

# Perception of Role Transition among Intern Nurses at Menofia University

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**Abstract:** The transition from student to professional nurse is just another life's challenge. Similar to most transitions, it is one that helps people grow. Despite the fact that most new graduates look forward to their new role as a nurse, they are often times faced with feelings of insecurity and stress during their transition. Most new nursing graduates feel somewhat unprepared and overwhelmed with responsibilities of their first positions. Although agencies that employ new graduates realize, that the orientation period will take time, graduates may have unrealistic expectations of themselves and others. Role transition from student to registered nurse can be both challenging and exciting. Aim: The aim of the present study is to assess the intern nurses' perceptions regarding their role during internship year at Menofia University. Design: A descriptive research design was used. Setting: At Menofia Faculty of Nursing and Menofia Technical Institute of Nursing. Subjects: The total study subjects (218) intern nurses at Menofia University, included (159) from Menofia Faculty of Nursing and (59) from Menofia Technical Institute of Nursing. Tools: One tool was utilized for data collection included: Modified perceptions and expectations of role transition questionnaire. Results: Almost fifty of nursing interns perceived moderate role transition in organization and support and role preparation domains (48.73% and 52.88) respectively. However, majority of nursing internship (67.07%) perceived high role competency. Regarding total score of role transition, more than fifty (55.52%) of nursing interns perceived moderate level of role transition. Conclusion: This study concluded that the majority of the intern nurses perceived role transition moderately. Also, the intern nurses perceived role preparation as well as organization and support role moderately. Additionally, the intern nurses perceived high role competency. Recommendations: A written job description for intern nurses should be provided and explained to them during the orientation program. Further attention should be paid to academic preparation of nursing interns to promote their perceptions about role transition. Conduct an orientation program for nurse students before internship program and before each training period to explain objectives, roles and responsibilities and discuss nurse students' expectation. Future researches must be made to improve perceptions of nursing interns about role transition.

**Keywords:** Nursing Interns, Internship, Organization and Support Role, Role Competency, Role Preparation, Role Transition.

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## I. INTRODUCTION

Work role change is inevitable for all workers, including nurses, as no one is assigned or can assume a position or status forever. There is a need to produce professional nurses who are "fit for the purpose" and the ability of newly qualified nurses to fulfill their role. Individual nurses need to understand work role transitions across their careers. Increased knowledge and understanding of different work role transitions can also highlight for employers how best to support the nursing workforce and how this knowledge and understanding can inform policy development (Arrowsmith, Lau-walker, Norman and Maben, 2016)

Strengthening of nursing workforce starts with nurturing intern nurses at the beginning of their career. The term intern refers to a nurse in the “first stage of their career, recently graduated from university and between the transitional phase of student and qualified nurse”. Nurse interns learn through direct hands-on care of patients and through familiarizing themselves with new skills (**Henderson, 2014**).

Nurse internship refers to hospital-based one year programs for baccalaureate nursing graduates who will be employed as staff nurses on clinical units. Moreover, it is a transitional phase for intern-nurses to learn and equip themselves for a demanding career ahead. It is a crucial step for becoming a registered nurse in future. The internship has to be similar to training in a school, it has to be “for the benefit of the intern,” the intern doesn’t displace paid workers and employer “derives no immediate advantage” from the intern’s activities. In other words, the internship’s goal is to train and teach the intern, rather than to provide free labor for the employer (**Adams, 2013**).

Transition is a period of learning, adjustment and socialization, when the nurse applies, consolidates and increases their existing knowledge, gaining competence (knowledge, skills and attitude) that is applicable to the nursing practice of the clinical setting or patient population in which they are expected to perform (**Abdelsalam, Basal, Ebrahim and Elnagar, 2016**). Role transition begins during the graduate educational program when students are socialized into the role. The transition does not complete until later in the first year of practice. To facilitate and support their transition, students are expected to be orientated to their new role and to receive regular feedback from colleagues and line managers (**Maten-Speksnijder, et al., 2015**).

The new nurses work adaption process over the first three-month period of transition included three stages: The first stage's Understands: New nurse's knowledge and skills are inadequate to handle routine work, feelings of anxiety emerge related to fears of incompetence, and communication difficulties must be faced in the handover process. They must work to adopt appropriate attitudes and approaches to nursing practice, and support is sought from family, teachers and friends. The second stage is Acclimation: Learning to care for patients independently, seeking role models, learning to adapt to night shifts, trying to identify with co-workers, and seeking support from colleagues, preceptors and head nurses; and The third stage is Acceptance: Managing nursing work better in terms of time and organization, feeling gradual acceptance from co-workers, restoring personal enthusiasm for work, starting to consider other, non-work related matters, experiencing and appreciating the support of co-workers and head nurses (**Abdelsalam et al., 2016**).

Transition support will be an individualized, planned process and include quality induction and orientation to the new work context, meeting the requirements of the department’s performance management Framework. The nursing educators have to prepare the students at the beginning of their internship, as many of the nursing students feel unprepared for their whole clinical training and regard this clinical learning as a stressful incident. So, nursing students need the nursing educators' attention to have a safe performance in the beginning of their career (**Chumley, Olney, Usatine and Dobbie, 2015**). so that, this study is conducted to assess role transition among intern nurses at Menofia University.

### Significance

Role transition is an important concept for nursing that helps nurses adapt to their new role by understanding its meaning correctly. The new graduates facing stress and strain, also, learning and assimilation. It is a time of upheaval and adjustment affecting all aspects of life (**Hassan, 2014**).Lack of support during this critical period of transition leads to poor job satisfaction, increased stress, decreased confidence, and higher turnover rates, which affect the retention of new nurses, create financial burdens, and decrease safety (**Haman, 2014**). On the other hand, when provide support for new nurses in the transition, and improve the critical transition into professional practice, this will ultimately improve patient safety and promote positive social change through greater retention of new nurses. So, this study will be conducted to assess role transition among intern nurses.

## II. BODY OF ARTICLES

### Aim

This study aims to assess role transition among intern nurses at Menofia University, through: Assess the intern nurses’ perceptions regarding their role during internship year.

## Research Question

What are the intern nurses' perceptions regarding their roles during internship year?

Subject and Methods

## I. Technical Design

**Research Design:** A descriptive design was utilized in this study.

**Setting:** The study was conducted at **Menofia University:** Faculty of Nursing and Technical - Institute of Nursing, Egypt.

**Subjects:** The subjects of this study included all intern nurses (A convenience sample) were enrolled in internship year (2018-2019) from (Faculty of nursing "159" and Technical Institute of Nursing "59").

**Tool of data collection:** To achieve the aim of this study the following tool was utilized for data collection:

**The Tool: Modified Perceptions and Expectations of Role Transition Questionnaire.** It was used for collecting data for this study to assess the intern nurses' perceptions regarding their role during internship year at Menofia University. This tool consisted of two parts as the following:

**Part 1:** This part is used to collect data related to personal characteristics data of the study subject such as (age, gender, experience.....etc).

**Part 2: Modified Perceptions and Expectations of Role Transition Questionnaire.** This part was used to measure perception of role transition among Intern nursing students at Menofia University. It adopted by (Doody, et al., 2012), and modified by the researcher. It consists of 28 items classified under the following dimensions: (Role preparation transition items, role competences transition items, organization and support role transition items). **Scoring system:** Each subject's response was rated on a three point of Likert scale ranging from "Agree=3", "Uncertain=2", "and Disagree=1". Then the scores was sum-up and divided by the number of the statements and converted into a percent, thus the total value was calculated then classified to (28 < 46.66 → Low perceptions, 46.66 < 65.33 → Moderate perception and 65.33 < 84.88 → High perception).

## II. Operation Design

The operational design for this study consisted of three phases, namely preparatory phase, pilot study, and fieldwork.

### Preparatory Phase

This phase enclosed reviewing of literature by using books, articles, journals, and internet.

### Validity and Reliability

A bilingual group of six experts was selected to test the content and face validity of the instruments. The panel included five experts from nursing administration department (Faculty of Nursing, Menoufia University) and the necessary modification will be done.

Cronbach Alpha Test will be used to assess the reliability of tools. The tool was tested to reliability by the internal consistency coefficient alpha that was (0, 96).

### Pilot study

After reviewing of the tools by the experts, the researcher conducted a pilot study before administering the final questionnaire. The purpose of the pilot study was to ascertain clarity, relevance, applicability of the study tools and to determine obstacles that may be encountered during data collection. It also helped to estimate the time needed to fill the questionnaire tools. The pilot study was carried on(6) intern nurses from faculty of nursing and(16) intern nurses from technical institute which presented (10%) of sample size and excluded from the main study sample to fill out the questionnaire. Based on the result of the pilot study, rephrasing of some questions was done to ensure clarity of the questions and to be easily understood by intern nurses and the final version was prepared for distributing to the intern nurses.

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### Field work:-

Data was collected upon three months started from 10th of February 2018 to 10th of May 2018. Before beginning to collect data from the study subjects the researcher introduced herself to them, explained the aim of the study, and informed them that their information will be treated confidential and will be used only for the purpose of the research; additionally, each participant was notified about the right to accept or refuse to participate in the study. Data was collected in the morning, afternoon, and night shifts and subjects full filling the questionnaire in the presence of the researcher to ascertain all questions were answered. The time required for each nurse to fill the questionnaire was estimated to be 15-20 minutes. The researcher checked completed of each filled sheet after the intern nurse completed it to ensure the absence of any missing data.

### III. ADMINISTRATIVE DESIGN

To carry out the study, official letters were issued from the Faculty of Nursing Helwan University. The researcher introduced official letter to Dean of Faculty of Nursing and manager of Technical - Institute of Nursing and manager of Menofia University Hospital. Explained the aim and objectives of the study to get official written consent to conduct the study. The researcher also met each subject and informs him or her about the aim of the study to gain their cooperation and obtain their oral consent.

### Ethical Consideration:-

Prior study conduction, approval was obtained from the scientific research ethical committee in faculty of nursing, Helwan University in addition an approval was obtained from the Dean of Menofia faculty of nursing and director of Menofia University Hospital for data collection

### Informed consent:

The respondents' rights was protected by ensuring voluntary participation; so that informed consent was obtained by explaining the purpose, nature, time of conducting the study, potential benefits of the study and how data will be collected.

### Anonymity and Confidentiality:

The participants were informed about the aim of the study. They would be granted and informed that they allowed to participate or not in the study and that they have the right to withdraw from the study at any time.

### IV. STATISTICAL ANALYSIS

The data collected was tabulated and analyzed by SPSS (statistical package for social science) version 22 on IBM compatible computer. Numerical data were presented as frequency, percentages, mean and standard deviation. Sample T Test was used to measure the differences between the means of two groups as (unit, gender and have training courses or not) for their responses to the questionnaire. as this test was used to describe phrases in term of frequency, percentage, and mean and stander deviation of the variables. Pearson correlation (r) was used to detect association between quantitative variables. All these tests were used as tests of significance at ( $P < 0.05$ ).

### V. RESULTS

**Table (1):** this table represented that, personal characteristics of the intern nurses, which played the highest percentage of the intern nurses (72.9%) was from technical institute of nursing and most of them (80.7%) were female nurses. Also, the highest percentages (72.9%) of the intern students have no previous experience in working in any hospitals, and (87.2%) have not attended any training courses.

**Table (2):** this table reflects that, mean percent of the intern nurses perception regarding their role transition, in which more than half of the intern nurses (52.88%) had perception regarding their role transition, while the highest mean percent of them (67.07%) had perception regarding role competencies category. also, the lowest mean percent of them (48.73%) had perception concerning organization and support category.

**Table (3):** this table Illustrates that, mean score of the intern nurses perception regarding their role transition, in Faculty intern nurses and Technical Institute intern nurses, which showed high statistical significant difference between both groups of intern nurses regarding role preparation category and role competencies category as P-value <.0001.

**Figure (1):** this figure Illustrates that, mean percent of the intern nurses perception regarding their role transition in the prementioned settings, which revealed that role competencies category(79.47%),(62.47) followed by role preparation(60.17%),(50.17) and organization and support role(51.02),(47.88) were highly perceived by intern nurses in Management skills", 3<sup>rd</sup> "I'm trusted in my ability to manage workloads", 4<sup>th</sup> "I'm able to prioritize patient care activities" and 6<sup>th</sup> item "I've effective human relation skills" as P-value <.05%.

**Table (4):** this table Reflected that, relationship between role transition categories and previous experience among intern nurses, in which showed, there was a high statistically significant difference between role preparation category and previous experience of intern nurses as P-value <.0001. Also, there was statistical significant difference among intern nurses regarding role competencies category and their previous experience as P-value <.05%. Additionally, there were no statistical significant differences between intern nurses regarding organization and support role category and their previous experience as P-value >.05%.

**Table (5):** this table displayed that, relationship between role transition categories and attendance of training courses among intern nurses, in which showed in this table, there was statistical significant difference among intern nurses regarding role preparation category and attendance of training courses as P-value <.05%. Also, there was statistical significant difference among intern nurses regarding role competencies category and attendance of training courses as P-value <.05%. Additionally, there were no statistical significant differences between intern nurses regarding organization and support role category and attendance of training courses as P-value >.05%.

## VI. DISCUSSION

Transition from being a student to working as newly qualified nurse is not just a phenomenon that begins with familiarization of the new workplace but it is an experience that influences the professional lives of intern nurses. Intern nurses are new graduate nurses or novice nurses who have just began a career in nursing after attaining a nursing qualification. During the first year of nursing most countries including Egypt have internship programs to support intern nurses in their transition. Internship programs usually last for one year, during which intern nurse must adapt to the new role and deal with the emotions and challenges of professional integration. The transition from being a nursing student to working with real patients can range from just feeling uncomfortable to a highly shocking experience **Gaundan and nezhad (2018)**.

Regarding the personal characteristics of the study subjects, the highest percentage of the studied subjects were female student nurses. From the researcher's point of view, this may be due to nursing field is female dominant that men continue to be a minority in the nursing profession although small increases in their representation have occurred in response to fill the anticipated nursing shortage. In the same line **Meadus and Twomey (2011)**, in a study was conducted to determine "Educational Experiences of Undergraduate Male Nursing Students: A Focus Group Study" mentioned that, the proportion of men entering the nursing profession is on the rise, but it remains a female dominated occupation and there has not been a significant increase in the percentage of men in nursing Also, these findings showed that, almost half of the studied subjects had no previous clinical experience of working in hospital. In agreement with the present study results, **Hassan (2014)**, revealed that, the majority of nursing students had no previous clinical experience of working in hospital, in a study was conducted for "Assessing factors leading to role transition shock among nursing intern students".

The results of this study arrayed that, more than fifty of nursing interns' perceived their role transition moderately (*This support research question "What are the intern nurses' perceptions regarding their role during internship year?"*). From the researcher point of view, nursing students are often not fully exposed to the real world demands of nursing in their undergraduate preparation, leading to reality shock during transition into their new role of intern nurse. This result is congruent with **Worslook, Ju-Yeon and TaewhaL (2014)**, in a study was conducted to examine "Role Transition of Senior Year Nursing Students: analysis of Predictors for Role Transition", mentioned that, subjects perceived the nurse role transition averaged.



The outcomes of this study is supported by **Aldeeb, Basal, Ebrahem and Elnagar (2016)** who conducted that, the study to assess, "Perceptions of role transition among nursing interns at Tanta University", clarified that more than fifty of nursing interns' perceived their role transition moderate, this result could be attributed to that nursing educators offer to nursing intern students' clear professional advice, guidance and a range of orientation programs that aim to assist and support nursing students in their transition to professional roles through integrating theory and practice.

In addition, the present study is opposed to what found by (**Deasy, et al., 2012**) in a study conducted to assess "Final-year student nurses' perceptions of role transition" who reported that, novice nurses had high level of perception of their roles in such areas of in managing their work, prioritizing of cares and time management and also perceived a high level of self- confidence.

Regarding role preparation transition of intern nurses, the findings of the present study showed that the studied subjects perceived moderate role transition in role preparation. From the researcher's point of view, this result could be related to undergraduate students have clinical placement experience and are given responsibility for a full patient workload throughout the entirety of their internship program. This was consistent with **Doody , Tuohy and Deasy ( 2012)**, in a study was conducted to assess "Final-year student nurses' perceptions of role transition" who found that, over half of nursing students said they were adequately prepared for the post of registered nurse and were confident in their clinical abilities and knowledge, they had completed the clinical skills training and practice placement element of the programs smoothly. Also, **Simmons, (2011)** in the study titled "Undergraduate Nursing Students' Perceptions of Preparedness as They Prepare to Graduate", found that, senior nursing students of Johen Fisher College perceive they are prepared to graduate and enter the workforce as new graduate registered nurse.

In contrast with **Aldeeb, et al., (2016)**, indicated that, more than forty of nursing intern students perceived low role transition in role preparation. In addition, the present study result is opposed to **Missen, McKenna and Beauchamp (2014)**, in a study was conducted of "Graduate nurse program coordinators' perceptions of role adaptation experienced by new nursing graduates", who found that, the subjects perceived role preparation lower.

Concerning role competencies transition of intern nurses, the finding of the present study showed that the studied subjects perceived high role transition in role competency. From the researcher's point of view, this means that those nursing intern students may have the ability to demonstrate and relate the knowledge, skills, judgment, and professional ethics and values to reach the desired outcomes or, they may be over rated themselves competent due to their limited experience and understanding for their working role demand. In the same line, the findings of the present study is matched with **Aldeeb, et al., (2016)** Who found that, the majority of nursing intern students perceived high role transition in role competency. Also, this finding is consistent with **Doody, et al., (2012)** who found that, most respondents generally perceived themselves to be competent. On the other hand, the findings of the present study are incongruent with **Worlsook, et al., (2014)** who found that, the subjects perceived role-specific competencies average.

Regarding organization and support role transition of intern nurses, the result of the current study showed that the studied subjects perceived moderate role transition in organization and support. In this respect, **Honour (2015)**, in the study of, "Implementation of the Transition to Practice Regulatory Model for Nurse Preceptors in a Rural Setting", reported that, a widespread practice to support new graduates to work is the use of preceptors, experienced clinical nurses who steer new nurses through orientation. Preceptors 'responsibilities include helping new graduates to learn information and skills required to provide patient care and their professional role as nurse. In agreement with the present study **Hassan, Rashad, and Barak, (2018)**, in a study was conducted to assess " Factors Affecting Nurse Students' Perception Regarding Role Transition at Faculty of Nursing", reported that, that more than two third of nurse students had moderate perception.

Regarding organizational and support role factors, this may be due to unavailability of equipment and supplies, unsafe work environment, lack of welfare and lack of support from families, faculty and hospital. The result of the current study is consistent with **Dyess and Parker (2012)**, in a study of "Transition support for the newly licensed nurse: a program that made a difference", reported that, educational support had positive effects on nurses 'professional skills, retention in the profession, and coping with transition. Studies have shown that peers, families, spouse, and parents are the main sources of emotional support for nurses. Financial support can also help novice nurses effectively cope with transition-related difficulties. In contrast with findings of the present study with **Azimian (2014)**, in a study was

conducted to assess "Factors Affecting Nurses' Coping With Transition: An Exploratory Qualitative Study", who found that, the subjects perceived the supporting and organization lower and most participants noted that, nurses usually do not receive adequate support from their managers, colleagues, peers, and friends during transition.

Regarding the intern nurses perception according to their role transition in the studied settings (nursing faculty - technical nursing institute), the result of this study also reflected that, firstly, according to role preparation category, there is a highly statistical significant difference between the studied settings as intern nurses at nursing faculty had high role preparation perception as compared to those in technical nursing institute. From the researcher's point of view, this could be due to intern nurses in nursing faculty received more consolidated orientation program than those in technical nursing institute. These results in agreement with **Thabet, Taha, Abood and Morsy (2017)**, in a study was conducted to determine "The effect of problem-based learning on nursing students' decision making skills and styles" who reported that, there is a study requirement of higher education institutions to spotlight on training future graduates to be more adjustable to the community needs, as well as to equal between graduates' skills and the prerequisite skills for their future profession.

Concerning, role competence category, there is a highly statistical significant difference reaching for the latter between the studied settings as intern nurses at nursing faculty had high role competence perception as compared to those in technical nursing institute, From the researcher's point of view, this could be attributed to the intern nurses in nursing faculty are more competent because they had received more knowledge and practical skills throughout their study for four years. In the same line **Pijl-Zieber, Barton, Konkin, Awosoga and Caine (2014)**, in a study of "Competence and Competency-Based Nursing Education: Finding Our Way through the Issues", who mentioned that, Competency refers to an observable and measureable quality of a health professional that integrates multiple components (knowledge, skills, values and attitudes), and can be defined as the specific ability to perform work activities consistently to agreed standards over a range of contexts/conditions, and perform these tasks safely and effectively in a specific health workforce role.

Regarding relationship between attendance or receiving of training program and perception of role transition, there is a statistical significant difference among intern nurses regarding role preparation category and attendance of training courses as P-value <.05%. Also, there was statistical significant difference among intern nurses regarding role competencies category and attendance of training courses as P-value <.05%. this may be related to training programs expose classroom learning to real-life experiences and help the intern nurses to face the complexity of real clinical setting through providing students with a clear objectives that are critical to ease transition of nurses to practice independently, build self-confidence, prepare them and affect their passion toward work and hold professional responsibility rather than simply being assigned to complete or go through the motions of a clinical experience and thus being more competent. In this direction, this study finding goes hand with hand with **AL-Mahmoud (2013)** who noticed that, teaching, learning and training program are aid the new graduate nurse ease the transition from trainee to advanced beginner who can demonstrate satisfactory perception level and deal with in actual situations.

In accordance with, **Fashafsheh, et al., (2015)**, in a study of, "Knowledge and Practice of Nursing Staff towards Infection Control Measures in the Palestinian Hospitals", who suggested that, refreshing knowledge and practice of nurses through continuing in-service educational programs; emphasizing the extent of following latest evidence-based practices; providing training programs for newly nurses in continuing education/training program. In contrast with this study, **Thabet, et al., (2017)** who justified that, many of the study subjects still lack effective training to develop many of essential skills like communication skills, creativity, analytical and critical thinking skills, problem-solving skills and decision-making skills. Also, **Xu and He (2011)**, in a study of "Transition programs for internationally educated nurses: what can the United States learn from the United Kingdom", who revealed that, lack of effective training courses was a barrier to our participants' preparation for transition.

Regarding relationship between socio-demographic characteristics and nurses perception of role transition, there was highly statistical significant difference among intern nurses between role preparation category and previous experience of intern nurses as P-value <.0001. Also, there was statistical significant difference among intern nurses regarding role competencies category and their previous experience as P-value <.05%. This could be related to intern nurses in technical nursing institute had previous experience of working in hospitals which make them more self-confident, competent and had more clinical experience which reflected in their perception of role transition. In agreement with the present study

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results, **Hassan (2014)** showed that, the study participants who had previous clinical experience perceived their roles better than who didn't have previous clinical experience. This was consistent with **Doody, et al., (2012)**, who suggest that, prior experience of the workplace alongside use of existing skills, facilitated ease of transitions.

**VII. CONCLUSION**

In the light of the present study results, it can be concluded that the majority of the intern nurses perceived role transition moderately. Also, the intern nurses perceived role preparation as well as organization and support role moderately. Additionally, the intern nurses perceived high role competency.

**VIII. RECOMMENDATION**

Based on the study results the following recommendations are advised that:

- Create and design a job description for intern nurses should be provided and explained to them during the orientation program.
- Further attention to academic preparation of nursing interns to promote their perceptions about role transition.
- Conduct an orientation program for nurse students before internship program and before each training period to explain objectives, roles and responsibilities and discuss nurse students' expectation.
- Clarify for the role expectations by using role models, role repetition, preceptors, mentors to keep working with professional standards and values.
- Encourage to attend seminars and/or symposiums that focus on transitioning the graduate nurse to professional nursing practice.
- As a result of this study, a number of future researches must be made to improve perceptions of nursing interns about role transition.

**Part I: Sample Description:**

**Table (1): Distribution personal characteristics of the Intern Nurses (N=218).**

<b>personal Characteristics</b>	<b>Items</b>	<b>No</b>	<b>%</b>
Setting	Faculty of nursing	59	27.1
	Technical Institute of Nursing	159	72.9
Gender	Male	42	19.3
	Female	176	80.7
Previous experience	No	159	72.9
	Yes	59	27.1
	For months	46	21.1
	For years	13	6.0
	Inpatient ward	33	15.1
	Critical units	22	10.1
	Outpatient clinics	4	1.8
Training courses	No	190	87.2
	Yes	28	12.8
	For weeks	14	6.4
	for months	14	6.4



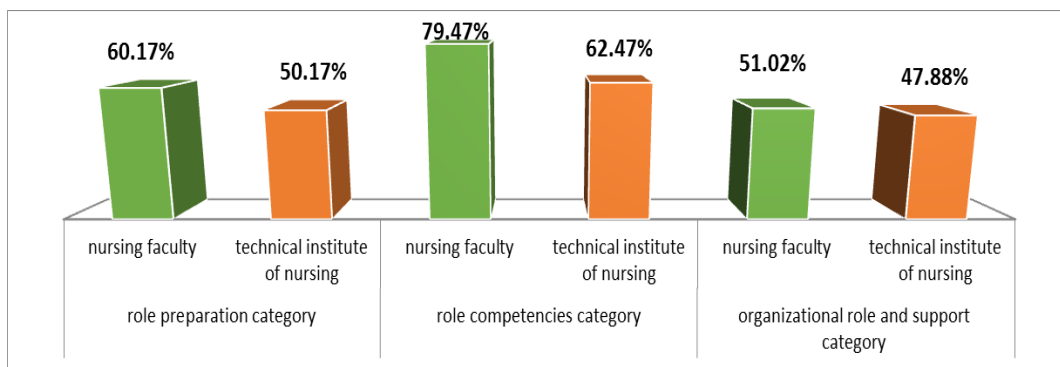
**Part II: Intern Nurses Perception Regarding their Role Transition:**

**Table (2) Percentage distribution of nursing intern according to their perception levels of role transition. (N=218).**

Role transition categories	Mean	SD	Mean percent	Level of perception
Role preparation category	9.52	1.35	52.88%	moderate
Role competencies category	18.11	4.34	67.07%	high
Organization and support role category	19.00	5.60	48.73%	moderate
<b>Total</b>	<b>46.63</b>	<b>6.54</b>	<b>55.52%</b>	<b>moderate</b>

**Table (3) Mean Score of role Transition as perceived by the Intern Nurses. (No=218).**

Role transition categories		N	Mean	SD	T	p-value
Role preparation category	Faculty of nursing	59	10.83	.81267	10.82	0.000**
	Technical Institute of Nursing	159	9.03	1.17689		
Role competencies category	Faculty of nursing	59	21.46	4.29242	7.85	0.000**
	Technical Institute of Nursing	159	16.87	3.65110		
Organization and support role category	Faculty of nursing	59	19.90	6.67134	1.44	0.1
	Technical Institute of Nursing	159	18.67	5.13180		



**Figure (1): Mean Percent of role transition as perceived by the Intern Nurses. (No=218).**

**Part III: Relationship between the role transition categories and personal characteristics:**

**Table (4): Relationship between Role Transition Categories and Previous Experience among Intern Nurses (N=218).**

previous experience		N	Mean	SD	t	p-value
Role preparation category	yes	59	10.38	1.49	6.29	0.000**
	no	159	9.19	1.14		
Role competencies category	yes	59	19.41	4.45	2.73	0.01*
	no	159	17.63	4.21		
Organization support category	yes	59	19.61	5.46	.97	0.3
	no	159	18.78	5.64		

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**Table (5): Relationship between Role Transition Categories and Attendance of Training Courses among Intern Nurses (N=218).**

Training courses		N	Mean	SD	t	p-value
Role preparation category	yes	28	10.14	1.48	2.65	.00*
	no	190	9.43	1.31		
Role competencies category	yes	28	19.82	4.41	2.26	.02*
	no	190	17.86	4.28		
Organization and support role category	yes	28	18.50	4.01	-.51	.61
	no	190	19.08	5.80		

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