Original Research Article

Assess the Career Preference and Perception Regarding Role Transition from Student Nurses to Nursing Professionals among Final Year Nursing Students in Haryana

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ABSTRACT

The objectives of the study were to assess the career preference of final year nursing students, to compare and determine relationship between areas of perception regarding role transition. Quantitative descriptive design was used to collect data from a total of 168 final year B.Sc. Nursing students of the State Haryana by using total enumerative sampling technique. The structured open ended questionnaire and perception rating scale was used to assess the career preference and perception regarding role transition respectively. Cronbach alpha reliability of rating scale was 0.9. The majority of students 95(56.5%) preferred their career as staff nurse and 65(38.7%) students preferred clinical instructor. The majority of the students 91(54.2%) had high positive perception regarding role transition and none of the students had high negative perception. Area of role competence was ranked first (80.72 mean percentage) and there was moderate positive correlation between areas of perception regarding role transition. Further Perception was associated with selected variables such as age, place of residence, father's education, mother's education, occupation of father, choice of course, hobbies and family income/month. The study concluded that most of the final year nursing students had high positive perception regarding role transition many of them preferred their career as staff nurse.

Key words: career preference, perception, role transition, nursing students and nursing professionals.

INTRODUCTION

The history and philosophy of Nursing came out with Ms. Florence Nightingale, a lady with a lamp who a properly-educated girl from an affluent magnificence family became a nurse. In nineteenth century she improved status in nursing and presumed a respectable career inside the society. At that time, nursing as employment, never needed looks or intelligence. In that short time, enormously nursing has grown in understanding human resources, talent, prestige, and work culture & freedom. Nursing wishes to be recognized as a member of the scientific subject which could make treasured contributions to health. [1] Nurses are health professionals who are the corner stone of the health care system in each country. [2]

Nursing education occurs in four main arenas viz. classrooms, workshops/ seminars, skills laboratories and clinical areas where a nurse attains proper competency. Preceptor-ship assists nursing students to incorporate theory into practice, integrates students into the practice setting within the organization, allows the student to apply learning and internalize the role and values of the profession within a nurturing and supportive relationship, and assists in recruiting nursing students into the professionals. [3]

The definition of "Nurse" can be understood as someone who cultivates and harbors certain traits of a person, generally women deployed as the curator and caretaker of the ill. [4] Nursing profession is a respectable occupation where one toils day and night for the common people which existed as a crude form in the times of Florence Nightingale. [5]

In India entry level courses in nursing are Auxiliary Nurse and Midwife (ANM), General Nursing and Midwifery (GNM) and Bachelor of Science in Nursing (B. Sc. Nursing). Opportunities are also available for higher education after basic nursing education and most of the B. Sc. or M. Sc. qualified nurses choose their carrier as a teacher in college of nursing as it provides them some autonomy in their work, increased job satisfaction, higher professional recognition and better salary. Besides teaching in college of nursing other job opportunities available for nurses are bed side nursing care in hospital, community or public health nurse, and nursing administration. For Indian nurses there are bright job prospects in foreign countries like USA, Australia, Canada and UK where they can enjoy a relatively good status of the profession. [6]

Clinical experiences during nurse education have a direct impact on student development in areas such as self-awareness, critical thinking, psychomotor proficiency, and professionalism. As the main facilitators of clinical teaching, clinical educators (CEs) serve vital roles in the preparation of Student Registered Nurse Anesthetics (SRNAs). [7]

Clinical placement is a vital component of nursing education because it links theory to practice, it enhances communication skills and coping with realities of the work life and therefore helps students to develop their professional roles. Upon graduation, nursing students often return to the area in which their clinical placement was positive that is more related to how students are valued than aspects of the physical environment. Accordingly, the supportive learning environments are paramount for securing the required teaching and learning experiences. [8]

As the career option places a profound impact on an individual's life every nurse needs to decide their career based on their expectations. Oxford Dictionaries define career as an occupation undertaken for a significant period in a person's life and with opportunities for progress. [9]

The choice of a career of subjects and courses in schools is one of the most difficult decisions in a person's life. The training programme is most concerned with developing as fully as possible each trainee's potentialities as a nurse or midwife. The choice of such a career should therefore be based on variables possessed by an individual that would enhance practice if finally admitted into the training programme. [10]

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. [11] Transition is defined as the technique of shifting from a state to any other one which is typically related to great changes in desires, roles, and obligations. Research have proven that during transition, one-of-a-kind troubles which include tension, anxiety, fear, panic, and burnout endanger and undermine nurses' physical and mental health. Those troubles accelerate staff turn-over price and bring about the alternative of skilled nurses by way of newbie ones who do not have

sufficient knowledge and self belief for running in medical settings.

The need for an effective transition to practice program in nursing has been documented for more than 80 years. Today, the transition of new nurses to practice is even more important. Health care is becoming increasingly complex, and the need for systems thinking continues. The patient population is more diverse, sicker, older, and patients have multiple conditions and technology is growing exponentially, and nurses are working at a "staccato pace. [12] Hence the present study was undertaken with the purpose to explore nurses' career preferences and their perception regarding role transition from student nurses to nursing professionals.

Theoretical framework:

Theoretical framework for the present study was based on stages of transition theory with doing, being and knowing given by Boychuk Duchscher.

MATERIALS AND METHODS

In view of the nature of the problem and to accomplish the objectives of the study Quantitative research approach was considered to be the most appropriate to collect data related to career preference and perception regarding role transition without making changes or introducing treatments. A Non experimental descriptive design was used to collect data from Final Year Nursing students. Total of 168 students were enrolled in the study with total enumerative sampling technique. The settings of the study were Maharishi Markandeshwar College of Nursing, Maharishi Markandeshwar Institute of Nursing and Dr.JP Sharma College of Nursing of selected districts Ambala and Yamuna Nagar in the state of Haryana, India. The students those who are enrolled in nursing course of recognized selected institutes of nursing and pursuing final year B.sc nursing were included in the study. Tool used in the study were described under three sections.

Section-I Selected variables of final year nursing students which includes age, gender, marital status, religion, sibling, place of residence, father's education, mother's education, family income/month, occupation of father, occupation of mother, type of family, choice of course selection and hobbies.

Section-II

Part-A Open ended questionnaire for career preference pertaining to scope of preference, area of preference and reason for preference.

Part-B: Structured perception rating scale to assess the perception regarding role transition from student nurses to nursing professionals among final year nursing students.

It includes:

- Total 28 items
- Areas of perception i.e role preparation (6 items), role competence (11 items), organization support (11 items)
- 5 point likert scale rated as strongly disagree(1), disagree(2), neutral(3), agree(4) and strongly agree(5). All the items were positive statements.
- Minimum score: 28, maximum score: 140

Content validity for open ended questionnaire for career preference was (SCVI=0.9 and ICVI=0.75-1). The reliability was calculated by using cronbach alpha to confirm the internal consistency that was 0.9 for the structured perception rating scale.

Ethical consideration:

Ethical approval was taken from the institutional ethical committee of M.M University, Mullana, Ambala, Haryana for conducting the study MMU/IEC/793. After obtaining administrative approval from principals of various institutes of nursing for conducting final study, informed consent was taken from study participants regarding their willingness to participate in the research project, the purpose for carrying out research project was explained and assurance of confidentiality was given to the participants. The ethical guidelines of ICMR (Indian guidelines) was adopted and followed throughout the study.

Procedure for data collection

Data collection was done in Maharishi Markandeshwar College Of Nursing, Maharishi Markandeshwar Institute of Nursing and Dr.JP Sharma college of Nursing of selected districts Ambala and Yamuna Nagar in the state of Haryana, India. The duration of study was from August 2016 to May 2017. Based on total enumerative sampling total of 168 was recruited for the study.

Data was collected in following manner:

- Gave introduction to the participants about research and the researcher.
- Got the informed consent from the participants and collected data regarding selected variables, career preference by open ended questionnaire with self reporting technique (paper pencil).
- Collected the data regarding perception regarding role transition from student nurses to nursing professionals by using structured perception rating scale with self reporting technique (paper pencil)
- Average time taken for each individual/group to complete selected variables, career preference and structured perception scale regarding role transition was 45 minutes.

Students who were absent on the first day were followed up in subsequent days and completed total subjects.

According to the objectives and opinion of the experts it was planned to organize, tabulate, analyze and interpret the data by using both descriptive and inferential statistics with SPSS version 20.

RESULTS
Result based on the frequency and percentage distribution of final year nursing students in terms of selected variables:

Most (58.9%) of the students were in the age group of 20-21 years with female students representing 78.6% of the sample. Majority (97.6%) of the students were single and most (73.2%) of the students were Hindu. Majority (85.1%) of the students were having sibling from other than nursing profession. Most (71.4%) of the

students residing in the hostel/PG. The data shows that 56.55% and 55.4% student's father and mother had secondary education. About 42.3% of students had family income of Rs. >30,000. The data shows that nearly half (50.6%) of the student's father were government employee and 73.8% of mothers were home maker. Most (78%) of the students belonged to nuclear family. The data shows that most (60.1%) of the students had selected nursing course as per their own choice and half (50%) of the students were having a hobby of listening to music.

Result based on career preference (Scope of preference):

Majority (82.1%) of the students mentioned scope as general nurse followed by 65.4% mentioned clinical instructor, 27.3% mentioned community health nursing, 16.1% mentioned psychiatric nurse, 13.1% mentioned industrial nurse, 11.9% mentioned Military nursing, 9.5% mentioned Pediatric nurse, 7.1% mentioned Geriatric nurse, 5.3% mentioned management in nursing, nurse researcher, home nursing and very least (4.7%) of the students mentioned counselor, 3.5% students mentioned School health nursing, Nurse practitioner and 2.3% mentioned Gynecological nurse as scope of nursing.

Result based on career preference (Area of preference):

Most of the students 95(56.5%) preferred staff nurse followed by 65(38.7%) students preferred clinical instructor, 4(2.4%) preferred further study and equal number of students 4(2.4%) preferred nothing as a career after completion of their nursing course as shown in Figure 1.
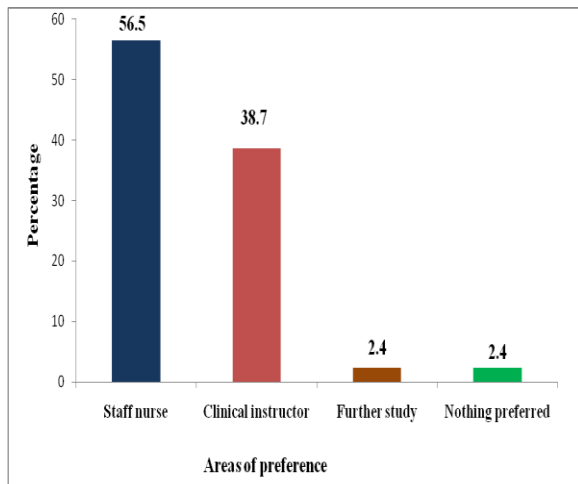

Figure-1 Bar graph showing the percentage distribution of final year nursing students in terms of area of preference-Career Preference

Result based on career preference (Reason for preference):

Out of 95 students those who preferred staff nurse mentioned following reasons that nearly half (45.2%) of the students said gaining new knowledge and skills followed by 17.8% of students said that their aim is to become a nurse, 10.5% said they can go abroad, 9.4% said can get knowledge about the different disease condition, 8.4% said staffing helps to gain the practical experience, 3.3% said being a nurse they want to serve people, 2.1% said being a nurse they can educate the people and very least 1% said that nursing is a noble profession. Out of 65 those who preferred clinical instructor mentioned following reasons that majority (78.4%) of the students said their aim is to become a teacher followed by 24.6% said psychology is their field of interest, 3.0% said improve the skill in teaching, because of low salary in staffing they choose the teaching and teaching can improve the knowledge and skill and very least 1.5% said they think that teaching is better than staffing. Out of 4 those who preferred further study, all of them (100%) said they want to do MBA because they like it or like to supervise others and out of 4 students those who preferred nothing as a career, all of them (100%) said they don't like nursing.

Result based on the level of perception regarding role transition:

The majority of the students 91(54.2%) had high positive perception regarding role transition followed by 73(43.5%) had low to moderate positive perception, 4(2.4%) had low to moderate negative perception and none of the students had high negative perception regarding role transition from student nurses to nursing professionals as shown in Figure 2
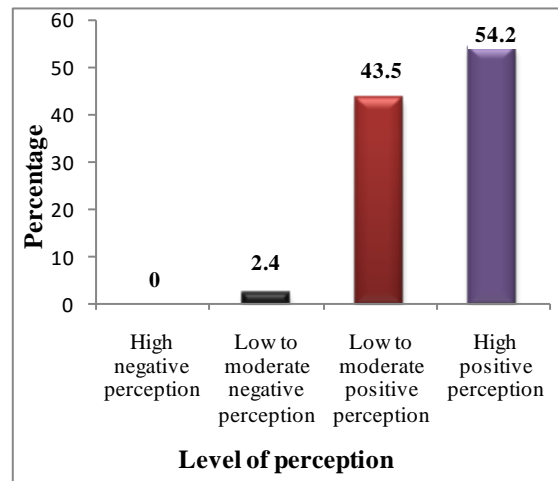

Figure-2 Bar graph showing the percentage distribution of final year nursing students in terms of level of perception regarding role transition

Result based on the level of area wise perception regarding role transition:

Most (50.6%), (65.5%), (55.4%) of the students had high positive perception in role preparation, role competence and organization support respectively. About 42.3%, 31% and 41.7% of the students had low to moderate positive perception. Very least (6%), (3.6%), (3.0%) of the students had low to moderate negative perception in role preparation, role competence and organization support respectively. In role preparation 1.2% of the students had high negative perception and none of the students had high negative perception in role competence and organization support. It concludes most of the nursing students had positive perception regarding role transition based on areas of perception including role preparation, role competence and organization support as shown in table 1

Table 1: Frequency and Percentage distribution of final year nursing students in terms of level of area wise perception regarding role transition   N=168

Level	Role Preparation Actual		Role Competence Actual		Organization Support Actual	
	Range	f/%	Range	f/%	Range	f/%
High negative perception	6-11	2(1.2)	11-21	00	11-21	00
Low to moderate negative perception	12-17	10(6)	22-32	6(3.6)	22-32	5(3.0)
Low to moderate positive perception	18-23	71(42.3)	33-43	52(31)	33-43	70(41.7)
High positive perception	24-30	85(50.6)	44-55	110(65.5)	44-55	93(55.4)

Result based on the Mean, mean percentage, SD and range of score of perception regarding role transition:

Overall obtained range of score of perception regarding role transition among nursing the nursing students was 69-137 with mean110.83 and standard deviation 11.99. The area wise perception score revealed that Role competence was ranked I based on the mean percentage 80.72 with range of score 26-53 and mean and SD 44.40±4.99. The organization support was ranked II based on the mean percentage 79.0 with range of score 22-55 and mean and SD 43.46±5.78 followed by role preparation (Rank III) with the mean percentage 76.53, range of score 9-30 and mean and SD 22.96 ±3.62. It concludes that nursing students had better perception in the area of role competence as shown in the table 2.

Table 2: Area wise mean, mean percentage, SD and range of score of perception regarding role transition   N =168

Areas of perception regarding role transition	Actual Range	Obtained range	Mean ± SD	Mean %	Median	Rank
Role preparation	6-30	9-30	22.96 ±3.62	76.53	24.00	III
Role competence	11-55	26-53	44.40±4.99	80.72	45.00	I
Organization and support	11-55	22-55	43.46±5.78	79.0	44.00	II

Result based on correlation between areas of perception score regarding role transition:

There was moderate positive correlation between areas of perception regarding role transition i.e. role preparation, role competence and organization support. The computed "r" value between role preparation and role competence (r=0.560), role competence and organization support (r=0.489) and organization support and role preparation (r=0.569) was significant at 0.01 level. Hence it concludes there was moderate positive correlation between areas of perception i.e role preparation, role competence and organization support which suggests if perception of any one area increase then other area also increases as shown in the table 3.

Table 3: Correlation between areas of perception score regarding role transition (role preparation, role competence and organization support)   N =168

Area of perception regarding role transition(Correlation)	Role Preparation r value(p value)	Role Competence r value (p value)	Organization Support r value(p value)
Role Preparation	××	.560ᵃ(.001)**	.569ᵃ(.001)**
Role Competence	××	××	.489ᵃ(.001)**
Organization Support	××	××	××

r(166)= 0.097 **Significant(p <0.01)   [a] moderate positive correlation

Result based on the association of perception regarding role transition i.e role preparation, role competence and organization support with selected variables:

The computed ANOVA and "t" values for association of perception regarding role transition i.e. Role preparation with selected variables concluded that area of role preparation was associated with place of residence (p - 0.011), mother's education (p - 0.038), family income (p - 0.009), choice of course (p - 0.006) and hobbies (p - 0.049) as calculated ANOVA and t value was significant at 0.05 level. It infers that role

preparation score was dependent on selected variables. Further selected variables such as the age, gender, marital status, religion, sibling, father's education, occupation of father and mother and type of family found to be non significant which were independent.

The computed Anova and "t" values for association of perception regarding role transition i.e Role competence with selected variables concluded that area of role competence was associated with mother's education (p - 0.003) and family income/month (p - 0.047) as calculated Anova and t value was significant at 0.05 level. It infers that role competence score was dependent on selected variables. Further selected variables such as the age, gender, marital status, religion, sibling, residence, father's education, occupation of father and mother and type of family, choice of course selection and hobbies found to be non significant which were independent.

The computed ANOVA and "t" values for association of perception regarding role transition i.e. organization support with selected variables concluded that area of organization support was associated with age (p-0.013), place of residence (p-0.00), father's education (p-0.027), mother's education (p-0.003), family income/ month (p-0.002), occupation of father (p-0.037), choice of course selection (p-0.002) and hobbies (p-0.010), as calculated ANOVA and t value was significant at 0.05 level. It infers that organization support score was dependent on selected variables. Further selected variables such as the gender, marital status, religion, sibling, occupation of mother and type of family found to be non significant which were independent.

Result based on the association of perception regarding role transition with specific career preference:

The association of perception regarding role transition with specific career preference as stated by students i.e. Staff nurse, Clinical instructor, Further study and Nothing preferred was calculated by one

way Anova. Calculated F value 1.507 was not significant at 0.05 level as p value was 0.216. It concluded that there was no significant association of perception regarding role transition with specific career preference i.e. Staff nurse, Clinical instructor, Further study and Nothing preferred. It infers that career preference was not dependent on perception regarding role transition as shown in table 4

Table 4: One way ANOVA showing the association of perception regarding role transition with specific career preference

Career preference	Mean score	df	F	p value
Staff nurse	110.38	3/164	1.026	.383[NS]
Clinical instructor	112.03			
Further study	101.75			
Nothing preferred	111.00			

*Significant (p <0.05)   [NS] Non significant (p>0.05)

DISCUSSION

Discussion based on selected variables:

In the present study out of 168 students majority (78.6%) of students were females and most (60.1%) of the students had selected nursing course as per their own choice. These findings are partially similar and contradictory to the study conducted by Aldeeb GA (2016) on Factors Influencing the choice of nursing career among newly admitted nursing students in campuses of a Medical Training Institution in Kenya where they found that women than men choose the career in Nursing because they perceived their personality traits as suited to this profession and 53.7% of the students were mainly influenced into joining nursing career by nurses, parents and relatives rather than personal choice. [13]

Discussion based on areas of perception regarding role transition:

In the present study out of 168 students, most (50.6%), (65.5%), (55.4%) of the students had high positive perception in role preparation, role competence and organization support respectively. About 42.3%, 31% and 41.7% of the students had low to moderate positive perception. Very least (6%), (3.6%), (3.0%) of the students had low to moderate negative perception in role preparation, role competence and organization support respectively. In role

preparation 1.2% of the students had high negative perception and none of the students had high negative perception in role competence and organization support. It concludes most of the nursing students have positive perception regarding role transition. Similarly a descriptive study was conducted by Kabanya CN (2016) on perception of transition among nursing interns in Tanta University where they found that based on the total score of role transition, more than fifty (54.86%) of nursing interns perceived moderate level of role transition, almost fifty of nursing interns perceived low role transition in role preparation and organization support domains (42.28%) and (49.56%) respectively. However, the majority of nursing internship (62.83%) perceived high role transition in role competency. [14]

Discussion based on association of perception regarding role transition with selected variables:

In the present study age, religion, father's education, mother education, family monthly income, occupation of father, place of residence, choice of course and hobbies had significant association with perception regarding role transition. Whereas selected variables of nursing students (gender, marital status, sibling, father education, family income, occupation of mother, type of family,) were not statistically significant at 0.05 level of significance. Similarly the exploratory study was conducted by Kumar.S (2016) on Career Choice And College Students: Parental Influence on Career Choice Traditionalism among College Students in Ethiopia where they found that there was a significant influence of parents on career choice among students. Specifically, father's influence is found to be more significant on career choice decision making among students than their mothers. Father occupation and mother occupation found to be good attributor from choosing a career [F $(2,174)$ =7.259, $p<0.05$) and it was statistically significant. The joint interaction effect of perceived expectation of respondent's father and the occupation of their father on career choice was statistically significant (F $(2,174)$ =6.430, $p<0.05$). [15]

CONCLUSION

Most of the final year nursing students had high positive perception regarding role transition from student nurses to nursing professionals and many of them preferred their career as staff nurse.

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