered care, they also contribute to emotional exhaustion and compassion fatigue, particularly in high-pressure environments (Hegney et al., 2014). The socialization process thus simultaneously produces professional commitment and vulnerability.

Another key finding concerns the role of interprofessional dynamics in shaping nurses' professional identities. Studies of nurse-physician conflict reveal that hierarchical norms are deeply ingrained, influencing communication patterns and decision-making processes (Drach-Zahavy & Somech, 2010). Nurses learn, often implicitly, when to assert their expertise and when to defer, a balancing act that requires emotional intelligence and situational awareness. These lessons are not formally taught but are absorbed through observation, feedback, and sometimes conflict, illustrating the power of the hidden curriculum in professional socialization (Hafferty, 2009).

The analysis also highlights the importance of situated learning and communities of practice. Nursing students and novice practitioners develop their professional identities through participation in clinical environments, where learning is embedded in everyday activities and social interactions (Wenger, 1991). Acceptance by peers and mentors plays a critical role in this process, reinforcing norms and validating emerging professional selves. Conversely, exclusion or marginalization can disrupt identity development and contribute to attrition.

Finally, the findings underscore the cumulative nature of socialization experiences. Early encounters with gender bias, role ambiguity, or conflict can have lasting effects, shaping career trajectories and professional engagement. This cumulative perspective resonates with theories of accumulative disadvantage, which emphasize how small, repeated inequities can produce significant long-term outcomes (Clark & Corcoran, 1986).

DISCUSSION

The findings of this integrative analysis invite a deeper examination of professional socialization as a dynamic, contested, and emotionally charged process. One of the most

significant implications is the recognition that socialization is not merely about skill acquisition or knowledge transfer but about identity work. Nurses are not simply trained; they are shaped through ongoing interactions with institutional norms, cultural expectations, and power structures.

Gender emerges as a central organizing principle in this process. The persistence of gendered stereotypes in nursing reflects broader societal beliefs about care work and masculinity. While efforts to recruit more men into nursing are often framed as solutions to workforce shortages, the literature suggests that numerical inclusion alone is insufficient. Without addressing the underlying cultural norms that define nursing as feminine, male nurses will continue to experience marginalization, and the profession risks reproducing exclusionary practices (Laurant & Berlie, 2020; Kouta et al., 2017).

Interprofessional conflict further complicates professional socialization. Hierarchical relationships between nurses and physicians are not only sources of tension but also powerful socializing forces. They teach nurses how to navigate authority, manage emotions, and protect professional boundaries. However, when these dynamics are left unexamined, they can undermine collaboration and patient care. Integrating interprofessional education and reflective practice into nursing curricula may help make these implicit lessons more explicit and subject to critical scrutiny (Drach-Zahavy & Somech, 2010).

The discussion also highlights limitations within the existing literature. Much of the research relies on self-reported experiences, which, while valuable, may not fully capture the complexity of socialization processes. Longitudinal and ethnographic studies could provide richer insights into how professional identities evolve over time. Additionally, most studies focus on Western contexts, raising questions about cultural variability in nursing socialization (Padilla & Perez, 2003).

Future research should explore how organizational policies, leadership styles, and educational reforms can disrupt harmful socialization patterns and promote inclusivity. Drawing on theories of experiential and situated learning, educators can design interventions that foster critical reflection, mutual respect, and shared authority (Kolb, 1984; Wenger, 1991).

CONCLUSION

Professional socialization in nursing is a multifaceted process

that shapes not only what nurses do but who they become. Through an integrative analysis of the provided literature, this article has demonstrated that socialization is deeply influenced by gender norms, interprofessional hierarchies, and emotional labor. These forces interact to produce both professional commitment and systemic challenges, including conflict, burnout, and exclusion.

Addressing these issues requires moving beyond surface-level reforms toward a deeper engagement with the cultural and structural foundations of nursing education and practice. By making socialization processes more visible and subject to critical reflection, the nursing profession can move toward a more inclusive, resilient, and collaborative future. This theoretical contribution lays the groundwork for such efforts, emphasizing that transforming nursing begins with understanding how its professionals are shaped.

REFERENCES

1. Brinkerhoff, D. B., White, L. K., Ortega, S. T., & Weitz, R. (2014). *Essentials of sociology* (9th ed.). Cengage Learning.
2. Bruss, K. V., & Kopala, M. (1993). Graduate school training in psychology: Its impact upon the development of professional identity. *Psychotherapy*, 30(4), 685–691.
3. Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *NASPA Journal*, 44(2), 265–284.
4. Clark, S. M., & Corcoran, M. (1986). Perspectives on the professional socialization of women faculty: A case of accumulative disadvantage? *Journal of Higher Education*, 57(1), 20–43.
5. Collins, D. (2009). The socialization process for new professionals. In A. Tull, J. Hirt, & S. Saunders (Eds.), *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors* (pp. 3–27). Stylus.
6. Drach-Zahavy, A., & Somech, A. (2010). Understanding nurse–physician conflicts in the NICU. *Journal of Advanced Nursing*, 66(2), 349–357.
7. Evans, J., & Frank, B. (2019). Breaking the mold: Male nursing students' perceptions of gender norms. *Journal of Nursing Education*, 58(5), 300–303.
8. Grotberg, E. H., & Baldwin, A. C. (2020). A systematic

- review of professional socialization in nursing education: A journey to nursing. *Nurse Education Today*, 91, 104–459.
- 9.** Hafferty, F. W. (2009). Professionalism and the socialization of medical students. In R. L. Cruess, S. R. Cruess, & Y. Steinert (Eds.), *Teaching medical professionalism* (pp. 53–70). Cambridge University Press.
- 10.** Hegge, M., & Guttormsen, T. (2016). Men's experiences of being a minority within the nursing profession. *Nursing Ethics*, 23(8), 816–826.
- 11.** Hegney, D., Craigie, M., Hemsworth, D., Osseiran-Moisson, R., Aoun, S., Francis, K., et al. (2014). Compassion satisfaction, compassion fatigue, anxiety, depression and stress in registered nurses in Australia: Study 1 results. *Journal of Nursing Management*, 22(4), 506–518.
- 12.** Henslin, J. M. (2015). *Essentials of sociology: A down-to-earth approach* (11th ed.). Pearson.
- 13.** Ibarra, H. (1999). Professional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, 44(4), 764–791.
- 14.** Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- 15.** Kouta, C., Kaite, C. P., & Papadopoulos, T. (2017). Gender and cultural competence in nursing education: A literature review. *Health Science Journal*, 11(4), 1–8.
- 16.** Laurant, M., & Berlie, H. (2020). Nursing education and the challenge of male inclusion. *Journal of Nursing Education and Practice*, 10(2), 123–130.
- 17.** Leonard, V. W., & McArthur, M. A. (2015). The impact of gender-role expectations on the experiences of male nursing students. *Journal of Nursing Education*, 54(3), 151–154.
- 18.** Li, C. L., & Liu, H. H. (2018). 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*, 74(4), 936–946.
- 19.** Morawski, J. G., & St Martin, J. (2011). The evolving vocabulary of the social sciences: The case of "socialization". *History of Psychology*, 14(1), 1–25.
- 20.** Padilla, A. M., & Perez, W. (2003). Acculturation, social identity, and social cognition: A new perspective. *Hispanic Journal of Behavioral Sciences*, 25(1), 35–55.
- 21.** Page, G. (2019). Professional socialization of valuation students: What the literature says. Retrieved from http://www.prres.net/Papers/Page_Professional_socialization_of_valuation_students.pdf
- 22.** Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.