

Nurse Interns' Satisfaction with Internship Training Program at Alazher University

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Abstract

Background: Nurse interns' satisfaction is a comprehensive term that comprises satisfaction of nurse interns, overall internship training program and organization's policies. **Aim:** This study aimed to assess nurse interns' satisfaction with internship training program. **Design:** A descriptive research design was utilized in this study. **Setting:** This study was carried out in Al-Azher University Hospitals (Al-Hussien University Hospital and Elzhraa University Hospital). **Subjects:** this study was conducted on 126 nurse interns. **Tools:** a self-administered questionnaire sheet named internship satisfaction questionnaire **Results:** Three quarters of the studied nurse interns were satisfied with all domains of internship training program, while less than one third of them were unsatisfied as regards to the total internship satisfaction level with internship training program **Conclusion:** There was positive statistically significant correlations were documented between total internship satisfaction dimensions, as well as each dimension with studied nurse interns' satisfaction. **Recommendations:** Utilization of the study finding to investigate the impact of clinical learning environment improvement on intern nurses' performance and their satisfaction level

Key words: Nurse interns, Satisfaction, Internship training program.

Introduction

The internship period is the first contact where nurse interns have to face field experience and other real clinical situations is during the internship year. Accordingly, they should have widespread and inclusive clinical preparation with continuous faculty control and appraisal. Nevertheless the nursing internship training period is considered a traumatic time of change over among nurse interns, they are passing from an atmosphere of theory and academia to one of clinical areas and practice (Larson and Vandergrift, 2018).

Nurse interns are baccalaureate student nurses who start the role transition from senior student to professional nurse through an internship training program, and also nurse interns is defined as inexperienced nurses who may have or have not passed their licensure exam for nurses. The nurse interns must be an individual who has intentional professional goals and reflects actively on what they are accomplishing throughout the experience, nurse

intern is expected to forge conceptual links between theoretical knowledge acquired at tertiary institutions and practical work, must maintain feedback between theory and practice in order to reinforce the alignment of the two, so negotiate the detail of internship contracts, enter into contracts with organization and abide by the rules, regulations and protocols of the institution and department where employed. (Casey , Fink , Krugma and Prost ,2016).

Nurse interns' satisfaction is a comprehensive term that comprises job satisfaction of nurse interns and their satisfaction overall with internship training program organization's policies, organization environment. considered keeping morale high among nurse interns can be of tremendous benefit to any nurse interns, as happy nurse interns will be more likely to produce more, having ability to learn new skills, commitment to attend their shifts, take fewer days off and stay loyal to the organization. Therefore, the organization should try to supply the nurse interns' expectations in order to approach the

nurse interns' satisfaction. In addition, emotional state of the nurse interns may also affect their satisfaction. This forces the managers to create and sustain the desired training environment in the organizations (Andrea and Benjamin, 2016)

Internship training programs are training models that promote experiential learning based on critical reflection on everyday situations. These models are based on 80% practical and theoretical-practical training and 20.0% theoretical training. Health care-related education in an internship program is a complex task, and teaching skills and interpersonal relations are connected and require those involved to have a differentiated and sensitive view of the process dynamics, this means being able to listen and act with flexibility, availability and proactivity (Beenen and Rousseau, 2017).

Significance of the study

Internships training program have a long tradition in higher education, so studying nurse interns' satisfaction with the experiential learning of the internship process could facilitate more informed planning and evaluation of internships in the short term. In a longer time frame, research on nurse interns' satisfaction with the experiential learning of the internship process may help internship coordinators, faculty, and sponsoring organizations to design and structure internship programs that are effective, relevant and live up to the potential that experiential learning holds for college students (Hegney, Plank and Parker, 2016).

In addition to the literature reviews are focus on nurse interns' satisfaction with the internship training program, because the critical areas in the hospital which perceived as one of the most inherently stressful area, often characterized by high levels of uncertainty and instability. This may lead to physical and emotional exhaustion, a sense of inadequacy and frustration (Evans, 2015).

Aim of the study

Aim of study is to assess nurse interns' satisfaction with internship training program at Alazher University

Research Questions: Are the nurse interns satisfied with internship training program at Al-Azher university?

Subject and methods

Research Design: A descriptive correlational research design was used to carry out the study and answer the research questions.

Setting of the Study: The study was conducted at Al-Azher University Hospitals, where the nurse interns are having their training, which include two hospitals, these are Al-Hussien University Hospital and Elzhraa University Hospital

Subjects: a convenient sample of 126 nurse interns who pass every clinical area of the internship training program rotation which includes the following areas as, Intensive Care Units, Neonatal Intensive Units , Pediatric Intensive Units , Hemodialysis Departments , Obstetric Departments , Emergency Departments and Operation Room Units . The nurse interns who attend six months at Al-Hussien University Hospital and another six months at Elzhraa University Hospital of their internship period..

Data Collection tools

Data were collected using the following tool:

1- A self-administered questionnaire sheet named **Internship Satisfaction Questionnaire: (appendix 1)**, It consists of two main parts as follow:

Part 1 : this part was intended to collect data related to socio-demographic characteristics of the nurse interns related to age, gender, marital status ,residence, nationality , ,pre university education ,previous

work, attending training courses and the graduation degree.

Part 2: this part was intended for assessing nurse interns' satisfaction level with internship training program. It was developed by the researcher based on the review of literature (Timothy, 2013; Almahoud, Dorgham and Abd Elmgeed, 2013; Doody et al 2012; Dennison, 2010) It consist of (75) statements under five domains as described in:

1. Satisfaction with learning opportunities for experiential learning during the internship
2. Satisfaction with health care team support for experiential learning
3. Satisfaction with organizational support for experiential learning
4. Satisfaction with faculty clinical instructor support for experiential learning
5. Satisfaction with the program rules and policies.

Scoring system:

The items in the internship satisfaction Questionnaire were scored on a three point likert scale , responses were scored as satisfied (2) , unsatisfied (1) and not sure (zero) for each domain and subdomain , for the whole scale the total score were summed up and divided by the number of the items for given mean scores. The level of satisfaction considered to be high if the percent score was 60% or more and those with less than 60% were considered unsatisfied. (Sayed, 2016; Almahoud, Dorgham and Abd Elmgeed, 2013)

Operational Design:

This design includes an elaboration of the preparatory phase, pilot study and fieldwork.

Preparatory phase:

During this time, the researcher reviewed the national and international related literature concerning the topic of the study. This was through the use of textbooks, scientific journals and internet search. This helped in the

preparation of data collection tool and in the write-up of the literature review.

Tools validity and reliability

To achieve the criteria of trustworthiness of the tools of data collection in this study, the tools were tested and evaluated for their face and content validity, and reliability which was examined Cronbachs' Alpha Coefficient test (0.902). Face and content validity are tested by five experts from faculty members in the nursing field from Ain Shams , Cairo and Menofyia University.

Pilot study

The Pilot study was carried out for 10% of the sample (13 nursing interns from faculty of nursing Alazher university) to test the reliability, clarity of questions and applicability of the tools, and the time needed to complete them then the tools were modified according to the findings of the pilot study. subjects who participated in the pilot study were included in the main study sample. The time needed to fill out the tools was took about 30 to 35 minutes.

Field work

Once permission were obtained and the questionnaire were finalized, the researcher met 8-10 nurse interns per day, the researcher introduced herself and explained to them the study aim and invited them to participate in the study ,the researcher was present during the process of filling the questionnaires to clarify any ambiguities and after completion of the form the researcher checked it for completeness of all information , the filling of the questionnaires took about 30-35 minutes. The field work extended for one month from the beginning till the ending of September 2019.

Ethical considerations:

The study proposal was approved by scientific research and ethical committee of Faculty of Nursing Ain-Shams University. In addition oral approval was obtained from each participant. The researcher clarified the aim of

the study and its implications to the nurse interns included in the study. They were assured that anonymity and confidentiality would be guaranteed and were informed about their right to refuse or withdraw from the study at any time, the study procedures do not entail any harmful effects on participants.

Statistical Design

Collected data was revised , coded and entered using the Computer software PC. Data entry and statistical analysis were fulfilled using the Statistical Package for Social Science

(SPSS), version 25. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables and total score of each domain of questionnaire. Chi square test (X²) and p value were used for the relation among socio-demographic data and satisfaction level of each domain and also assess statistical significant difference between study variables. Correlation coefficient test (r) was also used to assess the correlation between nurse interns' satisfaction domains. Degrees of significance of results were considered as follow, P-value > 0.05 Not significant (NS), P-value ≤ 0.05 Significant (S), P-value ≤ 0.001 Highly Significant (HS)

Results

Part I: Demographic Characteristics of Nurse Interns:

Table (1): Number and percentage distribution of the studied nurse interns demographic characteristics (n=126):

Socio-demographic data	No.	%
Age (years)		
22-23 years	80	63.5
24-25 years	37	29.4
>25-26 years	9	7.1
Mean±SD	23.52±1.03	
Gender		
Female	126	100.0
Male	0	0.0
Martial status		
Married	64	50.8
Unmarried	62	49.2
Residence		
Apartment alone	33	26.2
Apartment with colleagues	93	73.8
Nationality		
Egyptian	126	100.0
Other	0	0.0
Pre university education		
General Secondary	87	69.0
Technical Institute of nursing	39	31.0
Previous work		
No	105	83.3
Yes	21	16.7
If yes - Duration (years) [Mean±SD]	1.41±0.89	
Attending training courses		
No	45	35.7
Yes	81	64.3
Graduation degree		
Good	24	19.0
Very Good	39	31.0
Excellent	63	50.0

Table (1) represents that more than one half of the studied nurse interns (63.5%) their age were less than 24 years, one half of the studied nurse interns(50.8%) were married. As regards to previous work, less than one third of them (16.7%) had years of experiences, while less than three quarters of the studied nurse interns (64.3%) were attending training courses during the internship period. Regarding to pre university education more one half of the studied nurse interns (69%) were had general secondary.

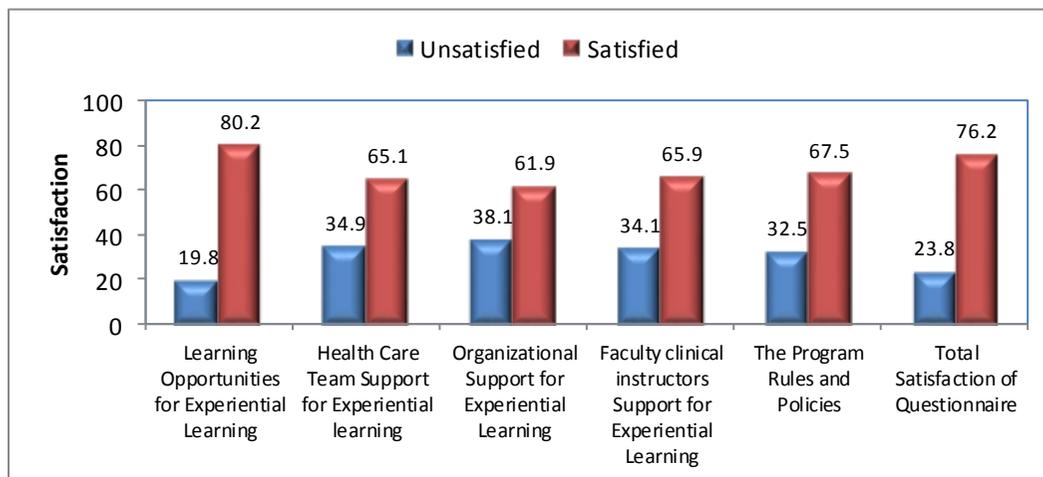
Part II: Nurse interns' satisfaction levels regarding internship training program

Table (2) : Number and percentage distribution of the studied nurse interns according to their total satisfaction level (n=126).

Satisfaction of Questionnaire	Unsatisfied <60%		Satisfied >60%		Mean
	No.	%	No.	%	
Learning opportunities for experiential learning	25	19.8	101	80.2	1.51
Health care team support for experiential learning	44	34.9	82	65.1	1.37
Organizational support for experiential learning	48	38.1	78	61.9	1.38
Faculty clinical instructors support for experiential learning	43	34.1	83	65.9	1.51
The program rules and policies	41	32.5	85	67.5	1.45
Total satisfaction level	30	23.8	96	76.2	1.44

Table (2) reveals that more than three quarters of the studied nurse interns (76.2%) were satisfied with all domains of internship training program ,while less than one third of them (23.8%) were unsatisfied as regards to the total internship satisfaction level with mean (1.44).

Figure (1): Percentage distribution of the studied nurse interns regarding to their total satisfaction level of internship satisfaction questionnaire (N=126).



Figure(1) clarified that the highest percentage of the studied nurse interns (80.2%) were satisfied as regard to learning opportunities for experiential learning , while less than three quarters of them (65.1%) were satisfied as regards to health care team support for experiential learning , and also less than three quarters of them (61.9%) were satisfied as regards to organizational support for experiential learning, as well as less than three quarters of them (65.9%) were satisfied as regards to faculty clinical instructors support for experiential learning , and also less than three quarters of them (67.5%) were satisfied as regards to the program rules and policies , and finally more than three quarters of the studied nurse interns (76.2%) were satisfied with total internship satisfaction level.

Part III: Relation between nurse interns' satisfaction levels regarding internship training program with their socio-demographic characteristics:

Table (3): Relation between the studied nurse interns' satisfaction level with total Internship Satisfaction and their socio-demographic characteristics

Socio-Demographic Data	Total Satisfaction of Questionnaire				Chi-square test	
	Satisfied		Unsatisfied		x2	p-value
	No.	%	No.	%		
Age category						
22-23 years	58	60.4%	22	73.3%		
24-25 years	31	32.3%	6	20.0%	1.789	0.409
>25-26 years	7	7.3%	2	6.7%		
Gander						
Female	96	100%	30	100%	0.000	1.000
Male	0	0.0%	0	0.0%		
Marital status						
Married	43	44.8%	21	70.0%	5.811	0.016*
Unmarried	53	55.2%	9	30.0%		
Residence						
Apartment alone	15	15.6%	18	60.0%	23.283	<0.001**
Apartment with colleagues	81	84.4%	12	40.0%		
Nationality						
Egyptian	96	100%	30	100%	0.000	1.000
Other	0	0.0%	0	0.0%		
Pre university education						
General Secondary	60	62.5%	27	90.0%	8.088	0.004*
Technical Institute of nursing	36	37.5%	3	10.0%		
Previous work						
No	77	80.2%	28	93.3%	4.835	0.042*
Yes	19	19.8%	2	6.7%		
Attending training courses						
No	26	27.1%	19	63.3%	8.500	0.021*
Yes	70	72.9%	11	36.7%		
Graduation degree						
Good	8	8.3%	16	53.3%	31.285	<0.001**
Very Good	36	37.5%	3	10.0%		
Excellent	52	54.2%	11	36.7%		

Table (3) Indicates the presence of a highly statistical significant relation between the studied nurse interns' satisfaction level with total internship satisfaction questionnaire and their socio-demographic characteristics as regard to residence and graduation degree with p-value ($p < 0.001$), also a statistical significant relation between the studied nurse interns' satisfaction level with total internship satisfaction questionnaire and their socio-demographic characteristics as regard to marital status, pre university education, previous work and attending training course, with p-value ($p < 0.05$).

Part IV: Correlation between nurse interns' satisfaction domains regarding to internship satisfaction with internship training program:

Table (4): Correlation matrix between the studied nurse interns' satisfaction level with total domains of internship satisfaction (n=126).

		Section A: Satisfaction with Learning Opportunities for Experiential Learning	Section B: Satisfaction with Health Care Team Support for Experiential learning	Section C: Satisfaction with Organizational Support for Experiential Learning	Section D: Satisfaction with Faculty clinical instructors Support for Experiential Learning	Section E: Satisfaction with The Program Rules and Policies
Section A: r						
Satisfaction with Learning Opportunities for Experiential Learning						
for p-value						
Section B: r		.621**				
Satisfaction with Health Care Team Support for Experiential learning		0.000				
for p-value						
Section C: r		.659**	.704**			
Satisfaction with Organizational Support for Experiential Learning		0.000	0.000			
for p-value						
Section D: r		.605**	.716**	.803**		
Satisfaction with Faculty clinical instructors Support for Experiential Learning		0.000	0.000	0.000		
for p-value						
Section E: r		.725**	.629**	.665**	.628**	
Satisfaction with The Program Rules and Policies		0.000	0.000	0.000	0.000	
for p-value						

Table (4) Illustrates that there was a highly statistically significant positive correlation between each domain of internship satisfaction that result on the studied nurse interns' satisfaction level with internship training program

Discussion

Internship training program is now considered essential for demonstrating work experience to potential employees and provide support to nurse interns by offering opportunities for growth and autonomy, leading to active participation as team members. Moreover, internship training program provides nurse interns a taste of the working world, and let them become familiar with a potential job sector. Also the nursing internship program provides tremendous opportunities for nurse interns to successfully transfer from educational classroom to the clinical setting .Under one -year supervision nurse interns are guided toward mastery of nursing skills and improved patient service. Beside the internship training program provides them the opportunity to explore various responsibilities in different nursing fields through rotations (Halema,Shabaan ,Hamouda and Elsayed ,2017).

Concerning nurse interns' satisfaction with internship training program, the present study results revealed that more than three quarters of the studied nurse interns were satisfied with all domains of internship training program. On the same line, a study done by **Timothy, 2013** reported that three quarters of the studied nurse interns were satisfied of overall internship training program and all dimensions of internship learning and satisfaction survey. This is an agreement with the study done by **Almahoud, Dorgham and Abd Elmgeed,2013** reported that more than one half of the studied nurse interns were satisfied regards overall internship training program that increase their clinical competences.

Based on the present study finding which revealed that more than three quarters of the studied nurse interns were satisfied with learning opportunities for experiential learning especially they were satisfied with opportunities to learn a number of different tasks . This is an agreement with the study done by **Sundler et al 2017** reported that more than one half of nurse interns were satisfied with opportunities for practical learning from critical areas and

satisfied with their clinical experiences from intensive care unit which are found sufficient meaningful learning situations . on the same line the study done by **Magnani et al 2016** found that high percentage of nurse interns were satisfied with the opportunities for learning new skills and satisfied with their own nursing competencies in critical areas after finishing their internship training program.

As regards the present study finding revealed that more than one half of studied nurse interns were satisfied with health care team support for experiential learning especially they were satisfied with how easy for them to feel welcome in the nursing unit. On the same line the study done by **Cowie et al 2015** reported that more than three quarters of nurse interns were satisfied with health care team support especially head nurses of each department where nurse interns were trained and support of nurse interns' preceptors, beside they were satisfied with physicians support especially in critical areas. Also this is congruent with the study done by **Sundler et al 2017** reported that high percentage of nurse interns were satisfied with health care team support and concluding that a nurse preceptor had a direct influence on nurse interns' satisfaction with internship training program.

The present study finding revealed that more than one half of the studied nurse interns were satisfied with organizational support for experiential learning especially they were satisfied with open channels of organizational communication. This is an agreement with the study done by **Saifi et al, 2014** reported that high percentage of nurse interns satisfied with organizational support during their internship training program and this study indicate the importance of financial resources, open channels of communication in the organization and its infrastructure in advancing the satisfaction of nurse interns.

As regards the present study finding revealed that less than three quarters of the studied nurse interns were satisfied with faculty clinical instructors support for experiential learning especially, they were satisfied with investigation of faculty clinical instructors for

nurse interns' problems or concerns relating to their internship training program. On the same line the study done by **Shepherd, 2013** reported that high percentage of nurse interns were satisfied with cooperation and encouragement of faculty clinical instructors during their internship training program.

Beside the present study finding which revealed that less than three quarters of the studied nurse interns were satisfied with The program rules and policies especially they were satisfied with the internship training program is created a positive environment for cultural diversity and cultural tolerance. This is an agreement with the study done by **Almahoud, Dorgham and Abd Elmgeed, 2013** showed that high percent of the studied nurse interns were satisfied with internship training program which provided them with the opportunity to strengthen the problem-solving skills and critical thinking. At the same time this finding are supported by the study done by **Pine and Tart 2017** found that high percentage of nurse interns were satisfied with Internship training policies that are congruent with the organization policies and prove that internship training program increased not only nurse interns' satisfaction but also their satisfaction with training job.

According to the present study findings which showed that there was a highly statistical significant relation between the studied nurse interns satisfaction level with their learning opportunities for experiential learning and their socio-demographic characteristics as regard to residence, attending training courses and graduation degree, these findings are congruent with **Timothy, 2013** found that nurse interns who attended training courses , were satisfied with their learning opportunities for experiential learning.

In this context, a study done in by **Deonna,2015** who found that there is highly statistically significant relation between graduation degree and the graduate business association of nurse interns on their satisfaction level with learning opportunities for experiential learning. In the same line study done by **Mooney, Glacken, O' Brien, 2017** found that

internship training programs increased employment opportunities for nurse interns whose had a higher GPA, beside found that those who participated in an internship were hired sooner by top organizations with higher salaries relative to nurse interns.

According to the present study findings which found that there was a statistical significant relation between the studied nurse interns satisfaction level with their learning opportunities for experiential learning and their socio-demographic characteristics as regard to marital status and pre university education .this is an agreement with the study carried out in southern Brazil done by **Santos, 2017** found that pre university education contributions to the professional performance of nurse interns reports that the skills and abilities acquired during the internship training program make the professionals differentiated and highly competitive, favoring their entry into the labor market and increase their satisfaction with learning opportunities for experiential learning.

Based on the present study finding which revealed that there was a highly statistically significant relation between the studied nurse interns' satisfaction level with health care team support for experiential learning and their socio-demographic characteristics as regard to residence and graduation degree. In the same line with the study done by **Santos,2017** reported that nurse interns who Apartment with colleagues had good interpersonal relationship with health care team support, their relationship with the coordination of the ICU service and with the mentoring. These factors are directly related to the conduction of the teaching-learning process of the nurse interns. The interpersonal relationship with all those involved in the in-service training process is fundamental for the maintenance of harmony in work environments. Therefore, the relationship with physician, nursing staff and, mentors influences the quality of the learning provided by the internship training program and their satisfaction level

Likewise, the present study finding revealed that there was a statistically significant relation between the studied nurse interns' satisfaction level with health care team

support for experiential learning and their socio-demographic characteristics as regard to pre university education and previous work. This finding is in line with the study done by **Dornan, 2015** who concluded that experienced nurse interns had the probability to deal with nurse supervisor more than other students. In addition, the study done by **Van der Zwet et al, 2016** found that experienced nurse interns felt more trust and the supervisor let them to take care of patients more independently.

additionally, the present study finding revealed that there was no a statistically significant relation between the studied nurse interns' satisfaction level with health care team support for experiential learning and their socio-demographic characteristics as regard to age and marital status. This result is incongruent with **EL-Sayed and Hassan, 2017** whose study revealed a statistically significant relation between the studied nurse interns' satisfaction level with health care team support for experiential learning and their socio-demographic characteristics as regard to age and marital status , which showed that high percent of nurse interns in age group less than 20 years and without experience found nurse preceptor role was significantly important for them, While these results demonstrated that high percent of married nurse interns in the age group from 20 to 30 years plus who with pervious experiences were satisfied with nurse supervisor role significantly.

According to the present study findings which found that there was a highly statistically significant relation between the studied nurse interns' satisfaction level with organizational support for experiential learning and their socio-demographic characteristics as regard to graduation degree. This is an agreement with the study done by **Discenna, 2016** who found that there was a highly statistically significant relation between nurse interns' satisfaction level with organizational support as regard to graduation degree which showed that nurse interns with high GBA, worked hard and exploited organization support to develop their skills.

Based on the present study finding which revealed that there was a statistically significant relation between the studied nurse interns' satisfaction level with organizational support for experiential learning and their socio-demographic characteristics as regard to age, residence, pre university education and previous work. This finding this finding congruent with the study done by **Lord, Sumrall, and Sambandam (2016)** found that nurse interns who would consider pervious work with the organization that sponsored their internship had significantly more positive perceptions of overall satisfaction with organization support than the nurse interns who would not consider with the organization.

Additionally, the present study finding revealed that there was a highly statistically significant relation between the studied nurse interns' satisfaction level with faculty clinical instructors support for experiential learning and their socio-demographic characteristics as regard to residence and graduation degree. This result was accepted by **Edwards et al 2016** reported that the nurse interns who Apartment with colleagues were satisfied with faculty clinical instructor especially open communication with them to solve a great problem for new nurses causing feeling of anxiety and fear which leading to increase self-confidence of nurse interns.

Also, this finding was augmented by **Levett-Jones et al, 2017** who approved that there was statistically significant relation between nurse interns' satisfaction level with faculty clinical instructors and their graduation GBA, when nurse interns had high GBA need feedback and maintain open communications with their faculty clinical instructors leading to high satisfaction level

Likewise, the present study finding revealed that there was a statistically significant relation between the studied nurse interns' satisfaction level with faculty clinical instructors' support for experiential learning and their socio-demographic characteristics as regard to pre university education, previous work. This finding is in line with the study done by **EL-Sayed and Hassan, 2017** reported that there was a

statistically significant relation between nurse interns' satisfaction level with faculty clinical instructors support for experiential learning regards to their previous work. Through showed that Unexperienced nurse interns considered ICU setting as a new stressful clinical one which documented that faculty clinical instructors' roles effective, especially in stressful situations that increase satisfaction of nurse interns with internship training program.

Additionally the present study finding revealed that there was no a statistically significant relation between the studied nurse interns' satisfaction level with faculty clinical instructors support for experiential learning and their socio-demographic characteristics as regard to age This result is incongruent with **El-Sayed and Hassan,2017** whose study revealed a statistically significant relation between the studied nurse interns' satisfaction level faculty clinical instructors support for experiential learning and their age that high percent of nurse interns in age group less than 20 years and without experience found faculty instructors support was significantly important for them. This can be due to that they were unprepared psychologically and had a sense of still attaching completely to their faculty and needed support from it

According to the present study findings which found that there was a highly statistically significant relation between the studied nurse interns' satisfaction level with the program rules and policies and their socio-demographic characteristics as regard to residence and graduation degree. This finding is in line with the study done by **Santos,2017** reported that there was statistically significant relation between nurse interns' satisfaction level with the program rules and policies and their graduation degree which the high level of satisfaction found associated with high graduation degree. These overcome the barriers and suffering experienced, contributing to higher satisfaction when the goals are achieved, even if the internship training program rules is intense and demanding.

Additionally, the present study finding revealed that there was a statistically

significant relation between the studied nurse interns' satisfaction level with the program rules and policies and their socio-demographic characteristics as regard to marital status. This finding is accepted by **Timothy, 2013** who found that there was significant relation between the nurse interns' satisfaction level with the program rules and policies and their marital status which the unmarried nurse interns are one dimensional, focused only on career goals where nurse interns can simultaneously view the internship training program as important to their career goals and at the same time appreciate the value of the internship program rules and policies.

Likewise, the present study finding revealed that there was a highly statistically significant relation between the studied nurse interns' satisfaction level with total internship satisfaction questionnaire and their socio-demographic characteristics as regard to residence and graduation degree. this finding is congruent with the study done by **Callanan & Benzing, 2017** reported that nurse inters who had high GBA, were satisfied with internship training program and seek experience so when nurse interns completed internship training program helped them to obtain employment after graduation. These results are contradict with the study done by **Almahoud, Dorgham and Abd Elmgeed,2013** who reported that there were no statistical significant relationships between studied nurse interns' demographic characteristics (age, GPA, region and marital status) neither their clinical competence dimensions nor their satisfaction regarding internship training program.

According to the present study findings which found that there was a statistically significant relation between the studied nurse interns' satisfaction level with total internship satisfaction questionnaire and their socio-demographic characteristics as regard to marital status, pre university education, previous work and attending training course. This finding is in line with the study done by **Barnwell,2016** reported 66% of the unmarried nurse interns who had previous work and attending training course during an internship training program believed that their experience provided greater

or much greater growth in their professional identity and had high level of satisfaction with internship training program.

Based on the present study finding which revealed that there was a highly statistically significant positive correlation between each domain of internship satisfaction. This finding is accepted by **Timothy, 2013** who reported that There was positive correlation between nurse interns' satisfaction level and each domains of internship satisfaction survey. Additionally this finding in the same line with the study done by **Basiony, 2018** reported that there was a positive correlation between nurse interns' satisfaction and knowledge and their performances throughout the internship training program.

Conclusion

On the light of the current study results, it can be concluded that the studied nurse interns were satisfied regarding overall internship training program. On the other hand, positive statistically significant correlations were documented between total internship satisfaction dimensions, as well as each dimension with studied nurse interns' satisfaction,

Recommendations

Based upon the results of the current study, the following recommendations were suggested:

- a. Faculty staff
 - provide good relationship between faculty and training hospital staff and the well organized program, especially the clinical experiences part
- b. Faculty management
 - Develop an operational manual for nursing internship training program which is being used in orient nurse interns to improve their performance
- c. Nursing interns
 - expose to meaningful learning experiences in every clinical area
- d. Future research

- Replicate of the study on a larger probability sample is highly recommended achieving generalize able results.

- identify the most significant factors that can contribute to improve nurse interns' satisfaction with internship training program

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