

Student Nurses' Perception of Staff Nurse Role at KSA.

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Abstract: Background. Students' perceptions of the staff nurse's role surely influence their future performance. Exploring their perception helps educator to support positive one and modifying students nurse and nurse interns' perception of staff nurse role. **The study was aiming to** identify students nurse and nurse intern's perception of staff nurse role. In addition to, detect changes in the student's perception through academic years and internship year. **Descriptive correlational design** was used in this study. This study was conducted at faculty of nursing Umm Al Qura University. **The total sample** of this study was 200 students. Fifty students were selected from each class level as well as 50 interns. A questionnaire developed by Buckham, (1988) was used for data collection. **The finding of this** study indicated that students highly perceived the all dimensions of staff nurse' role as caregiver role (X, 4.7, SD, .49), administrating role (X 4.4, SD,.60), management role (X, 4.5 SD, .59), communicator role (X,4.5 SD, .5 4) and teaching role (X, 4,4 SD, .58) as respectively. In addition to, there was different significantly ($P \leq .01$) in perception of caregiver role of staff nurse. While, there were no significant differences in other dimensions of staff nurse role. **The present study concluded that;** student nurses and nurse interns highly perceive & comprehend the role of staff nurse, they perceive staff nurse role according to their ranking as caregiver, administration, man agent, communication and teacher role. No consistent pattern of change in the student perception of the staff nurse role from second year to internship year. There is significant difference in the perception of caregiver role among second year students, and third, fourth year students and internship year, the higher mean score for second year. No significant difference in the perception of staff nurse role between male and female students. There is no significance difference in the perception of staff nurse role between all students and nurse interns. **The study recommended that;** discussion and dialogues between students, teacher, and clinical instructors at the faculty and in clinical settings at each phase of education, this may facilitate students' awareness of their individual perceptions of nursing and nurse role. A written job description for different nursing position to prevent role misconception and the students may deviate from ideal role.

Key words: Staff nurse role, students nurse perception.

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I. Introduction

At some stage in a young person's life, a decision has to be made on career to follow. Those entering for training as students' nurses with the initial career goals of qualifying as a registered general nurse and taking up a post of staff nurse must have a perception of what they will be doing when occupying such a role, (Larson,j. et.al, (2013).

In today's healthcare system, nurses face many challenges in their work places. Staff nurses are increasingly called upon to accept more responsibilities and roles in addition to provider of patient care, (Hall. K. 2014). Nursing lacks a collective professional identity. The development of nurse role requires recognition of professional status. In addition, most students seemed to lack knowledge about expanded roles of nurses and opportunities for advancement. Students face many stressors on their journey to becoming a nurse, (Laddy and Peppar, 2017).

Professional socialization is a process through which a person acquires the knowledge, skills, values and ethical standards to form a professional identity (Hao, Niu, Li, Yue, & Liu, 2014).

Transition shock demonstrates that there is a gap between what new graduates were taught in their undergraduate education and what they experience in the real world. For many new graduate nurses, the orientation period is difficult. They experience stress as they take on more responsibilities, learn about the nurse role, and meet role expectations, National League for Nursing (NLN). (2010).

A number of qualitative studies have reported that primary reasons for turnover during the transition period from student to beginning practitioner include stress, lack of confidence and competence, lack of support,

insufficient educational preparation, and a growing realization of the mismatch between expectations and workplace realities and lacking to identify their role, (Al Jarrah 2013). These factors all indicate that new graduates feel they may not be ready to enter practice.

Understanding the initial stage of role transition for the nursing students can lead educators to support and facilitate professional adjustment by increase awareness of their career role for senior a nursing student that mimics the "real life" work situation. Awareness of students about their role could play an important role in preparing graduates for transition to the complex role of the practicing registered nurse. They may gain clinical competence before beginning their first job and may attain their new role faster and smoother, (Al Jarrah 2013). This study focused on identifying students' and interns' perception of the staff nurse's role and the change in their perception during the three years of education and internship.

Significance of the study:

The nursing profession in Saudi Arabia is challenged by negative media reports on misconduct, shortage of nurses, poor working conditions, perceived negative attitudes and ill-disciplined staff, which affect the quality of nursing care (Al-Mahmoud, S. 2013). This could be a consequence of poor/inadequate socialization of students in the profession. Nurse educators and professional nurses act as socialization agents, influencing the novices to assume their professional roles as nurses. These influences could be either positive or negative, so students need to be prepared for the diverse challenges of roles during their Career (Lundberg et al, 2011).

Aim of the study

This study was aimed to; Identify student nurses' perception of the staff nurses' role.

Compare student nurses' perception with nurse internship perception

Find out differences in the perception of staff nurse role between student nurses at different class level.

Research questions

Is there a significant difference between the male and female student perception of staff nurse role by different class level?

Is there a significant difference between the male and female student and nurse intern's perception of staff nurse role?

Subjects & Method

Research design

A descriptive cross-sectional design was used in this study.

Research setting

This study was conducted in faculty of nursing at Umm Al Qura University and selected hospitals At Makkah Al Mukkarama, where nurse interns are trained.

Subjects

The total sample of the study was 200 students. Fifty students were selected from each class level. Twenty male student were selected from second and third year. The sample size of nurse interns was fifty from the total group.

Tool of data collection

The questionnaire consisted of two parts the first part is designed to obtain the demographic data about the students, such as class level.

The second part contained 53 items related to students' perception of the staff nurse role. The items were normatively grouped under the following dimensions (Appendix I):

1. Administration: referred to the coordination with other units, arranging transport for patients, booking investigation, collecting notes....etc. (7items).
2. Care giving: covered direct patient care, planning, implementing and evaluating of care....etc. . (21items).
3. Communication: such as staff relations, dealing with relatives and with colleagues....etc. . . . (9 items).
4. Management: related to managerial work in the unit allocating work, monitoring work and cost control. . (9 items).
5. Teaching: such as bedside teaching....etc.(7 items).

Scoring system

Five-point Likert scale was used for the items related to respondent's perception of staff nurses' role. The possible responses were strongly disagree, disagree, neutral, agree, and strongly agree. Scores ranged between strongly disagree (5points) and strongly agree (1 point).

Procedures of the Study:

A. Preparatory Phase

A review of the past, current related literature covering all aspects of the problem using available book, journals articles and magazines was used to be a quantized with the various aspect of research problem.

B. Exploratory Phase

1. Pilot Study

To assess the reliability and clarity of the tools used in the study for data collection; a pilot study was conducted with a representative sample of nursing students (10%). The pilot study helps the investigators to estimate the needed time to fill in sheets and how the content is clear for the nurses. Based on the results of the pilot study needed refinement and modifications of the tools were applied.

2. Field Work

The fieldwork was carried out from 5/2/1439 to 5/3/1439 for data collection. The investigators met the students at the beginning or at the end of the classes where the objectives of the study were explained and students were given the questionnaire sheet. On the other hand, the investigator met the nurse interns at their work place where the purpose of the study was explained and the questionnaire was handed. They spent between 15-20 minutes to fill the questionnaire. The investigators collected the questioner on the spot. To have well established perception about the staff nurse role especially for second year students, data were collected toward the middle of the academic first semester (Safar- Rabii Awal). Data collection consumed one month approximately.

3. Administrative Design

Before any attempt to collect data, a formal letter was issued from the ethical scientific research committee at Faculty of Nursing Umm Al-Qura University to obtain an official approval of this research (Appendix II).

4. Statistical Analysis:

The statistical package for social sciences (SPSS version 19) was used to analyze data of the present study. The collected data was coded and analyzed using the number and percentage distribution, means, standard deviation; tests of significance were applied using appropriate statistical analysis and proportion probability of errors (P value).

Significance of the results:

When $P > 0.05$ it is statistically insignificant difference. Also, when $P < 0.05$ it is statistically significant difference.

5. Ethical considerations:

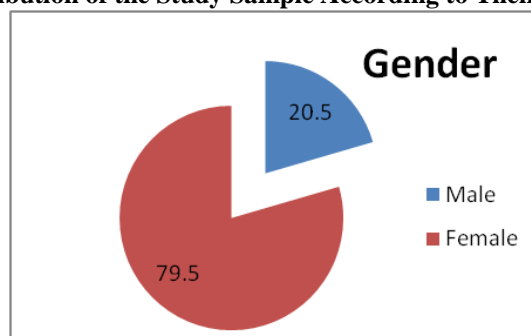
- An official approval was obtained prior to data collection from vice dean of hospital affairs (Appendix III).
- Code number for each student nurse was be maintained and participation was voluntary.

II. Results

Results of the current study are illustrated in the following parts:

- **Part I:** Demographic characteristics of the study samples (**figure1**).
- **Part II:** staff nurse role as perceived by nursing students as following dimensions teaching, administrating, communicating, managing and care giving role (**table 1- 3 and figure 2**).
- **Part III:** differences among the students' perception of staff nurse' role at different class level (**11- 15**).

Figure (1): Distribution of the Study Sample According to Their Gender (N=200).



This figure showed that, percentage distribution of the participates at different class level, the majority (79.5%) of the study sample were female students, while (25.5%) of them were from male students.

Table (1): Total Mean Score& Standard Deviation of All Study Sample Perception of Dimension of Staff Nurse' Role (n= 200).

Nursing Role	X	SD
1. Teaching.	4.4	.58
2. Communication.	4.5	.54
3. Management.	4.5	.59
4. Administration.	4.5	.60
5. Caregiver.	4.7	.49

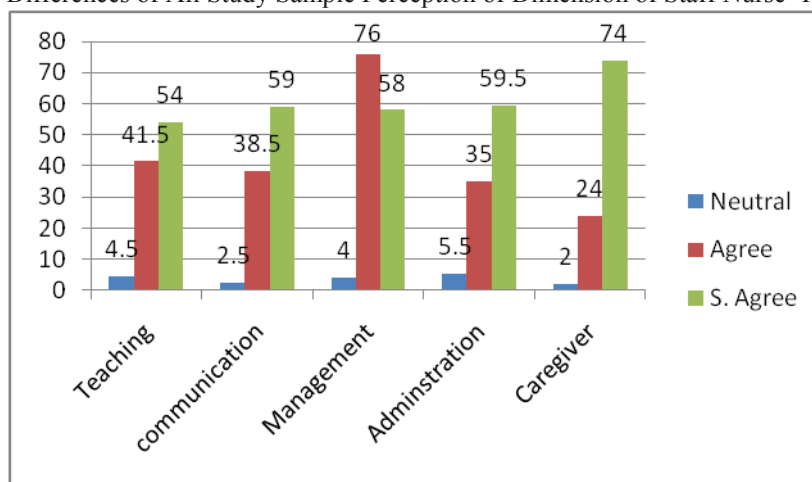
This table indicated that students highly perceived the all dimensions of staff nurse' role as caregiver role (X, 4.7, SD, .49), administrating role (X 4.4, SD, .60), management role (X, 4.5 SD, .59), communicator role (X,4.5 SD, .5 4) and teaching role (X, 4,4 SD, .58) as respectively.

Table (2): Total Mean Score & Standard Deviation of All Study Sample Perception of Dimension of Staff Nurse' Role regards different class level (n= 200).

Nursing Role	Second Year		Third Year		Fourth Year		Intern Year	
	X	SD	X	SD	X	SD	X	SD
1. Teaching.	4.5	.49	4.3	.62	4.5	.57	4.5	.61
2. Communication.	4.6	.48	4.5	.61	4.6	.48	4.5	.54
3. Management.	4.5	.54	4.4	.67	4.2	.60	4.5	.59
4. Administration.	4.5	.61	4.4	.64	4.4	.61	4.5	.60
5. Caregiver.	5.8	.32	4.5	.61	4.7	.45	4.7	.49

This table showed that the mean score of the second, fourth and internship year on the perception of teaching role of the nurse was (X, 4.5) while (X, 4.3) was in the third year. In perception of communication role of the nurse the highest mean score (X, 4.6) was in second and fourth year, while (X, 4.5) was in third and internship year. Regarding the management role the mean score ranged between (X, 4.5) second and internship year to (X, 4.2) the fourth year. Participants were perceived administration role of the nurse as (X, 4.5 ,4.4) for second and internship year, third and fourth year respectively. Regarding the perception of the nurse caregiver role, the highest mean score (X, 5.8) was that for second year students followed by (X, 4.7) hat for fourth and internship year while the lowest mean score(X,4.5) was that for third year students'.

Figure (2): Differences of All Study Sample Perception of Dimension of Staff Nurse' Role (n= 200).



This figure illustrated that the students nurse strongly agreed that the caregiver role of the staff nurse was highest percentage (74%), followed by administration, communication management and teaching role of the staff nurse (59.5%, 59%, 58% and 54%) respectively. In addition to, they agreed that management role of the staff nurse was the highest percentage (76%).

Table (3): Differences between Students and Interns on the perception of the nurse Teaching Role (n= 200).

Teaching Role		Mean difference	P
Second year	Third year	.26	.17
Fourth year	Fourth year	1.1	1.0
	Intern year	.08	.92
	Fourth year	.26	.17
Third year	Fourth year	.26	.17
	Intern year	.18	.49
Fourth year	Intern year	.8	.92

This table indicated that there was no significant difference among all study years regarding teaching role of the staff nurse.

Table (4): Differences between Students and Interns on the perception of the nurse Communication Role (n= 200).

Communication Role		Mean difference	P
Second year	Third year	.10	.84
	Fourth year	.04	.98
	Intern year	.8	.91
Third year	Fourth year	.14	.65
	Intern year	.02	.99
Fourth year	Intern year	.12	.75

This table showed that there was no significant difference among all study years regarding communication role of the staff nurse

Table (5): Differences between Students and Interns on the perception of the nurse Management Role (n= 200).

Management Role		Mean difference	P
Second year	Third year	.12	.78
	Fourth year	.14	.69
	Intern year	.16	.60
Third year	Fourth year	.02	.99
	Intern year	.28	.12
Fourth year	Intern year	.30	.09

This table clarified that there was no significant difference among all study years regarding management role of the staff nurse

Table (6): Differences between Students and Interns on the perception of the nurse Administration Role (n= 200).

Administration Role		Mean difference	P
Second year	Third year	.8	.92
	Fourth year	.10	.87
	Intern year	.18	.51
Third year	Fourth year	.02	.99
	Intern year	.26	.19
Fourth year	Intern year	.28	.14

This table clarified that there was no significant difference among all study years regarding Administration role of the staff nurse

Table (7): Differences between Students and Interns on the perception of the nurse Caregiver Role (n= 200).

Caregiver Role		Mean difference	P
Second year	Third year	.36	.03*
	Fourth year	.16	.42
	Intern year	.12	.66
Third year	Fourth year	.20	.22
	Intern year	.24	.10
Fourth year	Intern year	.04	.98

This table clarified that second year student's perception of caregiver role of staff nurse was significant difference (p= .03) than third year. While there was no significant difference in other students' perception of caregiver role, in third, fourth and internship year.

Table (8): Differences between Students and Interns on the perception of the nurse Role Regarding their Gender (n= 200).

Nursing Role	Male		Female		t	P
	X	SD	X	SD		
1. Teaching.	4.4	.55	4.4	.59	.47	.9
2. Communication	4.5	.54	4.5	.54	.26	.7
3. Management.	4.6	.53	4.5	.60	.11	.2
4. Administration.	4.5	.63	4.5	.59	.48	.7
5. Caregiver.	4.6	.52	4.7	.48	.34	.5

This table showed there was no significant difference between male and female student' perception of staff nurse role in all dimensions.

III. Discussion

This study was aiming at identifying students nurse' and nurse interns' perception of staff nurse's role. In addition to, detect changes in the students' perception throughout the four years and internship year. Prior to entering nursing school, students have false impressions about nursing as an occupation. Many view nursing as only providing technical skills, and greatly underestimate the depth of knowledge and responsibility of the nurse's role (Adams, 2010)

The finding of the present study indicated that participants comprehended the dimensions of the staff nurse's role. They saw the nurse as manager, communicator, caregiver, administration, and health educator.

The respondents as follows, caregiver, administration caregiver, administration manger, communicator and health educator rank the role dimensions. This finding consistent with American Association of Colleges of nursing (2015) indicated that nurses ranked caregiver on the top of the nurse's roles followed by administrating, management, communicator and teaching role. The confirmed of the present finding with that of the Academy of Scientific Research with nursing in ranking the function of the staff nurse could be attributed to the fact that the respondents of the Academy were staff nurses whose top priority is the provision of nursing care which enhanced by the system in which they work.

Emphasizing the nurse's role as caregiver by students might be influenced by the curriculum of nursing faculty which stresses the role of the nurse as caregiver. The caregiver is the role most commonly associated with nursing by the general public. In the role of caregiver, the nurse provides direct care when clients are unable to meet their own needs. Specific activities characteristic of the caregiver role include feeding, bathing, and administering medications (Felgen, (2013).

This finding differed from the study of Sayed,(2010), who found that the university students ranked the five main functions out of the nine function of the staff nurse' role as follows; teacher, caregiver, manger, administrator and communicator. Health teaching is not a top priority in services. Shortage of nurses could be a factor that in forces nurses to neglect health teaching activates is not supported by hospital administrators. Health teaching is considered a very important factor in patient progress, prevention of complications and promotion of compliance with treatment. (American Nurses Association 2014).

The finding of this study revealed that the students and interns highly emphases the caregiver aspect of the staff nurse's role. Care is the essence and the central unifying and dominant domain that characterized nursing. It is an essential human need for the full development, health maintenance and survival of human begins. (Health Service Executive 2010).Also, Adams et al. 2010) found that one of the main reasons of students entered nursing was helping and caring role. The respondents perceived the nurse as helper to patients. Direct activities related to patient-to-patient's condition for example, give medication as doctor order and take vital signs...etc.

Second year students significantly highly perceived the caregiver role of the staff nurse more than third & fourth and interns. This finding is consistence with the Kresten (2010), who found that at the beginning first year students perceived nurses as caring which including helping, giving care, comfort nurturing and supporting. (Health Service Executive 2010).Mentioned that first year students have two values articulated which were caring and scientific knowledge bases. At the same time caring and nurturing were high motivators for choosing nursing as career.

The present finding indicated that all participants valued the administration and management role of the nurse in the middle ranking position of the staff nurse role. Chase (2009) found that students first learn administration and management role through learning how to organize the very basic aspects of patient care such as providing care plan and giving medication. As the students pass through educational program more complex functions are mastered so that they can successfully manages for critical ill patients. Moreover, (Houghton, 2013) clarifying that the students usually focus on the health care of a particular patients the graduate nurse is part of the nursing unit and must focus on both patient care and working with the staff.

According to, **Koontz, et. (Al 2010)** mentioned that the role of the nurse is dynamic one requiring a high degree of leadership and management skills linked with clinical nursing knowledge and research. Fourth year & interns highly perceived the administer and management role of the nurse than third and second year. They might have been influenced by leadership and management in nursing course offered during the fourth year.

The finding indicated all respondents highly agreed that documenting information and keeping investigation in patient chart is an important nurse actively students nurse are involved actively in maintaining nursing records and it could be indicated that students value the importance of recording for continuity of care.

Communication role of the nurse was ranked by the students as the fourth dimension of the staff nurse role. This role is an integral component of all nursing activities for that reason the students and interns could not perceived it as a separable role. For example, they cannot do nursing activities without interpersonal relationship between the health members or relatives they take history of illness from patients and their relatives.

However students perceive communication as an important dimensions in patient care i.e. high mean score were found in reassuring and relieving any stress facing patients, answering any questions from patients, cooperating with social works to facilitate any problem facing patients. Listen speak with relatives, speaking with patients and explaining different procedure before done. **Wolff et. Al. (2010)** found that student nurse considered communication and interaction with patients as the essence of nursing.

Communication is the process of helping a patient to recognize and cope with stressful psychological or social problems to develop improved interpersonal relationship and to promote personal growth. (**McCarthy, et. al. 2011**).

The nurse's role as a communicator involves working with other health professionals. Communication as nursing activities illustrate the overlapping responsibilities of health personnel and reflect the collegial relationship between health professional (**Kozier, 2017**)

All students have high perception the communication role of the nurse. This might reflect the idealistic perception on the students to the role of the nurse.

Teaching role of the nurse was ranked by the students as the last dimension of staff nurse role. However all respondents highly perceived all component of teaching role of the staff nurse role such as giving health education for patients, orienting nurses' with objective and system of the work, acting as role model, willing to respond to new nurses' question, Training students nurse who present in the unit / ward and Sharing of training nursing program.

Faculty members emphasizing about, health teaching is an important component of staff nurse's role and students are required to record the health teaching in the patient record and this is part of evaluation during clinical setting. Again, this might reflect the idealistic perception on the students to the role of the nurse.

The finding of this study indicated that the students agreed that being role model is one of the staff nurse's role. Role modeling occurs mainly through observational learning which is characterized by the process of attention, and motor reproduction. (**Bandura 2010**). So being role model staff nurse set example for the students to imitate. The need for role models at all stages of professional life has been affirmed and for students of nursing, modeling may center upon significant person drawn from both educational and practice establishment. (**Dontan et al 2009**).

The finding indicated that there is no statistically significant difference between male and female students overall the staff nurse role. This finding inconsistent with the finding of who found that more than half of the female students and close to half of the male students prefer working as instructors in nursing schools after graduation.

The present study revealed that no consistent pattern of change in students' perception of the staff nurse role from second year to internship year. Also, no significant difference between the students and interns on their perception of the overall role of the staff nurse.

The finding is inconsistent with the study of **Brim, 2011**), who found changing in role conception of students' nurse advances through educational program. Also, **Johnson et.al. (2012)**, found that more advanced the students was the greater her professional identification. **Goodrick, and Reay, (2010)**, found change from a more idealistic to a more realistic conception of nursing role as the student moved through school.

Lack of specific pattern in the development of the student's perception of the staff nurse from first year through internship year could be indicted that the second year last unchanged even after graduation this may bad us to consider second year is a corner stone in shaping graduate professional value.

IV. Conclusion

The present study concluded that:

Student nurses and nurse interns highly perceive & comprehend the role of staff nurse, they perceive staff nurse role according to their ranking as caregiver, administration, man agent, communication and teacher role.

No consistent pattern of change in the student perception of the staff nurse role from second year to internship year.

There is significant difference in the perception of caregiver role among second year students, and third, fourth year students and internship year, the higher mean score for second year.

No significant difference in the perception of staff nurse role between male and female students. There is no significance difference in the perception of staff nurse role between all students and nurse interns.

V. Recommendation

1. Discussion and dialogues between students, teacher, and clinical instructors at the faculty and in clinical settings at each phase of education, this may facilitate students' awareness of their individual perceptions of nursing and nurse role.
2. Clinical setting for students training must be selected in such a way that enough competent to role models be available for the students.
3. A written job description for different nursing position to prevent role misconception and the students may deviate from ideal role.
4. The employing agency for faculty graduates has to encourage them to implement the ideal role by creating a supportive and suitable environment.
5. Cooperation and collaboration between hospital staff and faculty staff must be promoted to facilities students training and to meet their learning need.

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