

Work During Studying from the Perspective of Nurses: A Qualitative Study by Content Analysis Approach

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Abstract: Evidence shows that many nursing students work during their education. According to various studies, factors such as the financial motivation, personal satisfaction, gain experience, enhance employment prospects after graduation and meet new friends attract students toward work. Increasing the number of nursing students worked is a cause for concern. The tension between dealing with the needs of the student and business needs can create conflicting roles for students. The purpose of this qualitative study is to explain experiences and perceptions of nurses in clinical work during studying. This qualitative content analysis was carried out in the hospitals of Hormozgan University of Medical Sciences. To collect data, deep and semi-structured interviews, the presence in the field and manuscripts were used. Interviews continued to access the deep and sufficient data. In order to provide feedback for the next interview and the adequacy of the data as soon as the interviews were written down verbatim. To confirm the validity and accuracy of research, the Credibility, Dependability, Conformability and Transferability of data were assessed. In this study, 45 graduated nurse and head nurse aged 23-40 year with 1-18 year of service participated. About 870 initial codes were extracted, that in the final, after the reduction, elimination and integration took place at different stages, three themes of student's work benefits, student's work problems and causes of underlying problems of work during studying were extracted. Student's work has individual, institutional, professional, economic and scientific interests and it can cause various individual and organizational problems. So paying attention to different issues of this phenomenon and removing the available underlying problems and allowing for increased utilization of students work due to their increasing tendency of students to work during their education is essential.

Key words: Content analysis, nurse, nursing profession, student, work during studying, qualitative study, professional interests

INTRODUCTION

National and international evidence shows that many nursing students are doing clinical work while studying full-time (Hasson *et al.*, 2013). Statistics show that 50-60 % of students in Asian countries are working (King, 2006). According to reports, in 2006 >50% and in 2007, 56% of all full-time students undertake paid work in Australia (Finch *et al.*, 2006) and main cause of moving students to work while studying was financial support (Martin and McCabe, 2007). According to various studies, factors such as the financial motivation, personal

satisfaction, gain practical skills, acquired experience, enhance employment after graduation and familiar with new friends attract students to work while studying (Gallagher, 2003, Phillips *et al.*, 2012, Martin and McCabe, 2007, Kenny *et al.*, 2012). Some of studies have emphasized on financial motivation as the main factor for tendency of students to work during studying. For some of students, individual satisfaction and having experience are major factor for tendency toward working (Lee *et al.*, 1999). The main reasons expressed by students in articles as motivation for employment from most important to least important were: to earn money to contribute to living

costs, developing practical skills related to their course, adding to experiences, enhancing their employability after graduation, earning money to have a social life, meeting new friends and earning money to contribute to course fees (Martin and McCabe, 2007). Kenny *et al.* (2012) also have mentioned causes of tendency of nursing students to clinical work are worrying about financial problems and ready to start real work (Kenny *et al.*, 2012).

In addition, this experience would be affect socialization, values, attitudes and behaviors of students. Recent findings suggest that previous experiences of clinical work and patient care can affect the totality of student's learning and their practical experiences (Hasson *et al.*, 2013).

According to various studies, student's work has benefits such as increased confidence, self-esteem, increase skills and understanding the problems of real work (Curtis and Shani, 2002; Robotham, 2009; Hasson *et al.*, 2013; Salamonson *et al.*, 2012). Instead, it has been reported disadvantages for it such as life and social activities restrictions and lack of freedom to enjoy student life, high levels of physical and mental stress, conflict of roles, affect from the mistakes of colleagues, the loss of classes, delay in carrying out tasks, reducing the time for study and adverse effects on academic performance and quality of life (Lee *et al.*, 1999, Hasson *et al.*, 2013, Salamonson and Andrew, 2006, 2012 Robotham, 2009; Hall, 2010; Manthei and Gilmore, 2005; McKechnie *et al.*, 2005; Carney *et al.*, 2005).

The study of Salamonson and Andrew (2006) showed that 78% of students in Australia are working during education period and half of them work >16 h at week. Some studies also have shown that student's working >16 h at week puts them at risk of poor academic performance (Salamonson and Andrew, 2006; Rochford *et al.*, 2009; Phillips *et al.*, 2012). The study of Rochford *et al.* (2009) showed that the number of working hours per week in nursing students is an important factor for predicting academic performance of students and how the work becomes more, negative result produce in student's performance and their average (Rochford *et al.*, 2009). Salamonson and Andrew (2006, 2012) showed that nursing students who engaged in part-time employment had statistically significant lower mean scores than those who were not in paid employment. They expressed the hours spent in part-time employment have a negative impact on the academic performance and it is the strongest predictor for academic performance (Salamonson and Andrew, 2006). Some researchers also were reported poorer mental health status in relation to work during studying and having more working hours (Carney *et al.*, 2005). Several reports stated

that the majority of students were working between 8 and 13 h per week, whilst a minority was employed for as much as 30 hours per week (Lee *et al.*, 1999). Studies have reported a wide range of effects for those combining studying with working. A restricted social life and high levels of physical and psychological stress were frequently reported. Accounts of students engaging in care work to gain and enhance clinical skills were of major concern to us. The tension between meeting the demands of the course and those of work can cause role conflict and the apparent lack of freedom to enjoy student's life (Lee *et al.*, 1999).

The current global nursing shortage is predicted to worsen in the next decade. One of factors that have been identified as contributing to this shortage include the large percentage of an ageing nursing workforce approaching retirement in the next decade. Diversification of the nursing student recruitment has been one strategy to meet the endemic shortage but it is occurring at a time of rapid social and behavioral change among all undergraduate students in universities. Undergraduate students are engaging in paid employment, spending less time on campus. Participating in part-time employment may reduce student's time for study and consequently may influence their academic performance (Salamonson and Andrew, 2006, 2012). At a policy level, there are no rules to prevent student nurses working as support workers whilst undertaking nursing degree programs (Hasson *et al.*, 2013).

On the other hand, due to staff shortages and the need for nursing care in hospitals in Iran, one of the new policies under the Ministry of Health is use of nursing student's services in the form of work during studying. However, several studies conducted to explore the factors affecting socialization of nursing students but it has been very little attention on the consequences of work experience while studying on the professional development of nursing students. By searching resources, the phenomenon of working while studying in Iran still has not been properly explained and any study was not found that examined the nurse's perceptions on working while studying. Existence resources are quantitative researches for assessing the impact of work during studying on academic performance.

In fact, the phenomenon of working while studying cannot be reviewed only by quantitative research, because this phenomenon is somewhat subjective and quantitative research do not have enough depth and don't so flexible to explore the lived experience of a phenomenon that is faced with human interactions (Burns and Grove, 2010). Furthermore it was felt the need for in-depth study of this phenomenon in order to assess

the nurse's perception of working while studying and the qualitative study was designed to answer the following question: What are the nurse's experiences and perspectives of clinical work while studying?. The purpose of this qualitative study was to explore experiences and perspectives of nurses in clinical work during studying.

MATERIALS AND METHODS

The purpose of this study was to identify the nurse's perception of clinical work during studying. A qualitative content analysis by conventional approach was employed using semi structured deep and face to face interviews with 45 nurses and nursing managers. Qualitative data are concerned with understanding how people give meaning and interpret their experiences (Hasson *et al.*, 2013). Content analysis dealt with the objective and systematic description of the manifest content of communication and interpretations of latent content (Graneheim and Lundman, 2004). Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide for action (Elo and Kynga's, 2008). Since this study seeks to understand the role of work during studying direct or indirect experience of nurses, a qualitative approach was ideally suited.

Ethical approval was obtained from university ethics committees and permission to access four university teaching hospitals was gain from Shahid Beheshti University of medical sciences. Issues surrounding informed consent, anonymity, confidentiality, data generation and handling were considered. Written information about the study was provided for participants. All participants signed written consent to agreeing to the study protocol and recording data. Participants were aware of their right to withdraw without prejudice and were assigned pseudonyms to protect their identities in reporting of findings.

A purposive sample of practicing clinical nurses who had experience of work during studying or work with students and nursing managers were recruited to this study volunteer. The samples were male and female from a variety of clinical areas. The study was conducted at teaching hospitals affiliated to Hormozgan University of medical sciences.

Data for the study were collected during 2014. In total, 45 nurses and nursing managers took part in individual interviews. To collect data, deep and semi-structured interviews, the presence in the field and manuscripts were used. Interviews schedule based on the

theoretical framework, a review of the literature and aims of the study were devised. It included questions on nurse's perceptions on experiences of work during studying and the opportunity to provide open comments about issues which impacted on their experience. Interviews continued to access the deep and sufficient data. The interviews ranged in time from 45-100 min.

Inductive qualitative content analysis was conducted (Hsieh and Shannon, 2005). If the researcher has chosen to use inductive content analysis, the next step is to organize the qualitative data. This process includes open coding, creating categories and abstraction. Open coding means that notes and headings are written in the text while reading it. The aim of grouping data was to reduce the number of categories by collapsing those that are similar or dissimilar into broader higher order categories. Abstraction means formulating a general description of the research topic through generating categories. Each category is named using content-characteristic words (Elo and Kyngas, 2008). Two researchers read each of the transcripts and independently assigned codes to identify themes. Recordings were listened several times and then transcribed verbatim so that the researcher became familiar with content. In order to or provide feedback for the next interview and the adequacy of the data as soon as the interviews were written down verbatim. The data were read again and again. Field notes were next added to the transcripts and sentences and paragraphs were analyzed to identify possible key concepts within each interview. Subject matters with a similar meaning were grouped together. Abstract labels were assigned to these concepts and gradually a coding framework was created which included extent of views expressed by participants. A list of nurses' perception of working while studying was formulated.

To confirm the validity and accuracy of research, the credibility, dependability, conformability and Transferability of data were assessed. To enhance reliability and validity of findings, a copy of the transcripts were given to an experienced qualitative researcher to verify the procedure of data analysis. Further more, researchers invited the participants to view and comment on the list of issues about work during studying that evolved. This strategy both verified the findings and further enhances degrees of validity and reliability of the data.

RESULTS AND DISCUSSION

In this study 45 nurse and nursing manager participated with the age of 23-40 year old. Year of their experience ranged from 1-18 year with a mean of 5.7 year. Finding

Table1: View point of nurses about clinical work during studying

Subcategories	Categories	Themes
Better management of ward actions	Organizational interests	Advantages of working while studying
Reduce the problems caused by personnel shortages		
Morale reinforcement	Individual interests	
Develop a sense of independence		
Increased sense of responsibility		
Increased competence		
Improved management capabilities		
Earn money	Economic interests	
Decreased financial problems		
Increase learning scientific facts	Scientific interests	
Increase application of theory in practice		
Improve caring performance	Professional interests	
Strengthen socialization		
Familiarity with nursing news		
More acceptance of nursing profession		
Create stress	Psychosomatic problems	Difficulties of working while studying
Create fatigue		
Decreased ability to learn educational materials		
Remove recreational programs		
Create disenchantment to the nursing profession		
Create conflict		
Not doing homework	Academic problems	
Absence in training sessions		
Academic failure		
Learning unscientific materials	Educational problems	
Learning incorrect actions		
Create dissatisfaction among mentors	Organizational problems	
Create dissatisfaction among physicians		
Create dissatisfaction among patients		
Occurrence of unpleasant incidents in the ward		
Increased workload for other staff		
Unsafe performance	Underlying factors related to profession	The causes of problems in working while studying
Insufficient scientific information		
Unfamiliarity with the correct way to communicate with others		
Unfamiliarity with the workplace		
Unfamiliarity with legal issues		
Lack of motivation	Underlying factors related to personality	
Low self-esteem		
The lack of a sense of responsibility		
The lack of management capabilities		
The lack of competence		

indicated that 22 of participants worked whilst studying. After all the interviews were coded, from the inductive content analysis, 870 initial codes were extracted and three key themes emerged, comprising of 11 categories. These were related to Advantages of working while studying, Difficulties of working while studying and the causes of problems in working while studying (Table 1).

Advantages of working while studying: In the viewpoint of nurses, working of students can have some interests for them and after starting of work in the hospital as a nurse, these interests can cause better working and successful in the future. According to nurses, researchers while studying has organizational, personal, economic, scientific and professional interests.

Organizational interests: Using nursing students as a work force can cause better management of the ward.

Because by leaving some works to the students, nurses have the opportunity to perform more important tasks, address more critically ill patients and head nurses will be able to admit the new patients and control activities better. Also, due to the shortage of nurses in hospitals, using nursing student partially compensate the lack of work power and can reduce the workload of staff. “students” work can help the health care system, which partly compensates the lack of power and result in satisfaction of patients. It can help students also” (Participant number 4. Female, 2 year experience).

Individual interests: Work experience while studying causes strength the morale and motivation of students, increase self-esteem, reduce stress of them and makes their personality promoted. In study while studying, the student is responsible for patient care and unlike rainings that tutors are present with students in the field, during

shifts students are completely independent and serve under the supervision and support of other nurses. This creates a sense of independence in them. Also it improves the student's sense of responsibility for doing tasks and caring of patients.

"But in work while studying he is alone and should be accountable for the work that was done. Here strengthen student's sense of responsibility "(Participant number 27. Female, 1 year experience). With acquiring best practices and enhance student's skills, competence in the nursing profession will be strengthened. Work during studying will also improve the student's ability of management because working with others makes they learn the ward management and administration of things from them and act more regularly. In addition they are also familiar with ward management in crisis and unpleasant events. Time management during shifts is one of the issues that students are familiar with it. Students learn how they can take care of several patients during limited hours and perform all their duties well, avoid waste of time and done things quickly.

"Even they can learn time management. How to take care of 10-12 patients and do their tasks carefully and deliver them to head nurse future morning very good "(Participant number 25. Female, 16 year experience).

Economic interests: Student's work has economic benefits for them. Most students are sponsored by family and to finance their education depend to their family. Creating self-sufficiency in financial matters is very enjoyable for students. Because by doing work they can earn and pay their own tuition. With earn money, financial problems of students dropped and can educate more confidently with their friends. They can be responsible for the cost of home, food, clothing, education, recreation and other charges. "Some of them have problem in both financially and scholarships and work during studying can help them. However, they can earn little money. It can solve some of their financial problems. They dependent to themselves "(Participant number 4. Female, 2 year experience).

Scientific interests: Working with experienced colleagues, causes that scientific information learned in classes, repeated and internalized for them. As well as some times they learn new things from other colleagues. Some students learn useful scientific information from colleagues working in other medical professions such as doctors and laboratory staffs that will be useful to them later. "Student's work help them to learn. They actually see many diseases and health care that they are studying

in theory situations and only know their names. It was created a better learning for them (Participant number 18. Female, 4 year experience).

Another, advantage of working while studying is seeing theory in practice. Because of time limitation, in trainings, students don't show information that they learn in classes in practice and can't experience them really. But when students presence in hospital in the evening and night shifts they can see many of these lessons and applying them in real situations and students will gain more experiences than training.

"In the work in the hospital, something that they learned in the classroom use in practice on real patients and in real wards" (Participant number 30. Female, 12 year experience).

Professional interests: Experience during the period of education makes to improve nursing student's performance. With acquiring best experiences in the hospital their skills will improved and take better care of their patients. Because they work with different patients during the shifts, become familiar with characteristics of diseases and touch problems of patients closely and learn how to help patients for solve their problems. Also they have ability to educate patients better and help them to overcome the consequences of the disease.

"They were also more familiar with problems of the patients. Some patients have a lot of problems. One patient could not sleep from the pain, one of them doesn't have control of voiding and one has impaired swallowing or lost balance because of stroke. One other patient has concentrated respiratory discharge. One looked allergy to a special medication or the hives after blood transfusion. Each of these patients need to special care" (Participant number 12. Female, 4 year experience).

How the students gain more experience, the faster they can go to professionalism. These experiences led to more practicing nursing skills and increasing accuracy in their work and reduce their errors. Student's work strengthens the socialization of students. Because they work with others, furthermore they have close relationship with nurses and other medical professions and familiar with characteristics and their work nature.

"In research during studying they deal with many social problems and learn a lot of things like how nurses deal with complaint of patients and their families or dealing with people who faced their loves death. Helping in crises and disasters such as an earth quake, that staffs cooperate with each other when one of them has a problem and could not work for some time, nurses' helping to each other, Colleague's support to each other and many other social issues" (Participant number 27.

Female, 1 year experience). Their interacting with others reinforced and even most of them can educate measures taken in the ward or specific procedure to other students well. The students are well familiar with clinical practice and later can easily work in the ward, because they have gained sufficient compatibility with ward issues. The compatibility and familiarity with the environment and colleagues make them more willing to cooperate with other nurses and cooperate with them easily during shifts transport.

Work during studying experience makes students will be familiar with new nursing issues. Learning new procedures and new treatments are used in clinical practice is enjoyable for students. In this condition they can even learn evidence-based practice and to see and learn performance of other nurses for patients care with the use of new scientific researches. With work during studying in real situations, students can become familiar with the duties of nurses better and thereby gain a better understanding of the profession. This causes better acceptance of nursing profession and valuing to it. So one defends from his profession as a nurse all of times. "In work during studying I become familiar with my duties as a nurse and increased my skills. I looked more at nursing as my future profession and accepted it. "(Participant number 35. Female, 11 year experience).

Difficulties of working while studying: Despite all the benefits of having work experience for nursing students and novice nurses, it can cause problems for students and organizations that some of these problems are not compensated. In the viewpoint of nurses work during studying can have psychosomatic, educational, training and organizational problems.

Psychosomatic problems: Because students didn't have learned many nursing cares and didn't have practice enough, they tolerate much stress for doing work during studying independently and without presence of tutors. This causes a lot of physical and mental pressure on them.

"He must be responsible for his actions. These conditions may be stressful for one. It is hard to deal with it. Suddenly he can't sleep in the night long. He deal with heavy shifts, overtime, contacts in ward, nagging of officials and doctors and patient dissatisfaction. Still, despite all this, he should do his work right and delivers it "(Participant number 38. male, 7 year experience).

As a result, they are extremely tired. They do not usually sleep in shifts due to stress. They have lack of sleep during the day and they are sleepy even in classes and training. This fatigue causes lack of concentration

and reduces the ability to learn the course material in class. Especially if students are regularly sleepy, attending in classes and training have not any return for them. Due to the loss of free time and engage in work shifts, entertainment programs of these students are less than other classmates. In many cases it will be deleted. Because in free times they have shifts or need sleep and rest for refreshment. These chronic fatigues can even cause sense of pointlessness on nursing profession and reduce passion for progress in the future and the interest to the profession. Finally he sees end of his work in the form of repeated shifts and prolonged fatigue.

Sometimes there are conflicts for students. Because all what they read in theory class, don't see in practice because of lack of resources. They find that many of the standards don't meet at the time of patient care and this will cause distrust of the profession. Students believe that patient rights aren't properly respected and that the patient's right is ignored sometimes.

"Sometimes, the ward is stable. But in some shifts, there is too much work that we feel fatigue. Student, who was work during studying and want to learn, feels fatigue too. I think so students were tired of nursing. It is not good for them that educate and work simultaneously. "(Participant number 25. Female, head nurse with 16 year experience).

Academic problems: Students who are employed cannot do home work for classes and trainings well and always they are not doing tasks or deliver the mlate. Because they do not have enough free time and doing tasks as nurseouts of school hours. Work in the night resulted in unwillingness to attend in classes or training because off atiguean dincreases the number of absences in educating sessions. These problems cause usually the scores of these students become lower than other students due to failing todo homework, having frequen tabsences and lack of enough study and academic failureto be followed for them. In the viewpoint of nurses the average of students who have work during studying is lower than the averageof the rest.

"When a student goes to work he tries to do his tasks well because he is responsible for his work and patients and must deliver them well. His mood becomes last to go to class. So he is tired that he needs to rest. His energy becomes last. He stays from lessons. He will have a clear academic failure. Most students go to work, have exactly the same situation. They May well fall "(Participant number 26. Female with 6 year experience).

Educational problems: Unfortunately, sometimes during work, students learn procedures and activities that don't

have scientific nature, because they see that experienced nurses do these procedures. Although, don't read similar activities in their lessons and don't learn from their tutors. But they learn such measures without attending to their consequences and apply in practice. "As long as a student is working with his tutors, he is learning the principles based on the nursing texts. But in the shifts he observes activities that don't see in the student environment" (Participant number 36 male with 9 year experience).

Organizational problems: According to the nurses, considering the difficulties of nursing student's work, many nursing teachers expressed dissatisfaction with students work. Even doctors are not satisfied from many student's work and prefer that nurses who have completed their studies to take care of patients. They tend during visit; go to the bedside of patients along with the nurses not with nursing students. Sometimes, patients and their families are not satisfied that a young student without this tutor has to take care of them and it will cause complaints of patients and their relatives.

"Sometimes they have a mistake that patient complained. You have to go to fix it. You must explain to the patient and his family. They are our colleagues. Everyone makes mistakes. Summary sometimes they were in trouble" (Participant number 40 Female with 7 year experience).

Presence of students in the ward causes the ward crowded. Medical errors increase and may even cause unpleasant events that have irreparable consequences. Even the nurses believe that presence of students in shifts as manpower, increasing patient's mortality rate.

"Student's work makes the wards crowded and failure to provide services in the field. Especially if more than one student is in every shift. If the ward be stable there is not be a problem but when it is crowded and there are many critically ill patients, their presence is problematic, because the students have not yet mastered to the tasks" (Participant number 15. Female with 2 year experience).

The causes of problems in working while studying: Nurses participating in this study, pointed to the factors that can be cause of problems in student's work. They suggest that some of these factors are professionals and some are personality.

Underlying factors related to profession: In addition to inexperience, Lack of practical skills by students and not familiar enough with all nursing activities, cause nursing students didn't act quickly enough and thus also do not act patients care completely safe. Therefore they don't

provide proper and principally care. In addition, because their education is continued yet, they have not enough scientific information and do not know a lot of procedures, medications and their side effects. Students have trouble in communicating too. Many of them still have not learned how to deal with patients and colleagues and do not respect the principles of good communication. This may be the underlying cause of many problems.

"I think they should be finished their studying to have preparedness to work as a nurse and were able to shift, because in the university, theoretical and practical preparation were provided for students. The students acquire necessary skills to go into the hospital as their work environment and were undertaken responsibility of patient. They could have a good and safe care for the patient. I think that the care that was provided by a student in shifts does not safe. You should not count on it" (Participant number 36. male with 9 year experience). Still they don't familiar with workplace issues and don't know how to deal with various conditions that occur. Lack of familiarity with legal issues can be problematic in many cases and unfortunately, many students still are unfamiliar with the duties of nurse, the rights of nurses and patients and related legal issues.

"Obviously the student's name is student. Still he doesn't earn enough knowledge has not graduated yet, still doesn't know the importance of some care he is not very responsible, he is not aware of many legal issues. He may have errors that you cannot compensate it" (Participant number 36. male with 9 year experience).

Underlying factors related to personality: A large number of students have not motivation to enter in nursing field and after two or three year, they don't acquire enough motivation still. As a result they don't have great interest to profession and professional progress. This will cause problems when you work with them. Some also have a low self-esteem and haven't the ability and courage to do a lot of procedures independent. Nursing is a high-risk profession and need high sense of responsibility for doing the tasks. But the responsibility still doesn't grow well in some of students and doesn't have enough responsibility to do their job.

"Because someone who does not feel responsible, you cannot able to change him. Nursing is a job that need to responsibility very much because you work with patients' life. You should not be carefree" (Participant number 25. female with 16 year experience).

Because the students have not gained enough experience for doing things and taking care of patients, are not able to properly manage their activities and therefore do not perform their duties well. In total,

according to the number of nurses, nursing students have not yet competence to patient care as well. They must have completed their undergraduate education in order to gradually gain the necessary qualifications after graduation.

“Students come to learn the work. They have not yet graduated. They don’t have the competence to work as a nurse. They do not know many things. They are not familiar with many issues “(Participant number 13. male, with 5 year experience).

The widespread participation of nursing students in paid work during term time increases as they progress through their studies. In this study 22 of nurses were in paid work before graduation. All were employed as health care assistants and from this employment had gained exposure to clinical sites. This result reflects previous national and international research results showing that nursing students are engaging in part time employment in nursing related positions (Salamonson and Andrew, 2006, 2012; Astin *et al.*, 2002; Rochford *et al.*, 2009; Phillips *et al.*, 2012). Whilst nursing student are being encouraged to participate in nursing related work during nurse training programs, the debate about the positive and negative effects of work during studying continues. Findings of this study add to this discussion and 3 key themes emerged comprising of advantages, difficulties and the causes of problems in working while studying. For example nurses who had student work before meet with students working during term, identified a number of benefits such as reduce the problems caused by personnel shortages, develop a sense of independence, increased competence, decreased financial problems, increase learning scientific facts, strength socialization and improved management capabilities.

Moreover it also increased the level of clinical experience and improved their caring performance. Several authors have reported similar advantages of health care assistant experience, viewing it as an aid in the transition process from student to registered professional nurse (Olson *et al.*, 2001, Nelson *et al.*, 2004, Phillips *et al.*, 2012, Hasson *et al.*, 2013). Lee *et al.*, 1999 argued that the positive comments about work were related to having the finances to improve personal life, increased social life and personal development, having additional experience, specific skills development and concept of confidence (Lee *et al.*, 1999).

Nurses, who undertook paid employment in a health care setting during their course before, indicated that increased clinical experience was a motivating factor for their employment choice. The increased level of clinical experience above their university clinical placement hours allowed development of decision making, proficiency of

skills and the experience of team work within real situations (Phillips *et al.*, 2012). Olson *et al.* (2001) and Nelson *et al.* (2004) suggested that undergraduate students employed in health care are better prepared for transition to RN practice in terms of organization, confidence and knowledge and skill acquisition. They identified experience of work assists the novice nurses in the orientation and socialization to the institution (Olson *et al.*, 2001, Nelson *et al.*, 2004). Researchers have argued that this process of socialization leads to shorter times for orientation of novice nurses and gives rise to graduates being more work ready (Alsup *et al.*, 2006, Hoffart *et al.*, 2006, Kee and Ryser, 2001). Phillips *et al.* (2012) pointed that this work experience leads to acquisition skills pertaining to time management, dealing with different people, conflict resolution, confidence and communication and opportunities to develop interpersonal and professional skills (Phillips *et al.*, 2012). Clinical work experience was also found to influence values, attitudes and behavior (Hasson *et al.*, 2013).

Some of problems related to work during studying were creating stress and fatigue, remove recreational programs, academic failure, learning unscientific materials and creating dissatisfaction among mentors and patients. Paid employment may result in spending less time in the role as a student, resulting in a negative university experience (Salamonson and Andrew, 2006, 2012) and may lead to academic disengagement and a consequent increase in the likelihood of leaving the program (McInnis, 2001; Astin *et al.*, 2002). In the literatures working had a moderately negative effect on course performance such as attending lectures, using the library and concentrating while on clinical placement and influences overall experience of college due to tiredness and reducing their involvement in college assignments (Rochford *et al.*, 2009). Tiredness as an effect of working long hours has been cited in many research studies and has been associated with reduced attendance at college as well as affecting the experience of college life (Curtis and Shani, 2002). Other negative comments about work were related to having restricted time for themselves, partners and family and socializing generally, physical and mental stress of combining both work and study. Typical effects of work include: tiredness and irritability (Lee *et al.*, 1999). Brennan and McSherry (2007) have reported the problems created by simultaneously having the dual roles of a student and an assistant (Brennan and McSherry, 2007). Participants in this study pointed to tow underlying factors as causes of problems in students work. Professional factors include unsafe performance, unfamiliarity with the workplace and legal issues. Personality factors include lack of motivation, self-esteem and competency. Researchers believed students’ clinical

experience placements and curriculum not adequately meeting their learning needs (Hasson *et al.*, 2013, Last and Fulbrook, 2003). So performance of nursing students is unsafe and they are unfamiliar with professional problems. We didn't find any researches that pointed to cause of creating problems in students work. These effects may be due to the fact that student's paid employment in nursing is unstructured; simply providing additional numbers to alleviate current nursing shortages is needed.

Taking into consideration the high participation rate of nursing students in clinical work, it is necessary to examine the nature of this work. Clinical work experience was found to influence values, attitudes and behavior. But it has positive and negative effects on students from viewpoint of nurses which work with these students. Lack of competence and capabilities of students and unfamiliarity with professional duties led to negative effects of work.

Development of a structured program increases questions about the governance, administration and funding of these programs. Clearly, a more coordinated and structured approach to the clinical education of nursing students working in clinical settings is required in order to achieve coordinating with academic programs.

Several limitations need to be considered when evaluating the findings, including the use of only one research site and the subjective nature of the research methods employed. Clearly there is a need for further research to be conducted involved using different data collection methods such as survey and observations and with different participants such as nursing students who are or are not work during their term.

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