

Experience of Work While Studying: Novice Nurses Entering the Clinical Arena

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Abstract: Work of nursing students and previous experience of patient care can have a positive or negative effect on students' learning and influence their professional future after entering the clinical arena. The purpose of this qualitative study was to explore the experiences of novice nurses from student work and its impact on their entry into the clinical arena. This qualitative study was performed using Benner descriptive phenomenology in teaching hospitals affiliated to Hormozgan University of Medical Sciences. In depth and semi-structured interviews and presence in the field were used to collect data. The interviews' texts were transcribed word-by-word to provide the necessary feedback for subsequent interviews and adequacy of the data. Data was analyzed using Benner the matic description method. In this study, 14 (male and female) novice nurses participated, ranging in age from 23-27 years who were working in teaching hospitals. After analyzing the collected information, six main themes were extracted including the development of knowledge and awareness, skills growth, socialization, character growth, stress reduction and slowing down the scientific promotion and 15 sub-themes were extracted. Experience of work while studying can affect individual's socialization, learning, personality and professional future as well as prepare them to work in the nursing profession in real conditions. Education and health policies need to be amended with awareness of potential effects of the experience of working while studying on the personal and professional growth of students and novice nurses.

Key words: Experience, nursing profession, novice nurse, phenomenology, work while studying, qualitative study

INTRODUCTION

Nurses have problems in providing care at the beginning of their career and sometimes face reality shock. Leaving novice nurses without support and lack of orientation programs are major problems of clinical environments. Novice nurses face a great number of deviation from professional standards and mistakes, negligence and ultimately misconduct at clinic (Oermann and Garvin, 2002). Studies show that novice nurses are not sufficiently prepared to meet the clinical challenges (O'Shea and Kelly, 2007; Mooney, 2007a, b; McCarthy, 2006) and nursing educational curriculum cannot prepare students adequately for an independent performance (Newton and McKenna, 2007).

Today, the required knowledge and skills for entry into nursing practice has proceeded. Novice nurses may have weak technological skills and their clinical experience in scholarship doesnot prepare them enough to start the career. Graduates need to acquire competence for patient care as well asbe aware of the roles and responsibilities of nurses, how to adapt to subjects like efficientcare organization, performing nursing dutieson time and how to work with nurses they don't know (Oermann and Garvin, 2002).

According to the studies, nurses, aged 21-35 years have the highest dissatisfaction. They do not have enough qualification to meet the patients' need and high-quality care as they do not have enoughexperience (Salonen *et al.*, 2007). The study by Oermann and Garvin

(2002) showed that novice nurses may face weakness in practical skills and thus face stress such as lack of confidence and competence, occurrence of error due to work pressure and so much responsibility, dealing with new situations, environments and procedures and staff shortage (Oermann and Garvin, 2002). The nursing education programs with emphasis on skills, provide experience for students that develop their competence in facing needs for clinical performance and increase compatibility of novice nurses when entering the clinical settings. These programs, also, increase the confidence and decrease job desertion and save the time and cost of re-training novice nurses (Shin *et al.*, 2010).

One of the problems that is predicted to exist globally is the shortage of nurses due to aging of nurses and reaching retirement age in recent decades. One of the strategies to deal with the nurses shortage regionally is variation in acceptance of nursing students. But this can cause rapid behavioral and social changes in students. Many students are involved with clinical work and thus spend less time in school. This employment can reduce the opportunity of students to study and subsequently affect their academic performance (Salamonson and Andrew, 2006). Statistics show that 50-60% of students in Asian countries work while studying. According to reports, about 50% of students in Australia in 2006 and 56% in 2007 are working and have reported need for financial support as the reason of their working while studying (Martin and McCabe, 2007). According to various studies, factors such as financial incentives, individual satisfaction, enhanced experience, possible increase of employment chance after graduation and meeting new friends are the reasons to attract students to work while studying (Martin and McCabe, 2007; Gallagher, 2003; Kenny *et al.*, 2012). Different studies have emphasized on financial incentives as the most important factor to attract students to work while studying. In a number of students, personal satisfaction and having experience were the main cause of their attraction (Lee *et al.*, 1999). Experience, in addition to financial income can affect socialization, values, attitudes and behavior of students. Recent findings show that previous experience of patient care can affect integrity of student learning and their clinical experiences (Hasson *et al.*, 2013).

Accompany of education and work affect both. Limitation of social life and high levels of physical and mental stress have repeatedly been reported by students. Increased number of students involved in work while studying to acquire and increase clinical skills is a concern. In addition, the tensions between the needs of the scholarship and occupational needs can create

conflicting roles for students and result in lack of freedom for satisfaction of student life (Lee *et al.*, 1999). There is no rule to avoid nurse student from working while studying (Hasson *et al.*, 2013).

Despite many studies to identify the effective factors of socialization of nursing students, few studies have assessed the consequences of experiencing working while studying on the professional growth of individuals and preparation of novice nurses to enter clinical arena. By searching resources, no study was found which studied the experiences of novice nurses from working while studying in Iran. On the other hand, due to nurses' shortage and essential need for nurses in hospitals, students are still used as a human resource in hospitals. The phenomenon of work while studying has not yet been properly explained in our country, Iran. There is not much research in the literature in this field and the available research are quantitative assessments that evaluate the effect of work while studying on academic achievement. In fact, experience of work while studying cannot be evaluated by quantitative research because this experience is a totally subjective phenomenon. The best way to know the depth of experience and the meaning of such phenomena is phenomenology (Burns and Grove, 2010). Thus, descriptive phenomenology was considered to understand the structure and essence of experience of work while studying. Regarding the confrontation of researchers with many challenges of work while studying and its effect on their occupational future, there is a need to assess this phenomenon deeply and a qualitative research need to be designed to answer the following question using phenomenology: what is the experience of novice nurses from work while studying?

Objectives: Considering the conceptualization of the phenomenon of work while studying based on the experiences of novice nurses, the current study aimed to phenomenologically explain of work while studying experience from the perspective of novice nurses and its effect on their entry to clinical arena.

MATERIALS AND METHODS

Patients and methods: This qualitative study assessed the experiences of novice nurses from work while studying using semi-structured interviews and Benner descriptive phenomenology (Benner, 1994). One of the appropriate cases to use the phenomenologic method is to answer the question whether there is a need to further clarify a specific phenomenon. From the viewpoints by Morse and Field (1995), richness and depth of the

results of using these approaches enables the perception of the reality of experience. Phenomenologic approach which is a systematic and precise method, considers the evoking and perceptions of human experience about all kinds of phenomena. The aim of studying phenomenology is to describe experiences as they happened (Streubert and Carpenter, 2011). This type of study tries to understand the structure and meaning of human experience more completely (Hansen, 2006). Phenomenology has a holistic view that facilitates studying human and the world with a descriptive science to achieve sense. This meaning occurs in the context of progressive interpersonal relations. Descriptive phenomenology is actually knowing others or their experienced phenomena by their own description about the personal and intellectual view and with person's narration as far as possible, without interpretation and involvement of intellectual hypotheses of the researcher about the person or the studied phenomenon. Hence, the researcher move from objectivity toward increasing abstraction (Benner, 2001; Holloway and Wheeler, 2013).

In this study, the hermeneutic (interpretational) phenomenology with an emphasis on Benner (1994) view was used to collect data. From the perspective of Benner, phenomenon and the context of the event occurrence are both interpretational factors to understand the world of participants or investigated events and incidents. A qualitative research associates the discussion between the applicational cases and the person's lived experiences through logical engagement and entering the unique and exclusive world of participants by their quotations (Benner, 1994).

Sampling method was purposive and novice nurses who were working while studying were selected and interviewed in a variety of men and women with one to three years of experience of working in hospitals and different wards. The research was conducted in Hospitals of Hormozgan University of Medical Sciences. To collect data, semi-structured in-depth and interactive interviews were used. Participants were asked to determine the time and place of the interview at their preference. Interviews continued until achieving deep and sufficient data. By participants' consent, the interviews were recorded on MP3 recorder and immediately after the interviews, after listening several times, they were transcribed on paper, in order to provide the feedback needed for the next interview or adequacy of data and were then analyzed. Interviews began with a broad and general question about the nurses' experiences of working while studying and then exploratory questions were asked to encourage participants and access to a deeper information. The interviews' duration ranged from 45-100 min and the number of interviews varied between 2-4 sessions.

To confirm the validity and accuracy of research, credibility, dependability and confirmability of data were assessed. Data and findings of the qualitative research should be acceptable and trustable which requires true data collection (Biondo and Haber, 2014). Increasing the number of interviews was the first step to increase the accuracy of the data. In addition, collecting data from various sources, according to many researchers is a positive point to increase acceptability and external validity of the study. Thus, complementary methods of collecting data such as observation, recording the behavior and providing more interaction with participants during the interview will be effective in improving the validity of the findings. To assure credibility and dependability, the researcher increased the relationship with the participants and after the interviews were transcribed, the findings of the study were given to participants, so that they assess the consistency of the findings with their experience and assessed its accuracy. Also, collaborative reflection about the emerged themes was conducted by the research team and to review the interviews, extracted meanings and patterns in addition to researchers, a number of qualitative research specialists were also asked to examine the texts and evaluate the accuracy of analysis process (Holloway and Wheeler, 2013). Other activities to help the study accuracy included: conducting research based on the study design, recording and transcribing the participants quotes and revising them by participants prior to analysis in order to verify their precision. Other factors ensuring the confirmability included researcher's interest in the studied phenomenon, continuous involvement with the data, using combination during the research, review by qualitative research specialists, searching for evidence and contrary articles and trying to gather other's viewpoint in the field (Biondo and Haber, 2014). In addition, the current study was conducted as a team and with the guidance and supervision of experts that enabled dependability and confirmability of data. In this study, to increase the transferability of data during sampling, purposive sampling method was used (Holloway and Wheeler, 2013) and was tried to provide the background for the transferability of data by expansive descriptions for other's judgement and assessment.

Method of analysis of qualitative data in this study was Benner thematic description (Benner *et al.*, 2009). Benner has never defined the phases of descriptive analysis and believes that analysis should begin and be guided in each stage of progression while having effective flexibility in all stages. But, in general, management information includes: classification and ranking of the preliminary data, determining the meanings and basic concepts, formation of the basic concepts,

determining early classes, modifying the classes, combining basic and synonymous themes, providing to an expert group, extracting the main themes, re-evaluating by an expert group and ultimately expression of the phenomena (work while studying) clearly and with no ambiguity in fundamental structure in the studied groups.

According to Benner *et al.* (2009), to create a general understanding of the text (interviews and recorded information) the text should be read several times. In this method, a comprehensive understanding of sentences, paragraphs and metaphors of interviews are created. A regular and continuous approach from details to general and vice versa is emphasized to create a general perception of the text (Benner *et al.*, 2009). After this step, the researcher enters the explanatory phase. At the same time, the interpreter tries to reach a deeper understanding by considering all the unique characteristics of text, to further find out its hidden meanings. In the next step, the aim of phenomenology is to generally reveal similarities and differences. This happens when the situation is as it appears or is assessed without manipulation to create more power of abstraction. It is important to find common patterns from the obtained information. In the course of finding patterns, information management skill is a very important crucial skill for phenomenological researcher. After this process which was the extraction of the major themes and determination of the relevant criteria, ultimately, a clear expression with no ambiguity of the fundamental structure of the phenomenon will be created (Burns and Grove, 2010).

Ethical considerations: For ethical considerations, before beginning the interviews, participants were explained about the purpose and significance of the research and informed consent was taken from them to participate in the study and record their voice while interviewing and they were ensured that the obtained data would be exclusively used for the objectives of the study and only the research team has access to them. Participants were also reminded that they can declare with drawal from participation in research at any stage of research and then all the tapes would be erased or delivered to them. The participants' information were kept confidential. Ethical approval was obtained from review board of the university (ethical code: ir.sbm.u.iasb.rec No: 1000/271 date: 21-July-2014) and permission for four teaching hospitals was gained from the university.

RESULTS

In this study, 14 novice nurses (male and female) with 1-3 years of working experience in teaching hospitals,

affiliated to Hormozgan University of Medical Sciences, ranging in age from 23-27 years with a mean age 25.07 ± 1.63 years participated.

Student work from the perspective of novice nurses is working while studying that can create sense of independence and strengthen the work conscience and facilitate socialization by increased ability to communicate. Also, it increases knowledge and information of nurses and improves professional, educational and care performance and increase the accuracy and efficiency of the individual. Thus, the nurse's stress decreases when entering the clinical arena and compatibility with the profession increases. This phenomenon with reducing the time of studying and possibility of entry to higher educational levels can reduce the rate of scientific promotion of novice nurses.

After analyzing the collected information, six main themes and 15 sub-themes were extracted. Themes extracted from interviews with nurses in this study included: development of knowledge and awareness, skills growth, socialization, character growth, stress reduction and slowing down the scientific promotion.

Development of knowledge and awareness: Experience of clinical work while studying can strengthen the theories learned in the classroom. This means that this experience increases the knowledge and information of nursing and makes the information up-to-date when entering the clinical arena.

“Work while studying helps learning. We could see many diseases and care that we have learned only in theory in college from which we only knew the names and a better learning was created for us” (participant No 8; A 27 years old female nurse with 3 years experience).

Also, working with more experienced people increases the learning of the person and they can learn a lot of procedures and how to manage the patients' problems from an experienced colleague. Thus, they learn performing different tasks and considering priorities while taking care of patients.

“Work while studying causes maturity, because while studying, we deal with different cases in shifts which increases our knowledge and we gain more experience” (participant No. 3; A 25 years old male nurse with 2 years experience).

Skills growth: Novice nurses believe that having experience of working while studying can have beneficiary effects on their performance and their duties. As the nurses' duties is very broad and covers all aspects of patient care, having clinical experience can affect all

these aspects. So, experience of working while studying can have different roles including improved professional performance and care, development of educational performance, reduced medical errors, improved work accuracy and efficiency.

The experience of working while studying can be effective for improving the professional performance and influence all professional activities of nurses and cause learning and practicing more nursing activities. This role has also numerous effects on improving the patient's condition and can even prevent occurrence of serious problems in care.

"A nurse can increase his/her accuracy with experience. A nurse should pay attention to every details of the patient may be, if these changes are discovered timely and informed to the physician, it can prevent many internal disorders. At least, it makes the patient's condition not being worse" (participant No. 6; A 27 years old female nurse with 4 years experience).

According to most nurses, clinical experience can have a great role in improving care performance during scholarship and after graduation. Students work along with other nurses in work while studying during shifts. Especially when they are beside experienced partners, they can learn different professional and managerial skills from them such as how to plan, make decisions in specific circumstances and prioritize cases.

"Working while studying causes nurses to be more successful in clinical and diagnostic aspects. Their clinical skills strengthen and they take care of patients with better visibility and accuracy" (participant No. 7. A 23 years old female nurse with 1 year experience).

One of the tasks of nurses is training. A nurse teaches patients who are under care in hospital. Even because the novice nurses have a more updated information, it might be needed that play this role for students and novice persons and in addition to providing scientific information, familiarize them with the ward and rules.

"When it comes to the relationship with patients, nurses with more experience communicate better; when preparing the patient for surgery rooms, training discharge time and positioning the patients. They have more predominance on everything. Because they have already done or seen it, they work better" (participant No. 9; A 23 years old male nurse with 1 year experience).

With more practice in nursing activities during scholarship, the risk of error reduces in the future. Because errors in scholarship will cause them learn the correct way of doing things and after the nurse starts working, they have less medical errors.

"Certainly, a nurse with the experience of work while studying acts more professionally and accurately has less

errors and a higher quality of work. Because their problems have been solved, when they work in wards. They have gained a lot of experience" (participant No. 1; A 23 years old male nurse with 1 year experience).

After gaining multiple experiences, observing the activity of experienced nurses and learning the correct, effective and useful actions, the accuracy of the novice nurse increases that improves the quality of his/her work.

"A nurse who have previously worked are familiar with most of the work and does their work faster and more accurately. For this reason, the quality of their job improves" (participant No. 14; A 27 years old male nurse with 3 years experience).

Socialization: Presence of a nursing student during studying among experienced colleagues and working beside them will help them socialize. Nurses believe that work while studying cause individuals to be familiar with the clinical environment and its issues and problems that provides an opportunity to obtain experience of working in real situation beside different groups of medical team. For an appropriate and effective communication with colleagues, patients and their relatives needs that a person has certain skills. One of the important effects of working while studying is improving how they communicate.

"Working while studying was a new experience. I learned how to talk with patients. You should know how to treat them. The patient who enters the ward may be from different layers of society. You should know how to talk and communicate with them which you learn in working while studying" (participant No. 9; A 23 years old male nurse with 1 year experience).

Character growth: Working while studying can have many effects on personality of individuals. Due to large differences in training and student work, the sense of independence increases in work while studying and they can work independently and without supervision. These conditions can increase their self-confidence.

"Working while studying is very different from internship. There is no instructor. You have more self-confidence, feel easier. There you can't set an angiocatheter without supervisor, but there you are responsible for your work" (participant No. 2; A 26 years old male nurse with 3 years experience).

Having work experience cause that the supervisor and other colleagues act more politely with the person and this will improve their personality. Also, many personality features of the person will be affected. The person learns to tolerate problems and deal with them better.

“Working while studying effects people’s character and self-confidence. Having experience in everything you do, makes you more comfortable and confident to do it. You will no more be embarrassed that you don’t know what to do or you have never done it before or have repeated mistakes. A stronger character will be formed for you” (participant No. 11; A 23 years old female nurse with 1 year experience).

Given that in working while studying, the responsibility for patient care is given to the student which strengthening the sense of responsibility in them that causes more work conscience for the individual and they take care of the patients well.

“Sense of responsibility is very important in nursing. If this feeling forms in scholarship and strengthens, it turns the individual to a good nurse with conscientious” (participant No. 1; A 23 years old male nurse with 1 year experience).

Giving responsibility of patients care to students strengthens their sense of responsibility and they will try to do their job efficiently. So, the sense of responsibility towards patients and facilities given to them during the shift improves the work conscience. Their views will be changed towards nursing profession. When, they see a nurse in real conditions, they become familiar with the nursing profession and its problems.

“I liked to work to understand what nursing is. I was curious. Financial conditions was not much important. But working is fun. When you work with a nurse in the ward, you understand the problems of your job, what problems may appear and how you should react” (participant No. 9; A 23 years old male nurse with 1 year experience).

Reducing stress: Experience of work while studying improves the students’ practical skills by obtaining useful experience in hospital that help them to provide better patient care after graduation as they deal with different patients in a shift, they become familiar with different diseases and touch the patients’ problems closely and learn how to help patients to solve their problems. Thus, they have less stress after starting to work and worry less when dealing with different patients, regarding inability to perform proper care.

“If you have experience of working while studying, you start working with less stress... your useful work is more, you speak more with patients, give better training, associate with others more, you’re interested in your work more and have more efficiency in general” (participant No 13; A 26 years old male nurse with 3 years experience).

“When you work while studying, you will be more familiar with the problems of the patients; you see many

patients with many problems; one patient cannot sleep from the pain, one has incontinency due to trauma, one has dysphagia or lost his balance after stroke, one other patient has concentrated airway mucus, one has a particular medicine allergies or one has developed rash after blood transfusion. Each of these patients require special care. So when you learned these things, you begin to work with less concerns; you do not fear that you are wrong” (participant No. 12; A 27 years old male nurse with 3 years experience).

Students who work while studying are well familiar with the clinical setting and can later work more easily. While they have gained sufficient compatibility in scholarship. Therefore, when they start to work as a nurse after graduation, they cope with the ward’s issues better and much easier.

“You have experienced many nursing care when work while studying. It is not new for you. So you adapt easier and have less stress” (participant No. 8; A 27 years old female nurse with 3 years experience).

Slowing down the academic promotion: According to novice nurses, although working while studying had many benefits for them and facilitated them to enter the professional environment, they spend a lot of time in scholarship to attend shifts have long fatigue and are sleepy in classes, they have less energy for learning and reduced time for studying have less chance and speed to enter the post graduate academic steps and thus delay from others that have more time to study and have more focus in classes.

Students who work have less free time and are working as a nurse in the hours they are not in classes, so they cannot do their homeworks of classes and internship and their homeworks remain undone or are delivered with a delay.

“Persons, like us who work while studying are always tired. We always wanted to sleep. We also gave the worst conferences. We did the exams too bad and barely passed them. We usually could not do homeworks or were the last ones who delivered them” (participant No. 9; A 23 years old male nurse with 1 year experience).

These issues caused their scores to be less than other students because of not doing homework, being usually absent from classes and insufficient studying and resulted in academic failure.

“When a student works, he/she is responsible for the duties and patients that should deliver well so, he tries to fulfil them well and thus has no energy to attend the classes. He is so tired and needs to rest. He has no energy. He is left behind from lessons. Even they fail sometimes. Most students who work have exactly the

same situation. They fall behind at college because cannot study sufficiently and can not easily continue their education” (participant No. 10; A 25 years old male nurse with 2 years experience).

DISCUSSION

All participants in this study were working in clinical departments of hospitals. The experiences of novice nurses from working while studying was extracted in this study in the form of themes, including the development of knowledge and awareness, skills growth, socialization, character growth, stress reduction and slowing down the scientific promotion. According to national and international statistics, a large number of nursing students work while studying in clinical settings (Salamonson and Andrew, 2006). There have been a lot of discussion about the effects of work while studying (Hasson *et al.*, 2013) and the findings of this study that assesses experiences of novice nurses working while studying is added to the debate.

Working while studying can affect learning experiences of students, identity development, the acquisition of values, attitudes and behavior and lead to changes in the learning needs (Hasson *et al.*, 2013). Novice nurses believe that they can acquire the required skills and greater independence more easily when working while studying without supervision. They stand the view that internships alone are not enough to meet their learning needs and working while studying was complement for their learning.

According to Phillips *et al.* (2012) gaining skills related to time management, how to communicate with different people, being familiar with conflict solutions and patient care skills, independence and accountability of individuals will increase by working while studying (Phillips *et al.*, 2012). According to Curtis and Williams such features are added to the person’s performance after they start working and will be added to the academic learnings of novice nurses. According to Rochford *et al.* (2009), working while studying can also affect personal and professional skills growth and improve communication skills and increase the individual’s self-confidence. According to studies, students with clinical work experience believe that they are skilled at tasks without help of others (Hasson *et al.*, 2013).

Nurses in the present study believed that experience of working while studying can increase performance and skills of novice nurses. Phillips *et al.* (2012) showed that increased level of experience by working while studying

increases the time of presence of student in the clinical setting and provides development of professional skills, decision-making and team-work in real conditions.

Participants in the current study pointed out experiences such as socializing and development of their character through activities of work while studying. Martin and McCabe (2007) state that work while studying causes students to achieve skills such as adaptability, learn how to interact with others, teamwork skills, feeling comfortable in stressful situations, problem-solving skills, independence and time management. Nurses participating in this study also placed great emphasis on improving the relationship with other staff, patients and their companions and argued that by work while studying, the communication skills have been strengthened. In addition, they can decide easier and have less stress and concerns when working.

The researchers believe that experience of clinical work can improve their transition processes from student status to a professional personnel (Phillips *et al.*, 2012; Nelson *et al.*, 2004). According to studies, working while studying can have positive effects such as building self-confidence, acquiring skills and exposure to the reality of the role of the nurse and increased clinical experience (Hasson *et al.*, 2013). Almost all of these benefits were also observed in the statements of the participants in the present study. Olson *et al.* (2001) and Nelson *et al.* (2004) pointed out that students who are doing clinical work are more prepared for transition to real performance and have increased confidence, knowledge and skills. According to Phillips *et al.* (2012) having enough clinical experience can help them be more familiar with the job’s environment and socialize in health centers and facilitate the transition process of individuals. The researchers believe the process of socialization causes novice nurses to require less time to know their real work environment after graduation (Alsup *et al.*, 2006; Hoffart *et al.*, 2006).

One of the things that novice nurses mentioned as an effect of working while studying is reducing tension and stress. Hartigan *et al.* (2010) discussed 41 challenging events for novice nurses in a qualitative study. They considered the competencies required to manage these challenges to include: the skill of assessing patients, technical and functional skills, clinical decision-making, interactions and relationships. Stress reported by novice nurses in the study by Oermann and Garvin (2002) were as follows: lack of confidence and competence, nursing errors because of the workload and having so much responsibility, dealing with new situations, environments and procedures, different understanding of people from one issue, dealing with new staff, dealing with nurses who

are upset or nurses who are not willing to help them and shortage of manpower. The findings of this study showed that the experience of working while studying can prepare novice nurses to face these challenges and thus they can achieve the required qualifications for improved professional and care performance. Wangenstein *et al.* (2012) showed that the experience of working while studying in novice nurses play an important role in their clinical competence. It can be justified that because nature of the job is related to educational content of students and they are practicing the theories they learn in scholarship in real work conditions in clinical arena thus, effects such as gaining valuable work experience, self-confidence, improved personal and professional skills will be observed after starting working in the hospital.

However, according to what has been suggested in previous studies, work while studying can also have disadvantages. Of course, most of these disadvantages affect the individual in studentship. Regarding the distress of having two roles of student and personnel at the same time, Brennan and McSherry (2007) pointed out that having two roles of student and personnel at the same time may cause problems for students and expose them to distress. Reducing free time, reduced hours of study and filled spare time were factors that nurses mentioned. Lee *et al.* (1999) found similar results to this study. They expressed by working while studying, the time the students have for themselves, their families and the society will be limited and having to work and study together causes physical and mental stress on students and symptoms such as fatigue, irritability and feeling of lack of energy will occur. Rochford *et al.* (2009) stated that work while studying can cause negative impact on the scholarly performance of students due to fatigueness and less involvement in social life and in some cases such as absence from classes and educational sessions using library less and not doing homework cause problems for students. Today, it can be seen that students tend more to enhance their experience. Financial income is also an important incentive for employment. But working will affect their academic progress as many students have reported harmful effects of working including missing the classes and lack of ability to attend the lectures (Carney *et al.*, 2005).

Although, clinical work while studying of nursing students creates confidence in students and increases their clinical experience (Lee *et al.*, 1999), some researchers have found that work does not influence the students' academic performance (Salamonson and Andrew, 2006). However, another study showed that students' academic performance will be worsened

(Schoofs *et al.*, 2008). Quantitative research have assessed the effects of work while studying on academic progress and performance. Salamonson *et al.* (2012) reported that work while studying does not affect their academic performance. Happell (2002) evaluated the experiences of nursing students working at elderly care and found that this employment had negative affects including creation of a negative view from work due to excessive fatigue, repeated work and lack of excitement, unpleasant nature of the work environment, creating a negative attitude towards the elderly and the creation of the view that care for the elderly needs no specific information and features. What nurses participating in the study had experienced as a result of work while studying was reduced opportunities for postgraduate study. As they think that they would be able to prepare better for academic progress if they had enough time and concentration to study during studentship and would be today in a more appropriate position.

Fortunately, most nursing students work in jobs related to their study subject and professional future that prepares them for nursing performance. Being familiar with the duties and main skills of nursing and how to manage and supervise duties will increase their preparedness for entering the clinical performance and after starting to work as a novice nurse and they work with more self-confidence and skills. The limitations of this study included the fact that this study examined the experiences of novice nurses at one university. Due to the differences in university hospitals with different levels, perhaps nurses at other universities have different experiences from work while studying that would add the findings of the present study.

CONCLUSION

This study showed that experience of working while studying affect the integrity of learning, personality and clinical skills of novice nurses. This experience can have a positive impact on socialization and learning, personality and professional future of the individuals. This phenomenon, beside the benefits of preparing novice nurses for entering clinical arena can be considered as a factor decreasing the rate of scientific progress of nurses due to the involvement in night-shifts and will omit chances of studying, reduce concentration in learning and thus reduce the chances of early acceptance to further studying after graduation. So, educational and health policies need to be adjusted with awareness of the potential impacts of working while studying on the personal and professional growth of

novice nurses and nursing students and be considered as one of the most important issues affecting their feedback.

RECOMMENDATIONS

Along with the present study, it is recommended that the viewpoints of other novice nurses who did not work while studying and the experience of nurses who were employed in areas unrelated to nursing be evaluated.

ACKNOWLEDGEMENTS

The study is taken from a PhD dissertation in nursing. Researchers are grateful and appreciate the observers and referees of the thesis, who have enriched the study with their honorable comments. The nurses who participated in the study are appreciated as well.

Houman Manoochchri coordinated the study, provided assistance in the design of the study and participated in data analysis and manuscript preparation. Elham Imani carried out the design, coordinated the interviews, participated in data analysis and in prepared the manuscript. Foroozan Atashzadeh-Shoorideh provided assistance in the design of the study and participated in data analysis and manuscript preparation. Hamid Alavi Majd provided assistance in the design of the study and participated in data analysis and manuscript preparation. All researchers have read and approved the content of the manuscript.

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