Relationship between Reality Shock and Career Resilience among Nursing Intern's Students

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Abstract

Background: The internship year is a highly stressful period for nursing students because they face many challenges in clinical settings as the gap between theoretical and practical knowledge, have to deal with sophisticated and specialized patients, lack of support from health care providers. All of these factors leading to reality shock experience for them. **Aim:** The study aimed to investigate the relationship between reality shock and career resilience among nursing interns students. **Design:** Descriptive correlational research design was designed. **Subjects and methods**: **Study sample:** convenient sample composed of 206 nursing intern's students **setting:** Mansoura university hospital during the academic year 2020-2021. **Tool:** The tools used to collect data for this study were self-administered questionnaire which divided into two tools. **Tool (1):** consisted of two parts: part one: personal and job characteristics for the participants. Part two: reality shock questionnaire. **Tool (2):** career resilience questionnaire. **Results:** two thirds of nursing interns students perceived career resilience as moderate and the total mean score was 111.37 ± 13.87. The highest percent of the studied nursing interns students had a moderate level toward reality shock with total mean score 41.66 ± 6.18.**Conclusion:** There was statistical positive correlation between reality shock and career resilience. As well, there is significant correlation between reality shock and four domains of career resilience (belief in oneself, own success ethic ,self-reliance ,receptivity to change).**Recommendations:** It is recommended that nursing managers should maintain close supervision that provides nursing intern's students for at least 3 months , Nursing faculty should conduct periodic evaluation and feedback of the content and length of training, Providing undergraduate student with the information and realistic situations to avoid reality shock.

Key words: Career Resilience, Nursing Interns, Reality Shock, Relationship.

Introduction

An internship is defined as "an action where nursing intern's students have practical training, clinical skills and professional experience. Nursing intern's students facing a hard phase during internship year due to transition from being a student to a registered nurse. Through this time, there are numerous challenges which affect their practical experience and personal lives **(Grych , Hamby , Banyard ,2015)**

Transition period is the process of creating familiar environment of a new role for nursing interns. The transition period "reality shock" expresses the feedback of receiving knowledge, skills in nursing field and has recently working in real clinical setting **(Gaundan & nezhad, 2018).**

Reality shock describes the conflict that occurs when nursing intern's students discover that the knowledge they

acquired is different from what is being practiced in health institutions. Reality shock theory describes the intern nurses experience of learning, having knowledge and skills as they transition into practical environment **(Silva et al., 2010).**

There are four phases of reality shock process (honeymoon, shock, recovery and resolution). During first phase intern nurses are motivated about having a new real practical experience which lasts for a short period. They have a high level of excitement and an ideal picture about the new career. The second phase "culture shock" arising from conflicts between ideal and actual perception of new role and tasks .This phase characterized by refusal , anger, stress and misunderstanding **(Caliskan & Ergun, 2012).**

The recovery phase starts as the nursing intern's students recover from the disapproval of the new job experience and try to move toward acceptance and positive thinking Finally the resolution phase, the intern nurses transformed from new graduate to a professional nurse with a good experience of career resilience by acquiring new skills by observation and demonstration, having better understanding of career circumstances and acquiring problem solving and decision making skills **(Benner, 2001).**

The main key to transform the transition period of nursing interns from negative experience to smooth and successful period, is to provide suitable resources support, supervision and learn nursing interns resilience skills by accepting work place diversity, managing change and making self and environmental adjustment **(Itomine, 2013).**

Career resilience is an inclusive term that describes the interaction between personal characteristics and the work environment. So that the person faces challenges, differences and changes and works hard to reach correct ways to adapt to the work setting situations **(Gu & Day 2013).**

It focuses on three aspects .The first aspect , focuses on the ability of the individual to quickly adapt to the workplace differences. Secondly, the focus on a result of the person's adaptation to the work environment. Finally ,the third concerns by gaining new skills and abilities, reducing work pressure, gaining self-confidence and having new managerial skills such as decision-making and critical thinking **(Eshel & Kimhi 2016).**

Nursing intern's students face many practical situations and work pressures that cause stress. Lack of knowledge, experience and practical skills, inability to deal with job responsibilities, negative expectations about work and presence of work load.

All of the previous factors lead to negative psychological and physical effects, workplace problems and low job satisfaction. Thus there is an urgent need to equip nursing intern's students with skills such as change management , motivation ,problem solving and decision making skills and career resilience abilities **(Mudallal, Othman& Al Hassan, 2017)**

Career resilience enables nursing interns to deal with their work situations and to provide positive and productive job outcomes. Career resilience learn them to deal with work problems and develop coping strategies and maintain smooth and constructive environments **(Mealer, Jones& Moss, 2012).**

Significance of study

Through internship year, there are many workplace difficulties that waste the effort and time of the nursing interns as no opportunity to improve clinical experiences in the clinical environment. Also they have a lack of support provided by their supervisors, ineffective nurse physician communication. All of these factors consider obstacles for delivering patient care that causing a reality shock for them. They try to find adaptive measures to cope with their clinical problems in form of career resilience strategies **(Kodama, 2017).** Thus the aim of this study is to investigate the relationship between reality shock and career resilience among nursing interns students.

Aim of the study:

The aim of this study is to investigate the relationship between reality shock and career resilience among nursing intern's students.

Research Question:

Is there a relationship between reality shock and career resilience among nursing intern's students?

Methods

Research design:

Descriptive correlational research design was utilized in the study.

Setting:

This study was conducted at Mansoura University Hospitals, which affiliated to Mansoura University. These hospitals provide a wide spectrum of health services at delta region.

Sample:

Convenient sample was used in this study included all available nursing intern's students graduated in academic year 2019-2020 and practice their training at Mansoura University Hospitals. Their total numbers were 206 nursing intern's.

Tools of data collection:

The tools used to collect data for this study were self-administered questionnaire which divided into two tools. **Tool (1):** consisted of two parts: part one: personal and job characteristics for the participants. Part two: reality shock questionnaire.

Part (1): Personal and job characteristics:

This part was developed by researcher and includes data related to personal and job characteristics as gender, marital status, graduation level and residence.

Part (2): Reality shock questionnaire:

This tool was adopted from **Teodoro and Molina (2016).** It used to raise awareness amongst novice nurses interns on reality shock. With the purpose of making one aware of feelings about particular life situations. It is composed of 18 items . Nurses' inters responses were measured and modified to three point Likert scale as: 1=disagree, 2= neutral, 3= Agree according to validation phase.

❖ **Scoring System**:

-Based on cut of value 50%, low level of career resilience (<50%)

-medium level from (50%-75%) , high level (> 75%).

Tool (2): career resilience questionnaire.

This tool was adopted from (**Fourie & Van Vuuren, 1998**).It aimed to measure individuals' responses to a

variety of work and career situations typifying the traditional and emerging career contexts.. It consisted of 45 items under 4 domains as : belief in oneself 14 items , own success ethic 7 items , self-reliance 9 items, and receptivity to change 15 items.   Nursing intern's students responses were measured and modified to three point Likert scale as: 1=disagree, 2= neutral, 3= Agree according to validation phase.

❖ **Scoring System**:

Based on cut of value 50%, low level of career resilience (<50%), medium level from(50%-75%) , high level (> 75%).

Validity and Reliability:

The study tools was tested for face and content validity by jury test of five experts in the field of nursing administration   to evaluate the items as well as the entire instruments as being relevant, comprehensive and appropriate to test what they wanted to measure and modification were applied based on their opinions. The study tools was tested to assess reliability via the pilot subjects and Cronbach's alpha test was 0.879 for part (2) and 0.899 for part (3).

Pilot study:

A pilot study was carried out on 10% from nursing intern's students at Mansoura University Hospitals (20 nursing interns) to evaluate the clarity and applicability of tools and to determine the time needed to fill in questionnaires.

Field work:

The researchers introduced themselves to nursing intern's students, explained the aim of the study, and how to fill in the questionnaire, approval was taken orally and asked them for their cooperation with them. The questionnaire distributed to the participants during morning and afternoon shifts . Data collection was completed over a three months period from the beginning of internship year.

Ethical consideration:

An ethical approval was obtained from the Research Ethics Committee of Faculty of Nursing, Mansoura University. An official permission to conduct the study was obtained from the responsible administrator of the hospitals.   All participants were informed that participation in the study is voluntary and that they have the right to withdraw from the study at any time. All participants were assured about the confidentiality of the collected data and the privacy of the study sample will be assured.

Statistical analysis:

The collected data were arranged, tabulated as well statistically analyzed via SPSS software (Statistical Package for the Social Sciences, version 21, SPSS Inc. Chicago, IL, USA). For quantitative data, the mean, range, as well standard deviation were calculated. Comparison among the two groups as well more was performed by using Chi-square test ($\chi2$) for qualitative data.

Results

Table (1), Shows that most of studied group are females (82%) and most of them are single. Regarding graduation level most of them had very good level and had a rural residence.

Table (2), shows that the studied sample reported that less than half of them (47.6%) agree about experience career resilience.

Table (3), Shows that the studied sample reported that than half of them (54.9%) agree about experience reality shock.

Table (4), Shows that the studied sample reported their high mean scores for career resilience (111.37±13.87) as receptivity to change has high mean score as a domain of career resilience (38.14±5.78) while own success ethic has the lowest mean score (16.0±2.56).Regarding reality shock mean score has (41.66±6.18).

Table (5), Shows that the studied sample has a high level (>75%) of career resilience (67%) and has a high level (>75%) of reality shock (57.8%).

Table (6), shows that there is positive statistically significant relationship between career resilience dimensions and reality shock (0.000**).

Figure (1), shows that there is positive statistically significant correlation between career resilience and reality shock (0.000**).

Table (1): Frequency distribution of studied nursing intern's students about personal and job characteristics (n=206).

Characteristics	No	%
Gender		
▪ Male	37	18.0
▪ Female	169	82.0
Marital status		
▪ Single	169	82.0
▪ Married	37	18.0
Graduation level		
Excellent	40	19.5
Very good	166	80.5
Residence		
Urban	30	14.5
Rural	176	85.5

Table (2): Responses of the studied nursing intern's students related career resilience (n=206).

Study Variables	Nursing interns students responses					
	Disagree		Neutral		Agree	
	No	%	No	%	No	%
Career resilience	27	13.1	81	39.3	98	47.6
1. Belief in oneself	29	14.1	84	40.8	93	45.1
2. Own success ethic	24	11.7	83	40.3	99	48.1
3. Self-reliance	25	12.1	78	37.9	103	50.0
4. Receptivity to change	31	15.0	80	38.8	95	46.1

Table (3): Responses of the studied nursing intern's students related reality shock (n=206).

Reality shock items	Nursing interns students responses					
	Disagree		Neutral		Agree	
	No	%	No	%	No	%
1. I am finding new challenges and interest in my work.	11	5.3	53	25.7	142	68.9
2. I think often about what I really want from life	5	2.4	36	17.5	165	80.1
3. My own personal future seems promising.	15	7.3	90	43.7	101	49.0
4. Nursing faculty and/or my work has brought stresses for which I was unprepared.	29	14.1	81	39.3	96	46.6
5. I would like the opportunity to start anew, knowing what I know now.	24	11.7	57	27.7	125	60.7
6. I often feel that I still belong in the place where I grew up.	17	8.3	72	35.0	117	56.8
7. Much of the time my mind is not as clear as it used to be.	33	16.0	79	38.3	94	45.6
8. I have no sense of regret concerning my major life decision of becoming a nurse	45	21.8	70	34.0	91	44.2
9. My views on nursing are as positive as they ever were	29	14.1	82	39.8	95	46.1
10. I have a strong sense of my own worth.	12	5.8	46	22.3	148	71.8
11. I am experiencing what would be called a crisis in my personal or work setting.	64	31.1	81	39.3	61	29.6
12. I cannot see myself as a nurse.	29	14.1	70	34.0	107	51.9
13. I must remain loyal to commitments, even if they have not proven as rewarding as I had expected.	6	2.9	49	23.8	151	73.3
14. I wish I were different in many ways.	19	9.2	58	28.2	129	62.6
15. The way I present myself to the world is not the way I really am.	61	29.6	75	36.4	70	34.0
16. I often feel agitated or restless.	27	13.1	76	36.9	103	50.0
17. I have become more aware of my inadequacies and faults.	12	5.8	57	27.7	137	66.5
18. I often think about students or friends who have dropped out of faculty or work.	39	18.9	69	33.5	98	47.6
Total	26	12.6	67	32.5	113	54.9

Table (4): Mean scores of career resilience, and reality shock among studied nursing intern's students (n=206).

Career resilience domains	No of items	Min- max	Mean±SD
Career resilience	47	64.0-141.0	111.37±13.87
1. Belief in oneself	15	17.0-45.0	36.27±4.75
2. Own success ethic	7	7.0-21.0	16.0±2.56
3. Self-reliance	9	11.0-27.0	20.95±3.34
4. Receptivity to change	16	22.0-48.0	38.14±5.78
Reality shock	18	18.0-54.0	41.66±6.18

Table (5): levels of career resilience and reality shock among studied nursing intern's students (n=206).
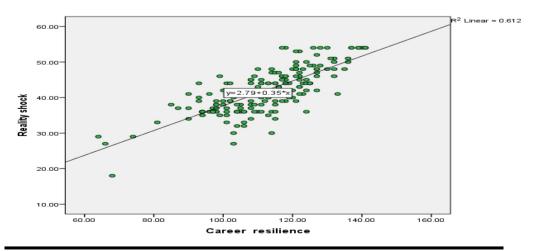
Study variables levels	Low		Moderate		High	
	No	%	No	%	No	%
• Career resilience	3	1.5	65	31.6	138	67.0
• Reality shock	1	0.5	86	41.7	119	57.8

Table (6): Correlation between career resilience, and reality shock among among studied nursing intern's students(n=206).

Study variables	Reality shock	
	r	p
1. Belief in oneself	0.16	0.000**
2. Own success ethic	0.59	0.000**
3. Self-reliance	0.62	0.000**
4. Receptivity to change	0.74	0.000**

** Statistically significant at $p \leq 0.01$

Figure (1): correlation between career resilience, and reality shock among studied nursing intern's students.

Discussion:

The internship training allows the nursing interns to apply their clinical judgment and critical thinking skills in patient care in addition to development of time management and delegation skills. The current findings presented that more than fifty of nursing interns faced reality shock experience during intern year. This may be due to nursing interns encounter many differences between expectations of the work environment and the actual situation within the hospital, the fear of making mistakes, lack of communicating with health care professionals and inadequate support from hospital administrators.

Studies that support our findings indicate that the transition from an student nurse to practical nurse is a challenging situation as nursing interns change the stability condition of being a student and deal with the new duties and responsibilities of a practical nurse **(Walton, Lindsay, Hales & Rook, 2018)**. The job preparation of a new graduate has been influenced by reduced clinical experience in undergraduate programs and an increasing number of nursing students in clinical areas. **(Bvumbwe & Mtshali 2018)**. In addition to, **Murray, Sundin & Cope (2018)** found that when new graduates start their practical live, they were un able to do their job duties and responsibilities accurately as they want extra training clinical settings that the graduate will be clinical ready.

As well, the key reasons for reality shock are increased number of patients and decreased clinical training period, exposure to complex diagnosis and great numbers of nursing students in the clinical setting, reducing learning opportunities **(Chen, Fei, Huang, Xu, & Wu, 2019)**. Also, **Qiao, Li & Hu (2011)** found that when the intern nurses start the

workforce, they understand that what they learned in faculty is different from what is being applied in the clinical fields, suggesting that there is a difference between theory and reality.

The current study shows that less than half of the studied group have career resilience .This may be due to lack of adjustment abilities during transition period as role ambiguity, job overload, interpersonal conflicts, , lack of support from health care professionals, in adequate empowerment , uncertainty concerning nursing care and abusive supervision.

One the same line with current study **Rushton, Batcheller, Schroeder& Donohue (2015)** concluded that fresh nurses had a low career resilience level, high level of job stress and were dissatisfied about their performance level as a result of inability to control over their work and tasks and absence of coping strategies to unpredictable and stressful workplace situations. **Mahmoud & Abdelrasol (2019)** found that newly graduate nurses meet a lot of difficult experiments as they move directly into the complex and clinical healthcare setting. They face multifaceted situations with numerous requirements , inadequate information, lack of resources and high demands without suitable support , understanding, critical thinking skills, or time management abilities leading to weak adaptation and recovery capability.

In contrast to current study **Lyua, Xub, Liuc& Lid (2020)** found that most of newly nursing graduates understand the concept of career resilience as well as the strategies of it to adapt with this critical period. They use those strategies during transition period through self-protection, undertaking challenges, and planning future.

According to career resilience dimensions receptivity to change has the highest mean score and own success ethics has the lowest mean score. This results may be due to nursing intern's students have willing to listen to and accept new ideas and suggestions from their supervisors and peers. As well they are flexible, adaptable and seeking for continuous development

Lyua, Xub, Liuc& Lid (2020) found that, newly nursing graduates perceived that is difficult to change clinical environment but they can change themselves through continuous learning, mutual respect, control over their tasks, having responsibility about work, developing critical thinking and decision making skills. As well, **Duchscher (2009)** argued that new graduates face many problems in workplaces, especially on four levels assuming responsibility, possessing information, adaptation to change and work relations. This, in turn, leads to a sense of psychological pressure, negative feelings about the work environment and a lack of self-confidence. The ideal solution to these challenges is to adapt to change and develop oneself.

In contrast to, **Joyce, Shand Bryant, Lal & Harvey (2018)** found that career resilience is a result of own success ethics and it is the main factor in building a flexible workplace while respecting the individual differences of people and cultural differences. Therefore, it is very important to teach new graduates of the importance of ethics and beliefs and expand their awareness of accepting others and receiving advice from others to achieve the goal of work.

The current study shows that nursing intern's students have a high level of reality shock and career resilience of with statically significant relation. This result may be due to the intern's students

have a big differences between their expectations and the realistic work environment, which lead to anxiety and tension, as this period was the most important cause of workplace stress. After short period of time, they gain experience and receive support from the hospital and faculty staff, they were able to overcome these challenges, use coping strategies, and transform negative feelings into positive results.

On the same line with current study **Hanzawa (2009)** found that the intern's students were able to overcome the reality shock through a positive and optimistic outlook for the future, accepting the current situation, dealing positively with it, and learning from previous mistakes. As well, **(Rush, Aamack, Gordon & Janke, 2014)** while there were fundamental differences between expectations and the actual status, they had a great ability to adapt to these differences and use the decisions making and change management skills.

Contradictory with current results, **Kodama (2017)** new graduates who had experienced high level of reality shock was significantly lower social skills and career resilience. Reality shock has a negative influence on career resilience. **Williams (2013)** articulated that nursing intern's students experienced reality shock had a negative impact on their resilience as they were de-motivated, inadequacy leading to discouragement and exhaustion and low level of performance.

Conclusion

The findings of the present study concluded that there is significant correlation between reality shock and career resilience. As well, there is significant correlation between reality shock and four domains of career

resilience (belief in oneself, own success ethic ,self-reliance ,receptivity to change).

Recommendations

Based on the study findings, the following recommendations are suggested:

1.Nursing managers should maintain close supervision that provides nursing intern's students with training, guidance and assistance, at least, for a period of 3 months.

2.Nursing managers and supervisors should make continuous assessment to nursing intern's students to identify their needs to decrease the gap between their expectations and actual situation.

3.Apply job rotation from the less complex departments to the more complex one as ICU and emergency units as nursing intern's students had more experience and skills through the time.

4.Nursing faculty should conduct periodic evaluation and feedback of the content and length of training to improve weaknesses points and satisfy student's needs.

5.Participation between the nursing faculty and practical training settings that work together to provide activities that link the theoretical part with the practical application to maintain a highly qualified nursing graduate.

6.Nursing managers can provide nursing intern's students with empowerment in clinical environment and improve job requirements as equipment and supplies, learning opportunities, and decision-making ability.

7.Creating a positive work environment based on cooperation, teamwork, building self-confidence and respect others.

8.Providing undergraduate student with the information and realistic situations encountered in the practical environment to avoid the occurrence of reality shock.

9.Using simulation modeling that solves real-world problems safely and efficiently.

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