

# Reflective Practice as a way of developing the professional identity of Teachers and Professionalizing Nursing Education

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**Abstract:** The need to change the professional practices in the nursing sciences obliges to accompany everyone towards a work on identity which engages a real process of professionalization. In addition, reflective practice (RP) has taken on more importance with this discourse on professionalization in nursing training settings. In this respect, reflection on practice is considered both as a competence of the professional teacher and upstream, in initial or continuing training, it is a tool for building one's professional identity that can promote one's professional development.

From this perspective, this study aims to study the impact of reflexive practice on 235 teachers working at the level of 23 ISPITS (Higher Institute of Nursing Professions and Health Technologies) of the Kingdom of Morocco, by means of a questionnaire, whose internal validity has been approved, transmitted through the Google Forms platform. As such, this quantitative study will focus on two strands the 1st aims to study the existence of an impact of reflective practice on the professionalization of teaching within Moroccan ISPITS. The second objective is to study the nature of a possible relationship between the professionalization of teaching by the RP and the strengthening of the professional identity of ISPITS teachers.

The results of this study show a positive impact of RP on the professionalization of nursing education; in addition, statistical tests have shown that there is a strong correlation between the professionalization of teaching in ISPITS and the strengthening of the professional identity of nursing teachers.

Also, this study could contribute to improving other vocational training. In addition, consideration of occupational identity, as well as the relationship between it and its interactive experience with others and in varied environments that elicit reflective feedback on its professional practice, are likely to promote the professional development of each practitioner.

The teacher's use of reflexivity is inseparable from his identity work. It will undoubtedly lead to the professionalization of training. In this perspective, similar studies can be carried out to deepen this theme and enhance their interventions.

**Index Terms:** Reflective practice, nursing teachers, professional identity, professionalization.

## 1. Introduction

Commitment to a quality, efficient approach, concerned to provide answers adapted to the needs and expectations of clients, is an urgent obligation. The training of health professionals, including that in "nursing" is now part of a new problem: constantly adapting to initiate and contribute to the development of tomorrow's skills, while positioning itself in a more competitive and still very unstable environment. With this in mind, the constant changes in the world are forcing practitioners to cultivate their reflection in order to be competent that is, according to professional didactics, less deprived in the face of new professional situations [1, 2].

According to this study [3], the professional challenge for training executives is to organize, to coordinate the pedagogical project and to accompany the nursing student in a training process based on a competency-based approach.

In addition, the competency-based approach significantly changes the roles of each learner and trainer. The author of [4] considers competence as a dynamic structure, anchored in the experience and practice of the person in a situation and specifies that it is through his or her activity that the person builds skills. This research [5] explains that the activity consists of observable on the one hand, producing something new, transforming the world, and cognitive on the other. The aim is to construct new representations of professional action and the work situation.

The action is also organized at the conceptual level, according to the goals that professionals give themselves and the reference knowledge that justifies them.

In this context, the teacher is called to play the role of an accompanist to solicit the reflexive analysis of the students, in order to get them to name their practical knowledge [6]. According to the author, the teacher must also be a resource person, to expose new knowledge at the right time, so that students can relate to their previous knowledge and practice using it appropriately in the problem-solving process. In this context, and in order to fulfil all these roles, teachers must strengthen their professional identity and ensure their continued professional development.

Some authors, including Aballâ, and Larivière (2003), do not hesitate to assert that there is a crisis of professional identity among social workers, in this case, nursing. Thus, a study in Rabat [7] found that 100% of surveyed nursing students have never heard of «professional identity». However, after "starter questions," they claim that it reflects the image of the nurse, which is mainly dependent on her personality and skills. In this context, having a poor professional identity remains harmful to health professionals [8-11]. In addition, a greater risk of burnout [12], and workers with a lower professional identity are at risk of being influenced by other professionals and thus diminish the specific contribution of their profession during interventions and inter- or multidisciplinary teamwork (Turner & Knight, 2015). Professional identity is not only identity at work but also a projection of oneself into the future, the anticipation of a career path, and the implementation of a work-based logic [13].

Identity and reflexivity are inextricably linked [14,15]. Teachers now develop their identity throughout their working lives [16]. This notion that identity development is the result of reflexive work (Dubar, 2000; Kaufmann, 2008) has mainly been taken into account in initial and continuing education [17,18], and especially with the advent of the discourse on the professionalization of vocational training. In addition, its development is mainly the result of a relentless reflexive effort to seek, dialogue, present arguments, and suggest definitions of oneself day after day (Dubar, 2000).

However, few training programs in higher education offer formal courses on the learning of reflexive practice, although this competence is probably covered by several of them. It may be since this concept is variously modeled theoretically [19], making it a fuzzy concept whose contours seem challenging to circumscribe and study.

From this perspective, this study aims to study the impact of reflective practice on the development of professional identity and its possible contribution to the professionalization of nursing education in Morocco. In this regard, it seems legitimate to ask the following questions: Does the RP actually have a positive impact on strengthening the professional identity of nursing teachers? Can this impact contribute to their professional development?

The following assumptions have been made:

Hp0-There is no correlation between the strengthening of professional identity by RP and the professionalization of teaching in ISPITS;

Hp1- There is no correlation between the strengthening of professional identity by RP and the professionalization of teaching in ISPITS.

## 2. Literature Review

### 1. *Impact of PR on the professionalization of education*

In recent years, Quebec has considered the professionalization of education as a major issue. In fact, in 2001, the Ministry of Education drafted a policy statement on teacher training that helped relaunch the professionalization movement initiated since the report of the Royal Commission on Education in the Province of Quebec, Parent [20]. Indeed, in this sense, in the professional competence framework, competence 11 invites teachers to “engage in an individual and collective approach to professional development” (ibid., p. 125). Singularly, in the components of competence, the emphasis is on the importance of conducting pedagogical projects in order to solve teaching problems but specially to reflect on one’s practice and reinvest the results of one’s reflection in action.

As such, authors of [21] state that prior to that, professional development was intended to bring teachers to master procedural knowledge, while more and more professional development activities lead teachers to become aware of their practices, the knowledge they use in their decision-making in the different professional situations they encounter [22]. This shift to reflective practice is in line with the goal of professionalization, since it reflects professional practice in which autonomy and responsibility are essential characteristics.

Similarly, the Higher Council of Education (1991), referring to the work of the author this paper [23] recognizes the professional character of the teaching act, which it describes as “a professional, interactive, complex and reflective act”. Subsequently, the authors of this study [24,25] argue that reflective practice requires self-regulation of professional activity, which leads to professional development for teachers.

In other words, the professional development of the teacher, which is outlined during his initial training and maintained during his career, undoubtedly involves a reflection on his practice and the reinvestment of his results in

action. From now on, reflexive analysis represents an obligatory passage in teaching practice [26]. Since 2002, the official texts of the MEQ (Ministère de l'Éducation du Québec) have generated the implementation of practical analysis mechanisms in the teacher training plan.

Authors of this research [27] reveal that professional development means continual research that teachers must conduct on their own practice by electing a critical review of the facts of their daily practice. In this context, reflective practice contributes to the critical analysis of its practice and to examine its effects so that this experience serves as a reference for its future actions. In this sense, there was debate among some authors that a change in practitioner thinking precedes a change in practice [28]; and others consider that it is the change in practice that influences their thinking [29,30].

Similarly, Schön (1984) asserts that professionals are expected to “think” methodically and rigorously during their actions in order to become effective professionals. Therefore, he explains that reflection during the action is both a “reflection on” the action and a “reflection for” the action. Moreover, according to the same author, professionals improve their «reflection in» the action and therefore they improve their actions only on the condition of taking the time to think methodically after their actions that is to say by taking a certain distance vis-à-vis. In relation to their shares [31]. As such, reflective practice is considered by several authors of [32-34] one of the effective means of fostering professional development. This research [35] supports the aforementioned study [36] in clarifying that teachers must provide a framework for reflection in order to contribute to their personal and professional development.

In other words, reflection must be done systematically (or regularly), structured (or organized), and equipped (or instrumented) to bring about fundamental changes in the teacher's practice. This means that it must be fed by theoretical and practical contributions [37] or be based on conceptual frameworks since "the singular experience produces learning only if it is conceptualized, linked to the knowledge that makes it intelligible" (Perrenoud, 2012a, p. 50).

In turn, the author of [38] explains that reflexive practice allows teachers to accommodate their beliefs and improve their practice while opting for a well-supported argumentation and theoretical foundation. In this respect, it makes the teacher capable of approving his sense of competence and ability to analyze complex professional situations.

On another point, this study [39] discerns the evolution of the reflexive positioning of practitioners according to the steps it describes as three thresholds: reflection, interpretation, and criticism-regulation. The author thus makes it possible to establish the link between reflexive practice and professional development, given that this evolution in teachers' thinking, from the critical investigation of professional experience to the construction of new knowledge, expresses the idea of conceptualization and that it is an articulated set of approaches.

## 2. *Impact of PR on the professional identity of teachers*

Each profession develops its own professional identity, and the development of this identity is essential to the sustainability of the professions (Cardinal, 2019). In the scientific literature, the importance of the reflexive approach in the development of professional identity appears to be a consensus among several authors of [40]. In this regard, the Conseil Supérieur de l'Éducation (1991) emphasizes the reflexive nature of teaching by announcing that the act of teaching cannot be reduced, under penalty of losing one's professional identity, to the mere mechanical performance of a task. On the contrary, it presents itself as a reflexive practice” (p. 21). In this sense, reflective practice is indeed one of the main components of teaching [41]. Similarly, the author of this research [42] attests that reflexive analysis contributes to “the adoption of a professional posture which itself is the most enlightened conduct possible of our own subjectivity” (p. 87). Several studies have shown that the reflexive approach remains an effective means of improving classroom practices (Chouinard, 1999; Collin and Karsenti, 2011; Desjardins, 2000; Martinet et al, 2004; Schon, 1994). With this in mind, the teacher will forge his professional identity and will be able to describe his strengths, his limits, his personal objectives in addition to the means to use in order to achieve them.

In other words, through this approach, the teacher will have the ability to reflect on his posture, his role in society and in the classroom, as well as his professional acts (Pellerin and Araujo-Oliveira, 2013). This actually helps to forge its professional identity (Portelance, Gervais, Lessard & Beaulieu, 2008).

In no case can teaching be limited to the single application of technical teaching procedures; reflexive practice becomes one of the main drivers of professional learning through action [43]. This will give the teacher the ability to explain the knowledge related to her practice [44] and, if this reflexive practice is carried out methodically, she will improve her practice from year to year [45].

Similarly, a reflexive approach requires the teacher, in addition to questioning, to adopt an attitude of openness as well as to engage in a process of self-study (Lafortune, 2012; Legault, 2004; Vinatier, 2012). This study [46] specifies that the construction of professional identity occurs through questioning of one's own values and beliefs. As a result, these challenges give rise to cognitive imbalances that can raise fears among teachers (Lafortune, 2012). These fears stem primarily from the fear of dealing with inconsistencies or contradictions that can upset one's own professional practice and force one to make changes (Legault, 2004).

## 3. Method

### 1. *The aim of the Study*

Professionalization of nursing education often refers to the integration of reflective practice and professional identity. The teacher must conduct a rigorous reflexive analysis to improve his professional practice and to know his points to improve to strengthen his professional identity. In addition, this professional identity constitutes both an individual and social project which develops not only based on one's interests and resources but also on the demands and constraints encountered in the world of work. From this perspective, this study aims to study the impact of reflexive practice on the strengthening of professional identity in teachers and the professionalization of nursing education.

## 2. *Data sources*

The search was carried out by exploring the search engine Google Scholar and other databases such as CINAHL, PUBMED, MEDLINE, Erudit, Scopus, ScienceDirect, Cairn... It allowed the consultation of several relevant writings incorporated into the literature review.

The references used in the literature review were found using keywords: reflective practice, reflective practice, teacher, professionalization, nurse educator, professional identity, critical thinking, critical care, and professional development... Only scientific articles written in English or French dealing with RP and meeting the study objective were selected.

## 3. *Design*

As part of this study, quantitative research was conducted. This type of research determines how one variable affects another in a population by quantifying this relationship (Altinay, Paraskevas, & Jang, 2016). This study used quantitative analysis to evaluate the data through statistical software to obtain accurate inferences and generalize the results [47]. In this sense, this study created moments of retreat and spaces for reflective dialogue about their learning during their nursing training. It prompted them to have a great awareness of their strategies, learning methods, and tools that are stimulating their reflexivity to subsequently deduce their impact on the professionalization of teaching and promote the strengthening of the professional identity of nursing teachers.

## 4. *Procedure*

The survey was conducted using a questionnaire, which was the most appropriate method for this study. This instrument is chosen because it makes it possible to collect data efficiently and without significant risk of error. This flexible and practical methodological instrument reduces the time required for data collection and processing. It allows teachers interviewed to feel safer about the anonymity of responses, giving them the freedom to express their opinions. The questions asked in this regard have been adapted to the different objectives targeted by this research. In this sense, this study encouraged teachers to evaluate their reflective practice and question its impact on strengthening their professional identity.

He has now encouraged teachers to become remarkably aware of their professional practices, a source of reflexivity, to deduce whether there is indeed an impact on the professionalization of nursing education. The questionnaire used in this study was pre-tested with 30 teachers from other ISPITS not included to verify its clarity and relevance. Subsequently, its internal consistency was checked through the Cronbach  $\alpha$  coefficient. As a third step, the free and informed consent of all teachers involved in this study was obtained. In addition, they were informed of the nature and purpose of the research. Therefore, the questionnaires were completed under the right conditions.

## 5. *Participants*

The study's target population is the permanent teachers at the Moroccan ISPITS. These teachers represent different options and streams of nursing education. Thus 235 teachers spread over the various ISPITS of the Kingdom of Morocco were invited to participate in this study.

In this study, most participants (63%) are female, and it should be noted that the most dominant age group is [36-40 years].

The inclusion and exclusion criteria:

- (i) The inclusion criteria shall: Permanent teachers of the ISPITS
- (ii) The criteria for exclusion: Temporary teachers

## 6. *Data collection methods and tools*

This research is intended to achieve the objective of the study. In this sense, a questionnaire was intended for permanent teachers working at the Moroccan ISPITS. This questionnaire makes it possible to reach the maximum number of teachers that one wishes to interview because a questionnaire is designed to collect data efficiently and without risk of significant error. It consists of a list of organized, semi-open, and closed questions, the internal coherence of which allows, by cross-referencing the answers, to obtain a qualitative analysis of type beyond its statistical exploitation. The central question aims to identify the impact of PR on the professionalization of teaching within ISPITS and to deduce the possibility of a possible influence on the strengthening of teachers' professional identity. The various interrogations of the form allow detailed answers and the justification of each choice adopted. The Cronbach Alpha test validated the reliability of our questionnaire. In addition, we opted for a confrontation between the

theoretical framework analysis and the empirical framework to confirm or reverse our formulated hypotheses by adopting a hypothetical deductive approach.

In addition, we emphasized the diversity of the sample. Similarly, it should be noted that sampling was carried out using probability methods, namely the random stratified sampling technique. It allowed us to expand data collection and gain a more comprehensive view.

#### 7. *Instruments*

The study was conducted via an online "Google form" questionnaire. The answers are compiled on the Google-forms platform. The choice of this tool comes down to the fact that it allows the simple and wide dissemination of the questionnaire via a link. Students were asked to answer the questionnaire for the first time; then, a reminder was carried out a week after the first mailing to allow the participation of a significant sample.

The questionnaire is anonymous. Respondents first fill in their identification concerning age, sex, option, and function ISPITS. Second, the questions relate to reflective practices and their impact on teachers' professional identity and professional development using the L scale.

Likert 5 levels (completely agree, agree, neutral, disagree, disagree at all), also named the method of other rankings and multiple-choice questions.

#### 8. *Error ranges*

The art of sound is akin to a proper balancing exercise, which uses a small representative group to represent a much larger group;  $q_i$  is the target population.

The error range is now a measure of the reliability of the survey. The lower the margin of error, the more reliable the results. The higher it is, the more likely the results are to deviate from the opinion of the total population.

We can calculate the error range by using the following formula:

$$Z * = ((p * (1 - p)) / n) \quad (1)$$

$Z$ : is a value that expresses the level of confidence. In this study, 95% is the level of confidence. The  $Z *$  value for a 95% confidence level is 1.96.

The variable  $p$ : is the representative proportion of the sample.

The  $n$ -value is the sample size. It is simply the number of people interviewed in the survey.

In this context, we can note that the error range in this study is equal to 5%

#### 9. *Data analysis*

The data are processed and analyzed using the SPSS software. Similarly, one of the advantages of this tool is the speed with which results can be analyzed, as well as the lack of bias that facilitators can generate in the context of interviews.

#### 10. *Ethical standards followed*

In the assumption that each research study must comply with certain ethical principles, the present study sought the authorization of ISPITS to conduct the study, so the consent of the teachers' participation was information on the nature, purpose, and duration of the research, as well as methods used during the study. Also, the authors of this work proceeded to respect the principles and the fundamental rights of human beings, which codes of ethics have determined, namely:

- (i) Respect for teachers' freedom to participate in this study, which is intended to collect information;
- (ii) Formulating research questions in a way that preserves the participant's privacy,
- (iii) Respect for the comments and opinions of the various stakeholders in this study;
- (iv) Respect for anonymity and confidentiality concerning the identity of stakeholders and the final presentation of the study results.

The preservation of participants' right to protection from discomfort and harm.

## 4. **Results**

The data collected were processed via SPSS and analyzed using descriptive statistics. The results are presented as follows:

The richness of this research lies in the diversity of the actors involved. Indeed, the survey made it possible to question different profiles of teachers. Teachers who come from the different profiles, the winners of which represent the predominant category at 39.6%. Similarly, the most presented age category is [36-40 years] which represents 43.4% of all participants. Also, the predominant sex is the female sex with 63% of percentage. Regarding seniority in the education field, the categories most frequently presented are those who have spent less than 2 years as teachers, those



who have accumulated between [6 years to 10 years], and those who have spent between [11 years to 15 years] in teaching.

Table 1. Identification of teachers participating in the study

		Frequency	Percentage	Valid Percentage	Cumulative percentage
Gender	F	148	63,0	63,0	63,0
	M	87	37,0	37,0	100,0
Age range	[31ans-35ans]	35	14,9	14,9	14,9
	[36ans-40ans]	102	43,4	43,4	58,3
	[41ans-45ans]	52	22,1	22,1	80,4
	[46ans-50ans]	24	10,2	10,2	90,6
	[51ans-55ans]	21	8,9	8,9	99,6
	[56ans-60ans]	1	0,4	0,4	100,0
Length of service in education	[11ans à 15 ans]	51	21,7	21,7	21,7
	[16 ans à 20ans]	37	15,7	15,7	37,4
	[2 ans à 5 ans]	18	7,7	7,7	45,1
	[6 ans à 10 ans]	53	22,6	22,6	67,7
	Moins de 2ans	57	24,3	24,3	91,9
	Plus de 20 ans	19	8,1	8,1	100,0
Curent profile	Administrator	18	7,7	7,7	7,7
	Laureate of ENSP	17	7,2	7,2	14,9
	Laureate of the Staff College	2	0,9	0,9	15,7
	Laureate of the first cycle	19	8,1	8,1	23,8
	Laureate of the 2nd cycle	93	39,6	39,6	63,4
	Laureate of of the Master	86	36,6	36,6	100,0
	Total	235	100,0	100,0	

These categories represent respectively 24.3%, 22.6% and 21.7% of the total participants in the study, which is consistent with the reality at the level of the various ISPITS in Morocco. It should be noted that the representativeness of the different ISPITS parent and annexes was guaranteed with a strong participation at the level of the ISPITS Parent.

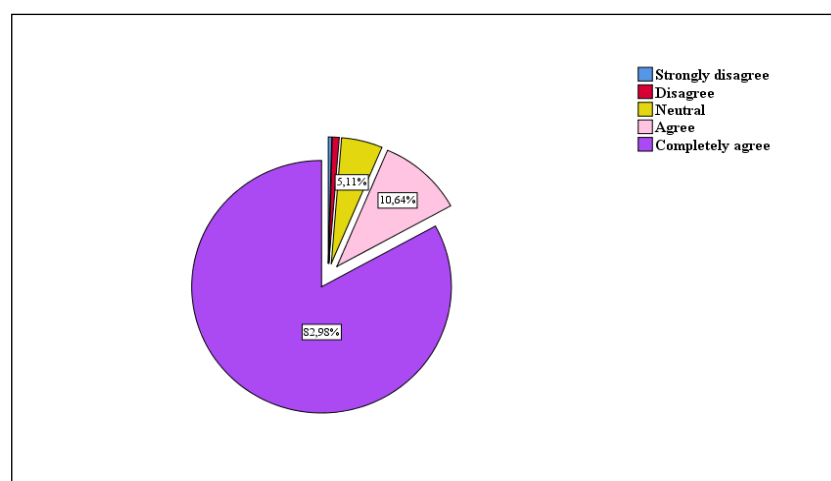


Fig. 1. Impact of RP on the professionalization of nursing education

This pie chart reveals that almost all teachers, 93.62% (of whom 82.98% strongly agree and 10.64% agree), confirm the existence of an impact of PR on the professionalization of nursing education. At the same time, a minority of 6.38% contradict it (neutral responses are considered to disagree).

From the same perspective, reflective practice is considered by many authors to be an essential component of professionalism while at the heart of its development [48]. In the same vein, this study [49] clarifies that reflexive practice embodies a kind of mediation capable of overcoming the gap between the knowledge offered to the practitioner and also putting at its disposal means to build professional knowledge.

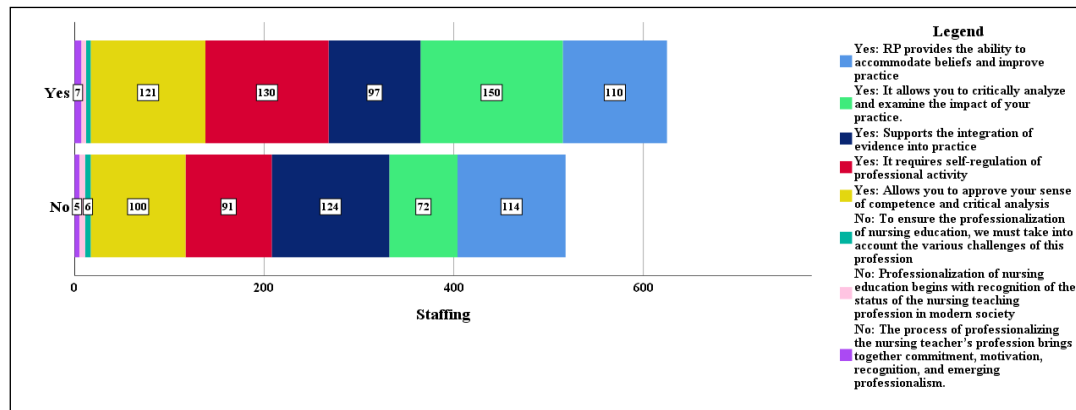


Fig. 2. Rationale for the impact of RP on the professionalization of nursing education

Table 2. Cross-tabulation of the impact of RP on the professionalization of nursing education and its rationale

		RP is an essential tool for professionalizing nursing education								
		Strongly disagree	Disagree	Neutral	Agree	Completely Agree	Fisher-FreemanHalton Exact Test		V of Cramer	
							Value	df Exact Sig (Bilateral)	Value	Exact meaning
a-RP provides the ability to accommodate beliefs and improve practice	No	0	0	0	9	74	102,405	,000	,710	,000
	Yes	0	0	0	16	121				
b- Allows for critical analysis of practice and its effects	No	0	0	0	9	74	100,809	,000	,707	,000
	Yes	0	0	0	16	121				
c- Supports the integration of evidence into practice	No	0	0	0	18	100	104,392	,000	,713	,000
	Yes	0	0	0	7	95				
d-It requires self-regulation of professional activity	No	0	0	0	10	79	100,714	,000	,707	,000
	Yes	0	0	0	15	116				
e-It allows you to critically analyze and examine the impact of your practice	No	0	0	0	14	85	101,993	,000	,709	,000
	Yes	0	0	0	11	110				
a'- To ensure the professionalization of nursing education, we must take into account the various challenges of this profession	No	1	0	7	0	0	111,982	,000	,781	,000
	Yes	0	2	5	0	0				
b'- Professionalization of nursing education begins with recognition of the status of the nursing teaching profession in modern society	No	0	2	5	0	0	111,982	,000	,781	,000
	Yes	1	0	7	0	0				
c'- The process of professionalizing the nursing teacher's profession brings together commitment, motivation, recognition, and emerging professionalism.	No	1	0	6	0	0	111,673	,000	,773	,000
	Yes	0	2	6	0	0				

To justify the impact of RP on the professionalization of nursing education, most teachers relied on the fact that: RP allows for a critical analysis of its practice and its effects (which was the most cited of the five justifications 137 times).

While those who deny the existence of an impact of this RP on the professionalization of nursing education have opted almost equally for the three justifications mentioned.

In the same context, Vacher (2011) explains that reflexive practice represents a real prospect of improving the practices of each training course since it makes it possible to create links and meaning between the various training elements and propose a new report to experience.

It can be seen that the degree of bilateral significance of the Fisher test is shallow (0.000), indicating that the differences between observed and predicted events are significant. Therefore, we must reject the null hypothesis that RP has no impact on the professionalization of nursing education.

The Cramer V association measurements indicate a strong relationship between reflective practice and the professionalization of nursing education. This further supports the assumption that RP has an impact on the professionalization of nursing education professions.

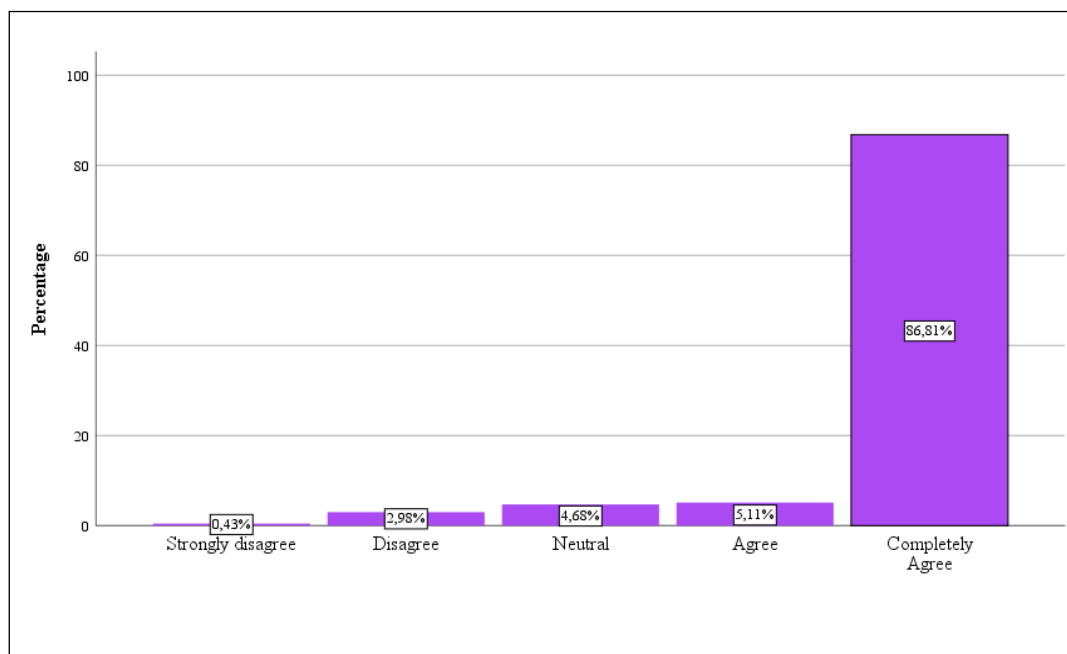


Fig. 3. Impact of RP on professional identity

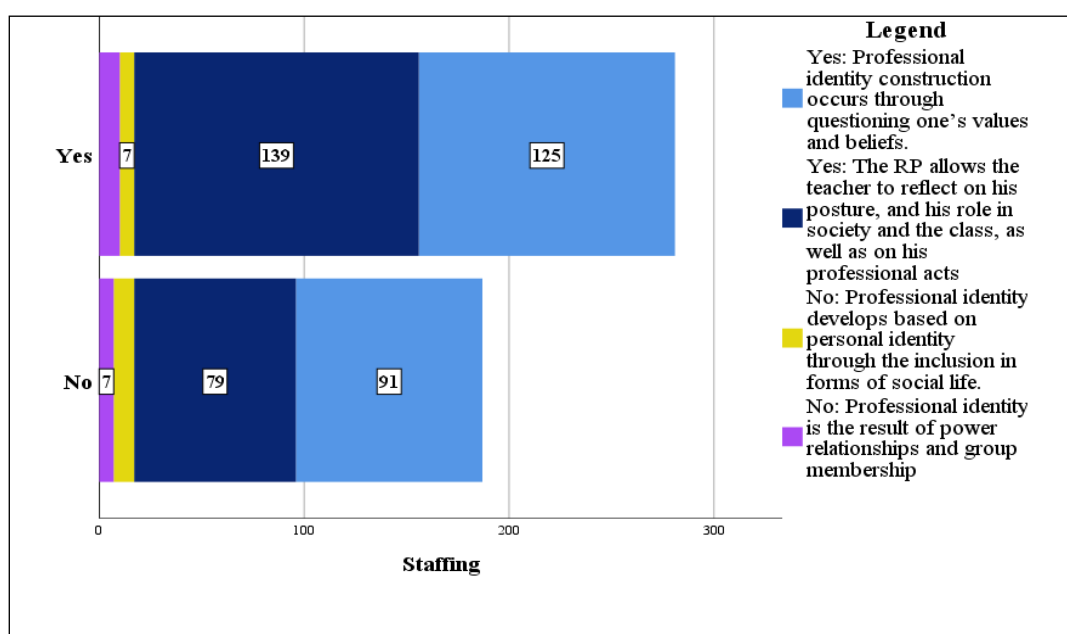


Fig. 4. Justification of the impact of RP on professional identity



Responses to this single-choice question indicate that the vast majority of teachers (91.92%) certify that PR impacts professional identity, against a minority of teachers (8.09%) who contradict this idea. In this context, this research [50] states that professional identity development begins from the moment of entry into training. Hence, the need to reflect deeply on the profession and build cognitive and psychological strategies to confront complexity and develop a sense of the work.

From this graph, the most common justification for the impact of RP on professional identity is that: RP allows teachers to reflect on their posture, their role in society and the classroom, and their professional actions (139 replies).

On the other hand, those who believe that PR has no impact on professional identity development rely most on the following justification: Professional identity is the result of power relationships and group membership (10 responses).

This research [51] confirms the existence of this impact by stating that “Reflexive practice is rooted first in a posture, a relationship to the world, to knowledge, to complexity, an identity” Perrenoud, 2005, p31. This identity makes it possible to work on the share of personality that each one invests in his profession [52,53].

Table 3. Cross-tabulation of the impact of RP on the development of professional identity and its justification

		Strongly disagree	Disagree	Neutral	Agree	Completely Agree	Fisher-FreemanHalton Exact Test			V of Cramer	
							Value	df	Exact Sig (Bilateral)	Value	Exact meaning
a. Yes: Professional identity construction occurs through questioning one's values and beliefs.	No	0	0	0	5	86	118,488		,000	,707	,000
	Yes	0	0	0	7	118					
b. Yes: The RP allows the teacher to reflect on his posture, and his role in society and the class, as well as on his professional acts	No	0	0	0	3	76	119,226		,000	,708	,000
	Yes	0	0	0	9	128					
No: Professional identity develops based on personal identity through the inclusion in forms of social life.	No	0	4	7	0	0	129,074		,000	,735	,000
	Yes	1	3	4	0	0					
b'-No: Professional identity is the result of power relationships and group membership	No	1	3	4	0	0	129,074		,000	,735	,000

This cross-tabulation proves that the degree of bilateral significance of the Fisher test is very low (0,000.) In this sense, we must reject the null hypothesis that the RP has no impact on professional identity. In this way, the measures of the V de Cramer associations confirm the existence of a strong relationship between RP and teachers' professional identity.

Table 4. Verification of the correlation between the impact of RP on the professionalization of nursing education and its impact on professional identity

			RP is an essential tool for professionalizing nursing education	RP influences the development of a professional identity
Rho of Spearman	PR is an essential tool for professionalizing nursing education	Correlation coefficient	1,000	,787**
		Sig. (bilateral)	.	,000
		N	235	235
	RP influences the development of a professional identity	Correlation coefficient	,787**	1,000
		Sig. (bilateral)	,000	.
		N	235	235

\*\* . The correlation is significant at level 0.01 (bilateral).

This table shows the correlation coefficient  $F = 0.787$  and  $p = .000 < 0.01$ . These results imply that there is a statistically significant association between the impact of RP on the professionalization of nursing education and its impact on professional identity among teachers. This suggests that any improvement in the level of professionalization of nursing education will be the same in terms of strengthening the professional identity of teachers and vice versa.

Similarly, the correlation coefficient is 78.7%, which implies that this correlation is strong. This is why the  $H_0$  hypothesis is rejected, and it must be noted that the professionalization of nursing education through RP positively impacts the strengthening of professional identity among teachers.

This result is perfectly consistent with the writings of several authors, including the authors of [54] which clarify that the objective of professionalization requires a change in the initial and in-service training of teachers in “a more reflective training [that should] focus attention on the construction of a teacher's professional identity” (Anadón, Bouchard, Gohier & Chevrier, 2001, p. 2).

## 5. Discussion

The concept of reflective practice, which is now part of the nursing education landscape, has become inseparable from the discourse on the professionalization of nursing education. The professionalization of teaching also refers to the question of the professional identity of the teacher, which identity can no longer be reduced to the acquisition of knowledge presented outside the existential and experiential contexts of the person. Nevertheless, this construction inevitably comes up against the accumulation of the identity crisis suffered by this occupational group for several years. Only joint action between the various actors in the process is essential to facilitate the passage of this crisis. The latter must be seen as a precursor of change. This change requires rethinking training and improving it, especially with the latest reforms and paradigm shifts.

In other words, this identity development is the result of a constant reflexive work consisting of searching, dialoguing, presenting arguments, and suggesting definitions of oneself, day after day [55]. This emphasis on identity development is the culmination of reflective work (Dubar, 2000; Kaufmann, 2008).

In this regard, it is more necessary than ever to seek a solution to strengthen identity development in order to put teachers on the right track so that they can ensure the professionalization of nursing education leading them to recognition.

The results of this study confirmed the existence of a positive impact of reflective practice on strengthening the professional identity of teachers through the prism of theoretical and practical training programs. This work also attempted to highlight the impact of this strengthening of identity on the professionalization of nursing education.

All in all, investing in reflective work on identity will only have a positive impact on teachers in terms of skills development, self-confidence, and job satisfaction. In this sense, authors of [56] reveal that questioning professional identity is perceived as a construction that contributes to the quality of life at work, it also puts the future of the individual at the heart of the consequences of hyper-cooperativity. From this perspective, this study could contribute to the improvement of other vocational training, particularly those of an experiential nature.

## 6. Conclusion

Each professional can spontaneously reflect on his practice. Yet, if their critical eye is not exercised regularly and is not supported by well-defined methods, it will not necessarily lead to awareness or professional change.

The originality of this study lies in its confirmation by statistical tests of the positive impact of RP on strengthening the professional identity of teachers in the context of scientific training. In this regard, the continued use of RP can help these teachers to cope with the identity crisis that results from this gap between the ideal and the real model and to discern the right reference. Indeed, this questioning of his professional practice since his early years of teaching will certainly lead to the construction, the transformation of the representation that the teacher has of himself and improving their skills throughout their careers.

Also, a strong correlation has been inferred between the professionalization of nursing education from RP and the development of professional identity among nursing teachers. This encourages joint action between the various actors in the process, which is essential to meet the challenge of professionalization by repositioning RP at the center of the training project as a precursor to change. In this way, all elements of the socio-professional environment, which condition this mixing, must converge to give a satisfactory image of the profession. At the end of this work, it is essential to remember that other broader studies on this subject would be very relevant to highlight aspects not covered by the current position and to raise the level of nursing education in our country.

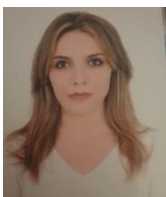
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