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Problems and Obstacles Facing Nursing Interns and Its Relation to Their Performance at Clinical Setting: A Comparative Study

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Abstract: Nursing interns face multifaceted issues, obstacles, and problems that oblige them to use clinical skills that affect their performance; Some of the intern-nurses expressed anxiety that they had not assumed the opportunity to improve all of the psychomotor skills required to practice efficiently in the clinical setting. Aim: Assess problems and obstacles faced nursing interns and its relation to their performance at the clinical setting. Design: Descriptive, comparative design was used. Setting: Conducted at medical and surgical departments at Benha University Hospital and private Hospitals. Subjects: Convenience sample of nursing interns [150 from Benha University Hospital and 101 nursing interns from private Hospitals. Tools: a) Internship year problems questionnaires b) Nursing interns Obstacles Questionnaire. c) Observation checklist of nursing intern's performance. Results: level of problems occurrence that faced nursing interns during internship year was the average level (65.3%) at Benha University Hospital and Private Hospitals had low level (85.1%) of problems occurrence. Especially the highest mean score of problems dimension were clinical setting; supervision and communication at both hospitals. Additionally there was the highest level of total obstacles present at Benha University were (65.3%) than private Hospitals that faced nursing interns during internship year. The most common obstacles faced nursing interns were social and cultural obstacles, while economic constraints were the lowest obstacles at the study setting. Finally level of nursing interns performance was satisfactory (84.0%) at private Hospitals and unsatisfactory (36.6%) at Benha University Hospital. More ever performance was higher in private Hospitals than Benha University Hospital. Conclusions: There were positive correlation between problems and obstacles facing nursing interns and there were negative correlation between Problems, obstacles, and nursing intern's performance. Recommendations: Nursing colleges should provide good relationship between faculty and training hospital staff and Preparation of nursing interns through well-organized program, especially the clinical experiences part.

Keywords: Problems, Obstacles, Nursing Interns, Performance, Clinical Setting

1. Introduction

Internships program provide students with opportunities to practice what they have learned in the classroom, guide experience with gradual increase in the responsibility to make the newly graduate to be a self-assured practitioner, provide a unique opportunity for professional and personal development, gain a greater understanding of the organization requirements, test career choices, and develop important hands-on workplace skills [1]. Additionally, the internship can be regarded as complement to their education. If the students obtain experience through the two parts of their education, then educational goals will be easier to achieve and students will be better prepared to enter their field [2].

An internship is defined as an activity in which one practices training related to a career or skill and gains experience. An internship encapsulates these features. Internship is a student focused learning experiences related to

the student academic studies [3]. These experiences are basis to knowledge application, skill development and professional socialization, move from dependent supervised practice to independent collaborative practice, provide students with experience in real-life situation involving actual patients and incorporate the attitudes, values, and beliefs of professional practice [4].

As a significant feature of the contemporary organizational context, internships, which involve "term-length placement of an enrolled student in an organization-sometimes with pay, sometimes without pay-with a faculty supervisor, a company supervisor, and some academic credit gained toward the degree" [5], represent a mutually beneficial relationship between organizations and university students, in which interns apply conceptual and theoretical classroom knowledge to the organizational world to gain valuable skills and experiences that are useful to their future professional endeavors [6].

Internship year problems includes problems related to the following; internship year objectives, collaboration between faculty and hospital members, orientation program, clinical setting, clinical rotation, clinical experience, supervision, evaluation, communication, and nursing interns schedule and secondly nursing interns satisfaction [7]. Some of the nursing interns expressed concern that they had not given the opportunity to develop all the important psychomotor skills required to practice effectively in the clinical setting. Also they described a sense of constraint because a lack of opportunities provided by their supervisor and asserted that maintains of a good working relationship between wards staff and faculty was pivotal to the development of a good clinical learning environment. Students need to gain self-confidence and self-esteem, which will help them to identify themselves as professionals [2].

Identification of internship year problems could help by giving insight to faculty members of nursing and University Hospital administrators about difficulties that faced the nursing interns help to improve clinical experience, supervision, and evaluation also increase nursing intern's performance [8].

There are many obstacles inside hospitals that waste the time and energy of the nurses. Hectic and disorganized workplace, poor-conditioned equipment, spending much time dealing with family needs, and ineffective morning rounds are some of these obstacles [9]. Ineffective nurse physician communication [10], unclear medication orders [11], and insufficient nurse-to-patient ratio [12] can also act as barriers in nursing care.

Additionally, obstacles classify into 4 categories. 1st the obstacles related to the physical environment such as noise and the physical space available. 2nd the obstacles related to the tasks such as disruption of concentration and excessive educational as well as supportive needs of the family. 3rd the obstacles related to the technology and tools such as patient's room not well-stocked and delays in getting medication from the pharmacy. 4th Obstacles related to organization such as changing shift report and receiving inadequate or too detailed

information from previous shift's nurse. Obstacles encountered which faces nurses in hospitals are social and cultural obstacles, psychological disabilities, economic constraints and administrative obstacles [13].

Keys to student intern success on the job is professional, be respectful and patient, be proactive, give some value to the organization, be mentored. Help your internship supervisor, practice soft skills and academic skills, reflect on duties and often experience, keep track of progress and accomplishments, create a professional portfolio or other evidence of work practice, build connections and a network [14].

Nurse's performance is defined as actions that can be observed and measured against some standard [15]. Job performance contributes to improve several aspects in employees such as behavior, attitudes and, traits which help to increase the productivity of an organization through fulfilling the expectations, regulations of an organization and needs of individual formal role when he is a member of the organization. Employees' behavior can be turned into performance from just a thought to action. Therefore, a complete view of performance can be achieved if the of job performance taken into account both behavior and outcomes. Job performance was categorized individual performance into two categories: task performance and contextual performance [16].

Task performance includes behaviors that share in the core transformation and maintenance activities in an organization including delivering services and managing subordinates. While contextual performance refers to behaviors that contribute to the culture and climate of the organization in the context of transformation and maintenance activities carried out such as helping subordinates, adhering to rules and procedures and providing full support towards the organization [17].

1.1. Significant of the Study

Through internship program, undergraduates can obtain perspective on their future career. Studies about internships are insufficient identifying the problems and obstacles that nursing interns experienced during their internships year. Few studies have been done on the challenges nursing interns s are faced within the clinical learning environment, these challenges are still unknown [1]. Based on the researcher's experience in the nursing clinical education, it was observed that nursing interns had many problems and obstacles that affect their behaviors and performances at the clinical setting. Thus the aim of this study was to assess problems and obstacles faces nursing interns and its relation to their performance at the clinical setting.

1.2. Aim of the Study

The aim of this study was to assess problems and obstacles faced nursing interns and its relation to their performance at the clinical setting.

1.3. Research Question

1. What are the common problems faces nursing interns during internship year at study setting?

2. What are the common of obstacles faces nursing interns during internship year at study setting?

3. What is the level of nursing intern's performance during internship year at study setting?

4. Are there a relation between problems and obstacles faced nursing interns and their performance at study settings?

2. Subject and Method

2.1. Research Design

Descriptive, Comparative design was used in conducting this study.

2.2. Setting

The study was conducted at medical and surgical departments at Benha University Hospital where nursing interns were trained. These departments were as follow: Medical departments consisted of (intensive care unit, coronary care unit, kidney dialysis units; adult and pediatric and premature unit) surgical departments consisted of (operating rooms; general operating, emergency unit; department and operating room and labor and cesarean section). And also was conducted at private Hospitals such as (German Saudi Hospital, Cleopatra Hospital, Egypt International Hospital, El-Shorouk Hospital and 57357 Hospital).

2.3. Subject

2.3.1. Sample Type
Convenience sample was used.

2.3.2. Sample Size
Convenience sample of nursing interns who were enrolled in internship year within the academic year 2016-2017. The total number was (276) nursing interns but (25) nursing interns were excluded from sample size caused by their modification at the pilot study. Thus the final sample was 251 [150 from Benha University Hospital and (101) nursing interns from private Hospitals].

2.3.3. Inclusion Criteria
Included available nursing interns enrolled in internship year within the academic year 2016-2017, accept to participate at this study and consisted of male and female.

2.3.4. Exclusion Criteria
Nursing interns (25) who selected randomly for the pilot study to test the relevance and applicability of the study tool.

And nursing interns who spent internship period less than 3 months.

2.4. Tools of Data Collection

2.4.1. Tool I: Internship Year Problems Questionnaires
Structured questionnaires were developed based on the review of the current related literature (18), (19) and (20) in order to identify problems facing nursing interns during internship year.

This questionnaire consisted of two parts.

The first part: Contained personal characteristics related to the subjects (age, marital status, gender, qualification, and residence).

The second part:Internship Year Problems Questionnaires: that consisted of 80 items that subdivided into (7) categories: (clinical setting (15)items, clinical experience (6)items, supervision (20) items, evaluation (6) items, communication (20) items, schedule (8) items, and personal problems (5) items.

Scoring System

Scores were allocated as follows: (2) mark given for "occur" answer, and (1) mark was given for "no occur" answer. With scoring that nursing interns level of problems occurrence were determined as follows: High problems occurrence level >75%, Average problems occurrence level ranged from 60 -75% and Low problems occurrence level < 60 during internship year.

Scoring System

Scores were allocated as follows: (2) mark given for "occur" answer, and (1) mark was given for "no occur" answer. With scoring that nursing interns level of problems occurrence were determined as follows: High problems occurrence level >75%, Average problems occurrence level ranged from 60 -75% and Low problems occurrence level < 60 during internship year.

2.4.2. Tool II: Nursing Interns Obstacles Questionnaires
A structured questionnaire was developed based on the review of the current related literature [21], in order identify obstacles that facing nursing interns during internship year. This tool consisted of 58 items and subdivided into (4) categories: social and cultural obstacles included (19) items, psychological disabilities included (11) items, economic constraints included (11) items and administrative obstacles included (17) items.

Scoring System:

The subjects' response was rated on a three point Likert scale. Scores were allocated as follows: (1) mark given for "disagree, (2) mark was given for" uncertain" and "(3) mark was given for agree". Therefore the maximum possible score was one hundred and seventy-four. If nursing interns agreed on 60% or more of items of obstacles questionnaire, it means that obstacles occurrence were present during internship year.

2.4.3. Tool III: Observation Checklist of Nursing Interns Performance
Developed by [22], [23], and [17], and modified by the researcher based on the current related literature in order assess nursing interns performance. Total are 52 items and consists of six performance subscales as following: leadership (5 items); teaching/collaboration (11 items); professional development (10 items); interpersonal relations/communication (12 items); planning/evaluation (7 items); and critical care (7 items).

Scoring System

Observation checklist scored on the basis of yes, no and not applicable for each activity. "yes" scored (two point) and "no" scored (one point). Scoring system was used: 50% poor performance, 50% - 65% moderate performance, 65% - 75% good performance, 75% - 85% very good performance, 85% - 100% excellent performance [24]. If nursing interns' performance was 70% or more of items, it meant that nursing interns was considered as satisfactorily level.

2.5. Methods

The study was executed according to the following steps:

2.5.1. Approvals

A written official approval to conduct this research was obtained from the faculty dean of Nursing that was taken and delivered to the director of Benha University Hospital and private Hospitals, in order to obtain their agreement to conduct the study after explaining its purpose.

2.5.2. Tools Validity

Bilingual group of five experts was selected to test the content and face validity of the tool. Necessary modifications and removing of some questions were done to reach the final valid version of the tool. The tool was considered valid from the experts' perspective.

2.5.3. Tools Reliability

Also, the tools were tested to reliability by measuring their internal consistency using Cranach's alpha coefficient method. This turned to be ($\alpha = 0.91$) for nursing interns problems tool I; ($\alpha=.89$) for nursing interns obstacles tool II and ($\alpha= 0.84$) for nursing interns performance tool III. Thus indicates a high degree of reliability for the study tools.

2.5.4. Ethical Considerations

Written approval to carry out the study was obtained from the faculty dean and nursing director at Benha University Hospital and private Hospitals. Permission was attained from all Participants of the study after explanation of the study purpose, with making assurance on the anonymity of them and that their information will be secured and only used for the research purpose. Also, they had the right to withdraw from the study. This was followed by their agreement on participation in the study.

2.5.5. The Pilot Study

Pilot study was conducted to assess tools clarity and applicability. It has also served in estimating the time needed for filling the questionnaires. It was done on 10% of the total subjects, (25) nursing interns (15 from Benha University Hospital and 10 from private Hospitals. The time needed for filling each questionnaire related to nursing interns was 10-20 minutes for nursing intern's problems and obstacles questionnaire. And also the time needed for filling nursing interns performance tool was 20 minutes and filled by the researcher. Some questions unrelated to subjects were excluded, some questions were added or refined, also

necessary adjustment and modification were done and the final form was developed.

2.5.6. Procedures

A written official approval to conduct this research was obtained from the faculty dean of Nursing that was taken and delivered to the director of Benha University Hospital and private Hospitals, in order to obtain their agreement to conduct the study after explaining its purpose. Informed consents were obtained from selected nursing interns and the aim of the study was explained to them. The data collection took about three months from beginning June 2017 to the end Augustus 2017 covering a period of three months. The data was gathered from nursing interns at the end of internship year (June 2017) to ensure sufficient adequate socialization of nursing interns to work setting, providing more time for rotation through different clinical units. Moreover, at this time, the nursing interns would be more capable of eliciting problems that faced them during internship year. by using appropriate structure questionnaire. The questionnaires were distributed during nursing interns work hours (morning and afternoon shifts) at the available hospital and faculty classroom, after two or three hours of her beginning shift and took one nursing interns from each clinical unit to avoid patient care interruption.

2.5.7. Statistical Analysis

A compatible personal computer was used to store and analyzed data. The Statistical Package for Social Studies (SPSS), version 20 was used. Descriptive statistics were applied such as Frequency, percentage distribution; mean and standard deviation. Comparison was performed using chi square test. Correlation between variables was evaluated using Pearson's correlation coefficient (r). Significance was adopted at $p<0.05$ for interpretation of results of tests of significance.

3. Results

Table 1: Shows personal characteristics of the studied subject, the highest percentage related their age were (60.4%) of studied nursing interns from 20 <22 at private Hospitals. While the majority of studied subjects were female at two Hospitals. The highest percentages (83.2 %) of studied nursing interns were not married. The majority (66%) of nursing interns was secondary education at Benha University Hospital. According residence the highest percentage (63.4%) of nursing interns from rural at Benha University Hospital. Also that there is no statistically significant difference between age, material statues, gender, qualification, and residence.

Table 2: Shows mean score of problems faces nursing interns during internship year at the study settings. As indicated from this table there was highly statistically significant differences between the studies settings regarding problems faces nursing intern. And also Benha University Hospital had the highest mean score of problems that faces Nursing interns during internship year than Private Hospitals.

Especially the highest mean score among problems dimension were clinical setting; supervision and communication at both hospital. Otherwise Personal problems was the lowest mean score of all problems at the study setting.

Figure 1: Illustrates percentage of problems level faces nursing interns during internship year at the studied settings. It showed that level of problems that faces nursing interns during internship year was the average level (65.3%) at Benha University Hospital and Private Hospitals had low level (85.1%) of problem.

Table 3: Shows mean score of obstacles regarding internship year as reported by studied subjects at the studied settings. As indicated from this table there was statistical significant difference between the study settings regarding obstacles that faces nursing intern. Benha University Hospital had the highest mean score of obstacles that faces nursing interns during internship year than Private Hospitals. And also social and cultural obstacles were the highest mean score of all obstacles at the study setting. Otherwise economic constraints obstacles were the lowest mean score of all obstacles at the study setting.

Figure 2: Illustrates percentage of obstacles faces nursing interns during internship year at the studied settings. There was the highest level of total obstacles present at Benha University were (65.3%) than private Hospitals that faces nursing interns during internship year.

Table 4: Shows mean score of nursing interns performance of during internship year at the studied settings. As indicated from the table, the mean score of study subjects' regarding performance were higher in private Hospitals than Benha University Hospital. And also communication and professional development were the highest mean score of total performance at the study setting. Otherwise leadership performance was the lowest mean score of all performance dimensions at the study setting. Moreover, there were highly statistically significant differences between the study settings regarding all total performance except planning and evaluation and leadership.

Figure 3: Illustrates performance level among studied subject at selected hospitals. This figure revealed that level of performance was satisfactory (84.0%) at private Hospitals and was unsatisfactory (36.6%) at Benha University Hospital.

Table 5: Denoted the correlation between personal characteristics and problems, obstacles and performance among studied nursing intern. It displayed that there was statistically significant difference between problems and qualification while a gender with obstacles, and performance with residence at Private Hospitals s, and that there is highly statistically significant between age, marital status related problems, obstacles and performance also performance and qualification and residence Benha University Hospital.

Table 6: Indicates correlation coefficient between study variable among studied subject. It was observed that, there was significant positive correlation between problems and obstacles. Otherwise there were negative correlation between Problems, obstacles and Performance.

Table 1. *Distribution of the study subjects according to their personal characteristics (n=251).*

Personal Characteristics	private Hospitals		Benha University Hospital		X^2	P
	No	%	No	%		
Hospitals	101	40.2	150	59.8		
Age						
From20 <22	61	60.4	82	54.7	.808*	0.36
From 22 > 24	40	39.6	68	45.3		
Material statues						
Married	17	16.8	40	26.7	3.326*	.06
Not Married	84	83.2	110	73.3		
Gender						
Male	14	13.9	14	9.3	1.249*	.26
Female	87	86.1	136	90.7		
Qualification						
Technical Institute	37	36.6	51	34.0	.184*	.66
Secondary education	64	63.4	99	66.0		
Residence						
Urban	69	46.0	37	36.6	2.170*	.14
Rural	81	*54.0*	64	63.4		

Table 2. *Mean Score of Problems faced Nursing Interns during Internship year at the study settings (n=251).*

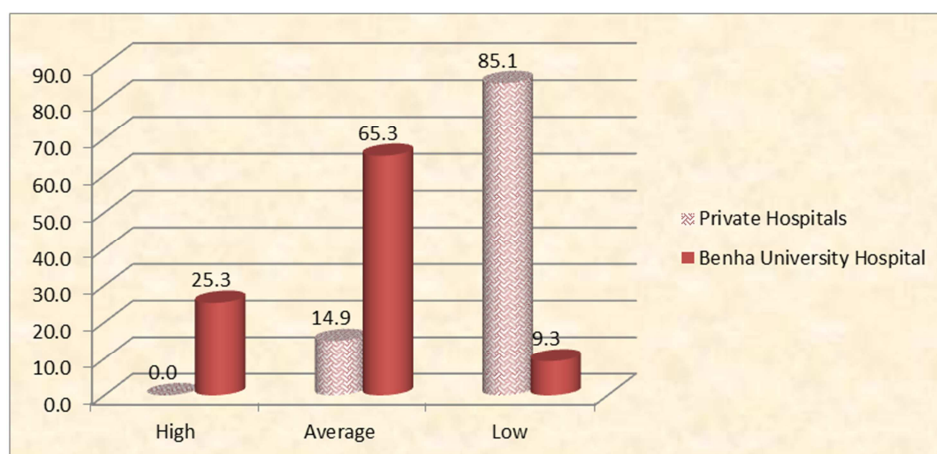| Problems Items	Private Hospitals(101)		Benha University Hospital(150)		Maximum Score	t test	p-value
	Mean	±SD	Mean	±SD			
Clinical setting	15.66	4.28	25.07	9.16	30	9.78	000
Clinical experience	6.98	1.76	10.89	1.63	12	17.71	000
Supervision	24.02	4.79	34.10	6.73	40	13.86	000
Evaluation	7.26	1.31	10.90	1.10	12	22.96	000
Communication	22.51	3.13	33.03	3.53	40	24.77	000
Schedule	10.77	1.80	14.36	1.49	16	16.55	000
Personal	6.13	1.066	7.92	2.26	10	8.38	000

Figure 1. *Percentage level of Problems Occurrences Faced Nursing Interns during Internship Year at the Studied Settings (n=251).*
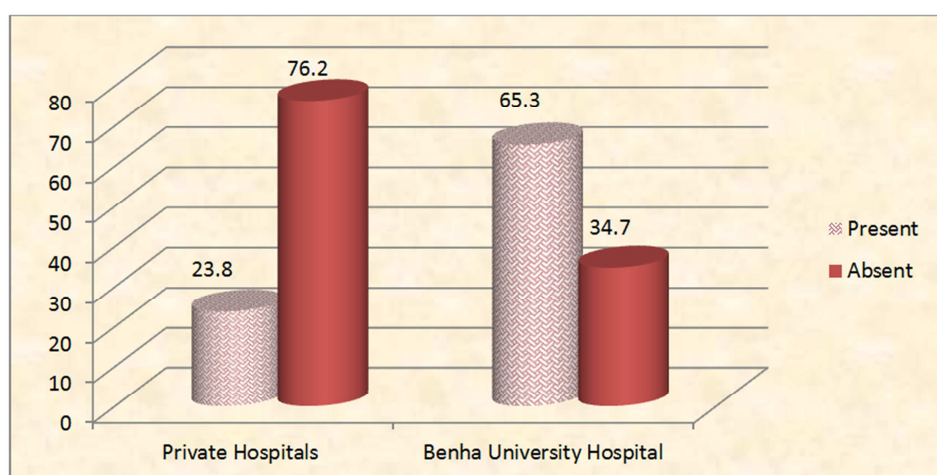

Figure 2. *Percentage of Obstacles Faces Nursing interns during Internship Year at the Studied Settings (n=251).*
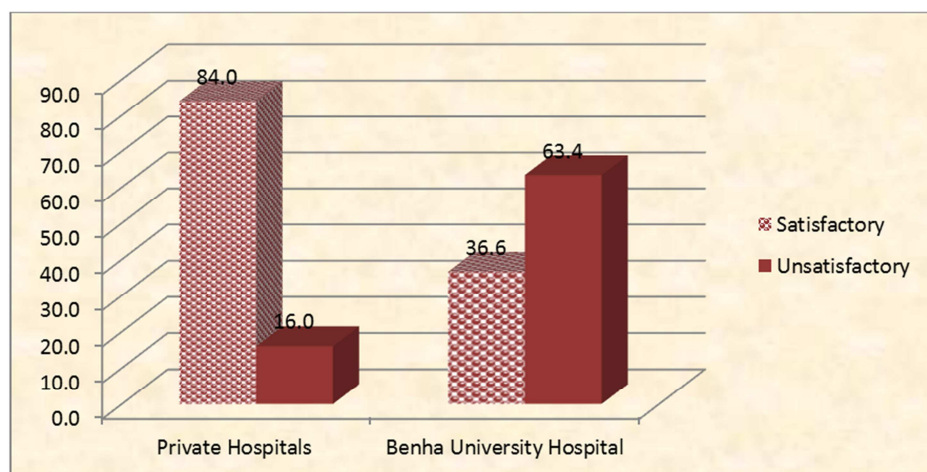

Figure 3. *Performances Level among Studied Subject at Selected Hospitals (N=251).*

Table 3. *Mean Score of Obstacles Regarding to Internship Year as Reported by Studied Subjects at the Studied Settings (n=251).*

OObstacles Items	Private Hospitals (101)		Benha University Hospital(150)		Maximum Score	t test	p-value
	Mean	±SD	Mean	±SD			
Social and cultural	40.06	7.11	44.76	8.77	57	2.67	.210
Psychological disabilities	24.93	4.30	28.51	5.62	33	5.70	.000
Economic constraints	21.06	2.81	25.12	7.62	33	5.96	.000
Administrative obstacles	29.48	6.09	41.43	10.37	51	11.48	.000

Table 4. *Mean Score of Nursing Interns Performance of during Internship Year at the Studied Settings (n=251).*

Performance Item	Private Hospitals (101)		Benha University Hospital(150)		Maximum score	t test	p-value
	Mean	±SD	Mean	±SD			
Leadership	8.75	1.71	7.89	.78	10	1.63	.120
Teaching/Collaboration	18.72	3.06	15.36	1.08	22	10.38	.000
Professional development	16.57	2.93	11.72	.64	20	16.02	.000
Communication	20.07	3.27	14.89	.54	24	15.43	.000
Planning and Evaluation	11.12	2.28	9.01	1.30	14	2.25	.110
Critical care	11.97	2.55	7.46	1.34	14	15.96	.000

Table 5. *Correlation Coefficient between personal Characteristics and Problems, Obstacles and Performance at Selected Hospitals (n=251).*

Hospitals Characteristics	Private Hospitals(101)						Benha University Hospital (150)					
	Problems		Obstacles		Performance		Problems		Obstacles		Performance	
	R	p	r	p	r	p	R	P	r	p	r	p
Age	134	102	140	088	34	682	425	000**	411	000**	517	000**
Marital status	111	175	077	349	15	949	422	000**	565	000**	248	014*
Gender	525	765	206	011*	72	389	083	409	048	631	024	812
Qualification	72	035*	451	619	14	175	163	103	085	398	274	007*
Residence	133	105	48	311	340	000*	182	068	110	272	246	015*

Table 6. *Correlation Coefficient between Studied Variable among Studied Subject.*

Variable	Problems		Obstacles		Performance	
	R	P	R	P	R	P
Problems						
Obstacles	0.65	0.002*				
Performance	-0.41	0.08	-.42	0.05*		

4. Discussion

Through internships, undergraduate students take their first steps into a Profession and begin to apply the theoretical knowledge acquired during their education to real life situations. These graduates have to pass one year of clinical training under nursing faculty supervision. It is a difficult transitory educational period where nursing interns confront a lot of new clinical experiences. Accordingly, they should have widespread and inclusive clinical preparation with continuous faculty control and appraisal. The nursing internship period is considered a traumatic time of changeover among graduate nursing students. They are passing from an atmosphere of theory and academia to one of clinic and practice Ibrahim and Aly [25].

Therefore the aim of this study was to assess problems and obstacles faces nursing interns and its relation to their performance at Benha University Hospital and private Hospitals s where nursing interns are trained. Four questions were answered in the present study. The first question was: what were the common problems faces nursing interns during internship year at study setting? The second question was: what were the types of obstacles faces nursing interns during internship year at study setting? The third question was: what was the level of nursing interns performance during internship year at study setting? The fourth question was: what was the relation between problems and obstacles faces nursing interns and performance at study setting?

Before discussing the results related to answering the study questions, the light should be directed to socio-demographic characteristics of the studied subjects which were answered in tables 1. Personal characteristics indicated that the highest percentages related their age were (60.4%) of studied nursing interns from 20<22 at private Hospitals. While the majority of studied subjects were female at two Hospitals. The highest percentages (83.2%) of studied nursing interns were not married. The majority (66%) of nursing interns was secondary education at Benha University Hospital. According residence the highest percentage (63.4%) of nursing interns from rural at Benha University Hospital. Also there was no statistically significant difference between age, material statues, gender, qualification, and residence.

For answering the first questions was: what were the common problems faces nursing interns during internship year at study setting? Which were answered in table 2. The result of the present study was founded that the highest mean score of problems dimension were clinical setting, supervision and communication at both Hospitals. Otherwise personal problems were the lowest mean score of all problems at the study setting that faces nursing intern. Concerning clinical setting, the highest percentage of study subjects had problems related to insufficient resources, unavailable place for private conference, unavailable examination space and noisy place. This result was congruent with Kaşh and İlban [1] who stated that at the study, which involved both trainees and researchers, internship problems were classified as "work place" "working hours," "insufficient supervision," "ignorance about importance of working," and "wages." Although the study was carried out in a different field, it was noted that similar problems occurred in tourism-related internship programs. At the same line Shen and Spouse [26] cited by Jamshidi et al [27] who stated that studies show that the students' non effective exposure to the clinical learning environment has increased dropout rates. Some nursing students have left the career as a result of challenges they face in the clinical setting.

Concerning the problem of supervision, the present study revealed that the highest percentage of nursing interns had problems in relation to role of supervisor; lack of orientation to the hospital, ignore criteria of patient selection, cannot deal with an unfamiliar situation, lack of feedback, use threaten manner, answer question incomplete, inappropriate role model, behaved unsupportive manner, not follow a plan time schedule. This result was similar to Baraz, Memarian, and Vanaki [28] who had stated that the incompetence of instructors, negative attitudes, and the weak support of students can cause detrimental effects on learning. Students were also concerned about the issue that due to the shortage of positive role model, individual providers cannot learn and provide the best caring approach. And stated that the most important influencing factors were inadequate academic and practical preparation, inadequate clinical supervision, inappropriate approach in using instructional strategies, and marred evaluation. These factors reduce the ability of the instructors for training and providing an environment for effective learning. Otherwise this result was contrasted with. Carver, Clibbens, Ashmore, and Sheldon [29] who had reported that in clinical supervision process, students have a better communication and cooperation with their instructor and with each other and their confidence and understanding and the amount of learning in practical skills was enhanced more than routine clinical training nursing student.

Regarding Problems related to communication, the present study indicated that nursing interns and faculty members had communication problems with staff nurses such as staff nurses uncooperative and make conflict with them this due to staff nurses demand from nursing interns a lot of clerical work (e.g., admission record, laboratory record) and hospital nurses have nothing to do with them and consider them as a guest or burden. This result was congruent with Ghamari, Purfarzad, and Hajbaghery [30] who had stated that nursing students have deficiencies in their communication competence such as nurse-patient communication during medication administration. The students are concerned about rejection by patients and their families just because of being a student. On the same line Oztürka, Çilingirb, and Şenelc [31] who had reported that the students were having communication problems with clinical nurses (68%), patients (66%), instructors (59%), and physicians (44%). Their problems were caused by patients who did not take them seriously(59%), by clinical nurses who tended to abuse them (49%), by physicians who were not eager to communicated with them (26%), by instructors, who were entitled to grade them, (33%) and by their own personal traits (20%). Regarding personal problems the lowest percentage of nursing interns had problems related to increase number of transport and unavailability of alien's home. This due to student had the chance for choosing the place of training during internship year.

For answering the third question was: what were the types of obstacles faces nursing interns during internship year at study setting? The result of the present study was indicated that Benha University Hospital had the highest mean score of obstacles that faces nursing interns during internship year than Private Hospitals. And social and cultural obstacle was the highest mean score of all obstacles at the study setting. This result was consistent with Al-Momani [32] who had stated that there was consensus across the four groups regarding the negative societal and cultural attitudes about a nursing career for men, which was accompanied by male nurses' low social prestige and value. The majority commented that their families, relatives, friends, and the public perceived nursing as a shameful and humiliating career for males. At the same line Baraz, Memarian, and Vanaki [28] who had stated that Students expressed that clinical environment with poor psychosocial conditions can have a negative impact on their learning. For fear of encountering threatening health situations, the students were less involved in clinical activities.

Regarding economic constraints obstacles, the current study was revealed that economic constraints obstacles were the lowest mean score of all obstacles at the study setting. This result was congruence with Thorkildsen and Raholm [33] who had indicated that human resource professionals face many obstacles in their attempt to deliver high-quality health care to citizens. Some of these constraints include budgets, lack of congruence between different stakeholders' values absenteeism rates, high rates of turnover and low morale of health personnel.

The mean score of studied subject regarding performance were higher in private Hospitals than Benha University Hospital. And communication and professional development was the highest mean score of total performance at the study setting. Otherwise leadership performance was the lowest mean score of all performance dimensions at the study setting. Moreover, there were highly statistically significant differences between the study settings regarding all total performance except planning, evaluation, and leadership. This results werr different with Denise [34] who had indicated that professional development had the highest mean score of 3.05 or well. Personal and professional growth of the new graduate RNs is affected by relationships and communication with patients and team members. The two subcategories that had the lowest mean scores were teaching/collaboration and leadership. The two subcategories would be expected to be lowest in the scheme of the collection tool. New graduate RNs should be concentrating on critical care thinking versus more complex nursing activities or roles

Otherwise this results Lu, While, and Barriball [35] In Yuxiu, Kunaviktikul, and jaroenkul [36] who had indicated that nursing leadership is an important dimension of job performance. However, Chinese nurses generally have a low perception of the value of leadership and management skills which are not taught. At the same line, results of Yang, Su, and Zhang [37] In Yuxiu, Kunaviktikul, and jaroenkul [36] stated that the critical care dimension was perceived to be higher than the other dimensions of job performance among Chinese nurses.

Generally, level of nursing interns performance was satisfactory (84.0%) at private Hospitals and was unsatisfactory (36.6%) at Benha University Hospital. This

result due to those private Hospitals made preparation of nursing students in the clinical experience through orientation to the clinical setting (patient, environment), using communication skills, patient education, nursing management and leadership, specifically, the educational preparation of nurses must provide the necessary skills and foundation to practice during internship year.

The results of nursing interns performance were poor (36.6%) at Benha University Hospital This result at the same line with [38]who stated that their internship performance rating reflects a mean of 81.26, is rated low and can be interpreted that they have average internship performance rating.

Finally, there was significant positive correlation between problems and obstacles. Otherwise there were negative correlation between Problems, obstacles and Performance. This results due to increase numbers of problems and obstacles that lead to poor or inadequate performance.

5. Conclusion

In the light of the present study findings, it can conclude that level of problems occurrence that faced nursing interns during internship year was the average level (65.3%) at Benha University Hospital and Private Hospitals had low level (85.1%) of problems occurrence. Especially the highest mean score of problems dimension were clinical setting; supervision and communication at both hospitals. Additionally; there was the highest level of total obstacles present at Benha University were (65.3. %) than private Hospitals that faced nursing interns during internship year. The most common obstacles faced nursing interns were social and cultural obstacles, while economic constraints were the lowest obstacles at the study setting. Finally level of nursing interns performance was satisfactory (84.0%) at private Hospitals and unsatisfactory (36.6%) at Benha University Hospital. More ever performance was higher in private Hospitals than Benha University Hospital. Finally there were positive correlation between problems and obstacles facing nursing interns and there were negative correlation between Problems, obstacles, and nursing interns performance

6. Recommendations

In the light of the present study the following recommendations were suggested:
1. Develop an operational manual for nursing internship which is being used in orient nursing interns on advanced technology of devices to improve their performance.
2. Nursing colleges should provide good relationship between faculty and training hospital staff and the well-organized program, especially the clinical experiences part.
3. t is suggested that the effective communication skills are taught to students before they enter the clinical

environment with the emphasis on the differences between the clinical environment and the classroom environment.
4. Continuous supervision and appraisal interview should be conducted with nursing interns through daily, weekly discussion and at the end of clinical experience by her immediate supervisor to discuss her performance to learn more, develop her knowledge and skills.
5. Policy makers must develop strategy, protocol, or system to eliminate performance obstacles.
6. Replication of the study on a larger probability sample is highly recommended achieving generalize able results.

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