

Perceptions of the third-Year Students Attending the Bachelor Study Programs, regarding their Readiness to Face the Labor Market. A cross-Sectional Study

Julian Kraja ^{1*}, Mario Çurçija ², Edra Fresku ³, Samanda Shtjefni ⁴

Received: 25 January 2024 / Accepted: 19 February 2024 / Published online: 20 July 2024

This article is published with open access at <https://journal.astes.org.al>

© The author(s) 2024. © The Albanian Journal of Trauma and Emergency Surgery is an Open Access Journal. All articles are distributed under the terms of the Creative Commons Attribution Non-Commercial License: <http://creativecommons.org/licenses/by-nc/> which permits unrestricted non-commercial use, distribution, and reproduction in any medium provided the original work is properly cited.

Abstract

Introduction: The educational environment is an essential component of student learning. The study of the academic environment is crucial to providing a learning quality, a student-centered program for the nursing and midwifery fields.

Our study aims to identify the perceptions of the third-year students of Bachelor's study programs in nursing, midwifery, and physiotherapy regarding readiness to face the labor market and how they differ based on the study program.

Material and Methods: A total of 132 (73.74%) students participated in this study out of 179 students who had a whole the third year, 28 (87.5) were in Bachelor in physiotherapy out of 32 students, 32 (82.05) were in Bachelor in midwifery out of 39 students, and 72 (66.66) were in Bachelor in nursing out of 108 students. All students continued their studies in the 2022-2023 academic year. Two tools were used in this study: a demographic questionnaire and the assessment of the adequacy level of preparedness for work used by Güner (Güner, 2015a).

Results: Only 57.74% of students are ready to face the labor market. Activities of education and preparation regarding the Contribution of the clinical environment to education, Mentoring, Library resources, Laboratory environments, Technological resources, and social resources for the nursing study program need to show a connection with the general readiness to work.

Conclusions: The study highlighted students' need for more confidence to face the work, primarily related to clinical training.

Keywords: labor market; students; nurse; midwifery; physiotherapy.

Introduction

The educational environment is an essential component of student learning. The study of the academic environment is crucial to providing a learning quality, a student-centered program for the nursing and midwifery fields.

The two studies were conducted in the Bachelor's program programs in Nursing [1]. For those in midwifery [2], it is noted that students have selected these study programs because they feel valuable that they will help someone in need. The possibility of finding a job is excellent, too.

Considering that the labor market lacks a labor force [3, 4, 5, 6, 7], new strategies must be considered to attract suitable individuals to continue nursing careers [4].

Studies show that students start their studies with preconceived ideas of where they want to be employed after their graduation [8].

However, transitioning from a student to a professional career can be exciting and scary because students may feel worried about their lack of confidence in their work and lack of supervision [9].

Clinical placements, examinations, and clinical competencies are the highest stress factors for medical students [10]. A student's first placement in a clinical setting has a significant and crucial role in the student training process, and they express feelings ranging from excitement,

Original article, no submission or publication in advance or in parallel

* **Corresponding author:**

Julian Kraja, MD,

✉ julian.kraja@unishk.edu.al

1 Department of Clinical Subjects, Faculty of Natural Science, "Luigj Gurakuqi" University, Shkodra, ALBANIA

2 Business-Administration Department, Faculty of Economy, "Luigj Gurakuqi," University, Shkodra, ALBANIA

3 Departments of Mathematics, Faculty of Economy, "Luigj Gurakuqi," University, Shkodra, ALBANIA

4 Department of Preclinical Subjects, Faculty of Natural Science "Luigj Gurakuqi" University, Shkodra, ALBANIA

revelation, satisfaction, and pride to confusion, anxiety, fear, and worry [11].

However, graduates' career choices, confidence, and willingness to work in a healthcare environment are influenced by various factors such as curricula, school culture, workplace, perspectives projected by the professors and clinical instructors, and personal experiences [12]. Also, factors such as students' feelings of preparedness, confidence in clinical skills, and need for support should be considered [9].

The transition period of new graduates from theory to practice is reported as difficult [13, 14]. It is the moment when they try to provide standard care to patients, and the success of care depends on several factors, one of which is the quality of education and training that health personnel receive [13].

To get their licenses, these students must first complete a study program that leads them to safe patient-centered care [15].

New graduates need to be sufficiently prepared for professional practice and are a concern for educators, hospital administrators, and other key stakeholders [16].

The current curricula of health professions are considered inadequate for preparing future employees. These university curricula must stay up to date with the competencies required for practice, along with the implementation of new role models and changes further in the healthcare system [16, 17]. Students' clinical placement can change perspectives on clinical areas or specialties as desirable or likely to be employed [18, 19].

The nursing profession is considered a practice-based discipline [20]; therefore, the professional practices of the bachelor study program in Nursing at Shkodra University "Luigj Gurakuqi" consists of 32.2% out of the total credits [21]. The same is true in the Bachelor's program in midwifery and physiotherapy. In the third year of study, these study programs offer 14 weeks of professional practice out of the 30 academic weeks of an academic year; given the fact that these three programs are similar but, at the same time, different, it is difficult to understand where the problems facing the labor market are and which interventions must take place to improve the curricula.

Purpose: Our study aims to identify the perceptions of the third-year students of Bachelor's study programs in nursing, midwifery, and physiotherapy regarding readiness to face the labor market and how they differ based on the study program. In this way, we can see where the problems are and what can be changed in the respective curricula.

Material and Methods

Study Design

The study used a descriptive correlational design. The data were collected from the students of the Bachelor's study programs in nursing, midwifery, and physiotherapy at the Faculty of Natural Sciences, University of "Luigj Gurakuqi" Shkodra, Albania.

Sample

A total of 132 (73.74%) students participated in this study out of 179 students who had a total of the third year, 28 (87.5) were in Bachelor in physiotherapy out of 32 students, 32 (82.05) were in Bachelor in midwifery out of 39 students, and 72 (66.66) were in Bachelor in nursing out of 108 students. All students continued their studies in the 2022-2023 academic year.

Inclusion / Exclusion criteria

Any student in the Bachelor's study programs in nursing, midwifery, or physiotherapy who was a current student in the academic year 2022-2023 could participate.

Data Collection

The data was collected through an online questionnaire from May 15 to Jun 15, 2023. Two tools were used in this study: a demographic questionnaire and the assessment of the adequacy level of preparedness for work used by Günner et al. [9].

The distributed questionnaires collected 132 responses. The first part of the questionnaire included descriptive questions such as age, gender, type of high school completed, marital status, and study program followed (physiotherapy, midwifery, nursing). Table 1 has descriptive statistics with demographic data about the participants.

The group of questions from 7 to question 22 aims to ask students for an assessment of the input necessary to prepare them for the profession. The inputs subject to the evaluation of the adequacy of educational preparation by the students were the skills and knowledge (theoretical and practical) achieved during the study course, mentoring from the lecturers, the Contribution of the clinical context, and the availability of tools and resources, as well as the learning of interpersonal, communicative, administrative skills, which according to the judgment of the students is evaluated as sufficient or insufficient to prepare them for the labor market. The questions are as follows:

7. Is theoretical knowledge sufficient to face the labor market?
8. Is practical knowledge sufficient to face the labor market?
9. Is the Contribution of the clinical environment in education sufficient to face the labor market?
10. Is the support of mentors during professional practices sufficient to face the labor market?
11. Are the library's resources sufficient to face the labor market?
12. Are the laboratory environments sufficient to face the labor market?
13. Are the technological resources sufficient to face the labor market?
14. Are social resources sufficient to face the labor market?
15. What is the perceived level of suitability for respecting human rights?
16. What is the perceived level of suitability for individual awareness?

17. What is the perceived level of suitability for ethical awareness?
18. What is the perceived level of suitability for teamwork skills?
19. What is the perceived level of suitability for the Ability to ensure patient safety?
20. What is the perceived level of suitability for communication skills?
21. What is the perceived level of suitability for lifelong learning?
22. What is the perceived level of suitability for data acquisition and recording skills?

The group of questions from question 23 to question 34 aims to self-evaluate the output of the study course, measuring the student's perception of their level of professional preparation to face the labor market. Professional preparation is elaborated in several different areas, such as the planning of professional interventions, the ability to establish the diagnosis, the ability to practice the knowledge obtained, the administration of medicines and medications, the decision-making ability, and leadership. In this study, we preferred that the association between input (adequacy of educational preparation, training received during study) and the output (feeling prepared to begin work - professional preparation to face the labor market) be elaborated in the evaluation of the association between some input variables and some output indicators, unlike Guner's study which studies the relationship between some input variables and a single output indicator, which is the perception of the student to start work (Feeling prepared to start to work). The questions that measure the self-perception of professional preparation are as follows:

23. What is the perceived level of suitability for skills for planning and implementing interventions by profession?
24. What is the perceived level of suitability for skills to carry out an integrated approach?
25. What is the perceived level of suitability for professional diagnosis skills?
26. What is the perceived level of suitability for skills to evaluate the results of the interventions?
27. What is the perceived level of suitability for skills to put theoretical knowledge into practice?
28. What is the perceived level of suitability for critical thinking?
29. What is the perceived level of appropriateness for making decisions?
30. What is the perceived level of suitability for problem-solving skills?
31. What is the perceived level of suitability for knowledge and skills for medication administration?
33. What is the perceived level of appropriateness for evidence-based decision-making?
34. What is the perceived level of suitability for leadership?

Statistical Analysis

Data analysis was conducted with Stata 13 for Windows, a statistical software package. The Chi-squared test was employed to ascertain whether a relationship existed between assessing the adequacy of education programs and the readiness for employment. The threshold for statistical significance was established at $p < 0.05$.

Ethical considerations

Ethics approval was obtained from the Department of Preclinical Subjects Council at the University of Shkodra "Luigj Gurakuqi," no. 53 port. The confidentiality of the participants is preserved as there is no identifying information. The article's authors informed the participants about the questionnaire, and it is understood that their consent was implied by completing the questionnaire. Data were collected and stored electronically.

Results

Table 1 gives the demographic data for participation in the study. The number of participants is 132 students, of which 20.45% are male and 79.55% are female. 56.82% of the students participating in the study are under the age of 22, and 43.18% of them are over the age of 21. From the table, it can be seen that 80.30% of students are unmarried, and 19.70% of them are married. 95.45% of the students participating in the study came from general high schools,

Data for participants	No.	%
Gender		
Male	27	20.45%
Female	105	79.55%
Age		
<22 years	75	56.82%
>21 years	57	43.18%
Social status		
Married	26	19.70%
Not married	106	80.30%
High school		
General high school	126	95.45%
Vocational high school	6	4.55%
Study program		
General Nursing	72	54.55%
Midwifery	32	24.24%
Physiotherapy	28	21.21%
Employment		
Employed	23	17.42%
Employed as a nurse	5	3.79%
Unemployed	104	78.79%

Table 1. Demographic characteristics

<i>Study program</i>	<i>Yes</i>		<i>No</i>	
Nursing	38	52.77%	34	47.33%
Midwifery	18	56.25%	14	43.75%
Physiotherapy	18	64.28%	10	35.72%
All three programs together	74	57.74%	58	42.26%

Table 2. Students' perception of readiness to face the labor market.

while only 4.55% came from vocational schools. Of the 132 students participating in the study, 54.55% are students of the Bachelor's study program in General Nursing, 24.24% of the students are in the Bachelor's study program in Nursing-Midwifery, and 21.21% are students of the Bachelor's study program in Physiotherapy. The distribution of participating

students regarding employment is 17.42% employed not related to the profession, 3.79% employed in a health service center, and 78.79% unemployed.

In Table No. 2, only 57.74% of students say they are ready to face the labor market.

<i>Question</i>	<i>Evaluation of the adequacy of the educational preparation received during the study program</i>	<i>High n (%)</i>	<i>Low n (%)</i>
Q7:	Theoretical knowledge	89 (67%)	43 (33%)
Q8:	Practical knowledge	70 (53%)	62 (47%)
Q9:	The Contribution of the clinical environment to education	63 (48%)	69 (52%)
Q10:	Mentoring	79 (60%)	53 (40%)
Q11:	Library resources	58 (44%)	74 (56%)
Q12:	Laboratory environments	40 (30%)	92 (70%)
Q13:	Technological resources	60 (45%)	72 (55%)
Q14:	Social resources	70 (53%)	62 (47%)
Q15:	Respect for human rights	61 (46%)	71 (54%)
Q16:	Individual awareness	76 (58%)	56 (42%)
Q17:	Ethical awareness	83 (63%)	49 (37%)
Q18:	Ability to work in a team	84 (64%)	48 (36%)
Q19:	Ability to ensure patient safety	81 (61%)	51 (39%)
Q20:	Communication skills	83 (63%)	49 (37%)
Q21:	Lifelong learning	93 (70%)	39 (30%)
Q22:	Data acquisition and recording skills	95 (72%)	37 (28%)

Table 3. The perception of students about the readiness for work

<i>Question</i>	<i>Evaluation of readiness to work</i>	<i>High n (%)</i>	<i>Low n (%)</i>
Q23:	Planning and implementation of interventions according to the profession	88 (67%)	44 (33%)
Q24:	Ability to carry out an integrated approach	78 (59%)	54 (41%)
Q25:	Ability to establish professional diagnosis	91 (69%)	41 (31%)
Q26:	Ability to evaluate the results of interventions	92 (70%)	40 (30%)
Q27:	Ability to put theoretical knowledge into practice	93 (70%)	39 (30%)
Q28:	Critical thinking	79 (60%)	53 (40%)
Q29:	Decision making	86 (65%)	46 (35%)
Q30:	Problem-solving	85 (64%)	47 (36%)
Q31:	Administration of medications	93 (70%)	39 (30%)
Q33:	Evidence-based decision making	85 (64%)	47 (36%)
Q34:	Leadership	88 (67%)	44 (33%)

Table 4 Assessment of the adequacy of the educational preparation received during the study program.

In table no. 3 & 4, we evaluate the perception of readiness to work (Q23 - Q34) and the evaluation of the adequacy of the educational preparation received during the study program (Q7 - Q22). Regarding the adequacy of the educational preparation, the areas of education regarding “Lifelong learning,” “Data acquisition and recording skills,” and “Theoretical knowledge” scored the highest in evaluations. Regarding the self-evaluation of the readiness to work because of the acquired professional skills, the “Ability to put theoretical knowledge into practice” and “Ability to evaluate the results of interventions” score the highest evaluations.

Activities of education and preparation regarding the Contribution of the clinical environment to education, Mentoring, Library resources, Laboratory environments, Technological resources, and social resources for the nursing study program need to show a connection with the general readiness to work.

For the nursing program, activities of education and preparation regarding Respect for human rights, Individual awareness, Ethical awareness, Ability to work in a team, Ability to ensure patient safety, Communication skills, Lifelong learning, and Data acquisition and recording skills are significantly associated with the overall feeling of readiness to work.

Activities of education and preparation regarding the Contribution of the clinical environment to education, Mentoring, Library resources, Laboratory environments, Technological resources, Social resources, Respect for human rights, and Individual awareness for the midwife study program do not show a connection with the general feeling of readiness to work.

For the midwifery program, education and preparation

activities such as Ethical awareness, Ability to work in a team, Ability to ensure patient safety, Communication skills, Lifelong learning, and Data acquisition and recording skills are significantly associated with the overall feeling of readiness to work.

Education and preparation activities regarding the Contribution of the clinical environment to education, Mentoring, Library resources, Laboratory environments, Technological resources, and social resources for the physiotherapy study program need to show a connection with the general readiness to work.

For the physiotherapy program, activities of education and preparation regarding Respect for human rights, Individual awareness, Ethical awareness, Ability to work in a team, Ability to ensure patient safety, Communication skills, Lifelong learning, and Data acquisition and recording skills are significantly associated with the overall feeling of readiness to work.

Discussion

The perception of students in all three study programs who consider themselves ready to work is 57.74%. This value is consistent with the study by Güner, 2015 [9], where students' readiness to start work was 57.6%.

The perception of students who consider themselves ready to work in the Bachelor's program in Nursing is 52.77%, slightly different from a study conducted in Turkey [9]. Findings from a survey by Lundell Rudberg et al. [22] indicate that nursing students experience uncertainty at the end of their education as they realize they need to master nursing care [22].

Question	Activities	Overall Feeling of Readiness to Work					
		Nursing	p-Value	Midwifery	p-Value	Physiotherapy	p-Value
Q7:	Theoretical knowledge	No	0.433	No	0.120	No	0.409
Q8:	Practical knowledge	No	0.237	No	0.133	No	0.370
Q9:	Contribution of the clinical environment to education	No	0.113	No	0.178	No	0.516
Q10:	Mentoring	No	0.131	No	0.413	No	0.332
Q11:	Library resources	No	0.704	No	0.441	No	0.336
Q12:	Laboratory environments	No	0.583	No	0.644	No	0.382
Q13:	Technological resources	No	0.528	No	0.567	No	0.284
Q14:	Social resources	No	0.707	No	0.251	No	0.496
Q15:	Respect for human rights	Yes	0.041	No	0.211	Yes	0.049
Q16:	Individual awareness	Yes	0.047	No	0.123	Yes	0.044
Q17:	Ethical awareness	Yes	0.048	Yes	0.032	Yes	0.042
Q18:	Ability to work in a team	Yes	0.043	Yes	0.044	Yes	0.017
Q19:	Ability to ensure patient safety	Yes	0.009	Yes	0.028	Yes	0.013
Q20:	Communication skills	Yes	0.021	Yes	0.039	Yes	0.029
Q21:	Lifelong learning	Yes	0.045	Yes	0.023	Yes	0.018
Q22:	Data acquisition and recording skills	Yes	0.010	Yes	0.008	Yes	0.018

Table 5. Association between Activities and Overall Feeling of Readiness to Work according to study programs.

The fact that nursing students express themselves with a lower percentage than students from the other two programs is likely related to the perception that working as a nurse is more challenging or complex. This is also associated with a need for more confidence in becoming a nursing professional [16]. Additionally, the lack of curriculum updates and their inadequacy in preparing future healthcare professionals make students feel unprepared for work [17].

For the Bachelor's program in midwifery, 56.25% of students express readiness for employment, while 43.75% state they are not ready. This may be related to stress due to weak work relationships and the perception that their midwifery colleagues with more experience expect them to be autonomous after graduation [23].

For the Bachelor's program in physiotherapy, 64.28% of students express readiness to work - a higher percentage than the other two programs. However, 35.72% rate themselves as needing more time to be ready to work. This might be because they believe they lack sufficient experience or skills to work in the community immediately after graduation [24].

Students rate their theoretical knowledge as suitable for the job market at 67%. They feel prepared to apply their theoretical knowledge to practice but need more practical experience [22].

Students rate their Ability to gather and record data at 72%, related to theoretical knowledge and practical application opportunities. Since only 53% of students in our study consider practical knowledge valuable for the job market, this is related to deficiencies in clinical application, as students are not provided enough opportunities for clinical skills [16, 22].

This also aligns with learning challenges in clinical environments [20].

Students value lifelong learning at 70%, similar to Güner, 2015, as curriculum formation is just the beginning, not the end, of their journey [16].

Students express a 56% deficiency in laboratory preparations, which is consistent with studies conducted at this institution [21, 25], as these environments can only accommodate a few students in these study programs.

Students believe they can practically implement planning and implementation of professional interventions at 67%, the ability to diagnose professionally at 69%, the ability to assess intervention results at 70%, the ability to apply theoretical knowledge in practice at 70%, medication management at 70%, and leadership at 67%.

Regarding administration, our study reports a higher percentage than Güner, 2015, possibly related to the lack of confidence and clinical practice [9, 16], which in our study may be associated more with theoretical preparation than practical.

As seen from the data in Table 5, students in all three study programs face the most significant challenges related to clinical Contribution, mentoring, library, technological, and social resources.

These elements are crucial in students' readiness to

enter the job market [9]. Clinical experiences specifically influence the development of the professional role [12], and these clinical decisions also determine career choices in the future [8].

Therefore, it is essential to improve all the mentioned areas [9, 16].

Commonalities across all three programs: the everyday activities that are consistently associated with the feeling of readiness to work across all programs: Respect for human rights, Individual awareness, Ethical awareness, Teamwork, Patient Safety, Communication skills, Lifelong learning, Data acquisition, and recording skills, represent core skills and competencies valued universally in healthcare professions for nursing, midwifery, and physiotherapy. Emphasizing and enhancing the common factors could contribute to a more holistic and universally applicable approach to education and preparation for work readiness in healthcare.

This information can guide educators and program planners in focusing on aspects that have shown significant associations while considering potential areas for improvement or emphasis.

Conclusions

This is the first study on the perceptions of the third-year students of Bachelor's programs in nursing, midwifery, and physiotherapy regarding readiness to face the labor market and how they differ based on the study program in Albania.

The study revealed a need for more confidence among students, especially regarding their readiness to work, particularly in clinical practical training.

The curricula of Bachelor's programs in nursing, midwifery, and physiotherapy need to address these gaps and should be continually improved. As Fawaz et al. (2018) [14] found, continuous efforts should be made to enhance the plans and educational programs of the curricula in healthcare professions to facilitate bridging the gap between theory and practice. [14, 17]

Limitations

The sample was recruited from a single university, so study findings are not generalizable across Albania and other European countries; there is also a small number of participating students.

In future studies, it would be beneficial to examine the curricula of these teaching programs, looking at the possibility of where and how to work with students so that they feel more ready to face the work.

Acknowledgments

We are grateful to all participants for sharing their experiences.

Declaration of conflicting interests

The author(s) declared no potential conflicts of interest concerning this article's research, authorship, and publication.

Author Contributions

Study conception, JK, MÇ, SS; design, JK, EF, MÇ; Data extraction, JK; EF; analysis, MÇ; EF; led the drafting of the manuscript, with the Contribution of JK, EF, and SS. All authors revised the manuscript and approved the final version before submission.

References

- Kraja J, Marku M, Shabani Z, Dugolli Xh, Bregu E. Perceptions of nursing students for developing professional practices. *Azerbaijan Medical Journal*. 2022; 62 (06), 2001-2013, ISSN: 0005-2523.
- Kraja J, Marku M, Belisha S, Pjetri E, Rached C. D. A, & Podgorica N. Factors Influencing Midwifery Students' Decision to Choose the Midwifery Education Program in Albania. *Open Access Macedonian Journal of Medical Sciences*, 2022; 10(G), 461–466. <https://doi.org/10.3889/oamjms.2022.9547>
- Tamata AT, Mohammadnezhad M. A systematic review study on the factors affecting shortage of nursing workforce in the hospitals. *Nurs Open*. 2023;10(3):1247-1257. doi:10.1002/nop2.1434
- McKenna L, Brooks I, Vanderheide R. Graduate entry nurses' initial perspectives on nursing: Content analysis of open-ended survey questions. *Nurse Educ Today*. 2017; 49:22-26. doi: 10.1016/j.nedt.2016.11.004
- Aluttis C, Bishaw T, Frank MW. The workforce for health in a globalized context--global shortages and international migration. *Glob Health Action*. 2014; 7:23611. Published 2014 Feb 13. doi:10.3402/gha.v7.23611
- Toyin-Thomas P, Ikhurionan P, Omoyibo E. E, Iwegim C, Ukueku A. O, Okpere J, Nnawuihe U. C, Atat J, Otakhoigbogio U, Orikpete E V, Erhiawarie F, Gbejewoh E. O, Odogu U, Akhirevbulu I. C. G, Kwarshak Y. K, Wariri O. Drivers of health workers' migration, intention to migrate and non-migration from low/middle-income countries, 1970-2022: a systematic review. *BMJ global health*. (2023); 8(5): e012338. <https://doi.org/10.1136/bmjgh-2023-012338>
- Owusu Y, Medakkar P, Akinawo EM, Stewart-Pyne A, Ashu EE. Emigration of skilled healthcare workers from developing countries: Can team-based healthcare practice fill the gaps in maternal, newborn, and child healthcare delivery? *Int J MCH AIDS*. 2017;6(2):121-129. doi:10.21106/ijma.204
- McKenna L, Brooks I. Graduate entry students' early perceptions of their future nursing careers. *Nurse Educ Pract*. 2018; 28:292-295. doi: 10.1016/j.nepr.2017.11.010
- Güner P. Preparedness of final-year Turkish nursing students for work as a professional nurse. *J Clin Nurs*. 2015;24(5-6):844-854. doi:10.1111/jocn.12673
- Cantrell ML, Meyer SL, Mosack V. Effects of Simulation on Nursing Student Stress: An Integrative Review. *J Nurs Educ*. 2017;56(3):139-144. doi:10.3928/01484834-20170222-04
- Kol Y, Vexler M. The degree of preparedness and experience of student nurses participating in the generic program during their first clinical experience. *Arch Nurs Pract Care*. 2021; 7(1): 001-007. doi: <https://dx.doi.org/10.17352/anpc.000053>
- Calma KRB, Halcomb E, Stephens M. The impact of curriculum on nursing students' attitudes, perceptions and preparedness to work in primary health care: An integrative review. *Nurse Educ Pract*. 2019; 39:1-10. doi: 10.1016/j.nepr.2019.07.006
- Joseph HB, Issac A, George AG, Gautam G, Jiji M, Mondal S. Transitional Challenges and Role of Preceptor among New Nursing Graduates. *J Caring Sci*. 2022;11(2):56–63. Published 2022 Apr 30. doi:10.34172/jcs.2022.16
- Fawaz M. A., Hamdan-Mansour A. M, Tassi A. Challenges facing nursing education in the advanced healthcare environment. *International Journal of Africa Nursing Sciences*, 2018; 9, 105–110. <https://doi.org/10.1016/j.ijans.2018.10.005>
- Shearer JN. Anxiety, Nursing Students, and Simulation: State of the Science. *J Nurs Educ*. 2016;55(10):551-554. doi:10.3928/01484834-20160914-02
- Güner P. Perceptions of final-year nursing students on the facilities, resources, and quality of education provided by schools in Turkey. *Contemp Nurse*. 2015;51(1):56-68. doi:10.1080/10376178.2015.1040279
- Golz C, Oulevey Bachmann A, Defilippis TS, et al. Preparing students to deal with the consequences of the workforce shortage among health professionals: a qualitative approach. *BMC Med Educ*. 2022;22(1):756. Published 2022 Nov 4. doi:10.1186/s12909-022-03819-4
- Wareing M, Taylor R, Wilson A, Sharples A. Impact of clinical placements on graduates' choice of first staff-nurse post. *Br J Nurs*. 2018;27(20):1180–1185. doi:10.12968/bjon.2018.27.20.1180
- Bloomfield JG, Aggar C, Thomas THT, Gordon CJ. Factors associated with final year nursing students' desire to work in the primary health care setting: Findings from a national cross-sectional survey. *Nurse Educ Today*. 2018; 61:9-14. doi: 10.1016/j.nedt.2017.10.001
- Rezakhani Moghaddam H, Aghamohammadi V, Jafari M, Absalan M, Nasiri K. Challenges Faced by Nursing Students to Work with Nursing Personnel: A Qualitative Study. *Adv Med Educ Pract*. 2020; 11:313-319. Published 2020 Apr 22. doi:10.2147/AMEP.S246901
- Kraja J, & Shabani Z. The influence of the Number of Students in Practice Groups on the Practice Beliefs, Knowledge, and Ability. *Albanian Journal of Trauma and Emergency Surgery*, 2022; 6(1), 922–928. <https://doi.org/10.32391/ajtes.v6i1.237>
- Lundell Rudberg S, Westerbotn M, Sormunen T, Scheja M, Lachmann H. Undergraduate nursing students' experiences of becoming a professional nurse: a longitudinal study. *BMC Nurs*. 2022;21(1):219. Published 2022 Aug 6. doi:10.1186/s12912-022-01002-0
- Capper TS, Haynes K, Williamson M. How do new midwives' early workforce experiences influence their career plans? An integrative review of the literature. *Nurse Educ Pract*. 2023;70:103689. doi:10.1016/j.nepr.2023.103689
- Jones M, McIntyre J, Naylor S. Are physiotherapy students adequately prepared to gain employment? *Physiotherapy*. 2010; 96(2): 169-175. doi: 10.1016/j.physio.2009.11.008
- Kraja J, Shabani Z, Ramaj A, Podvorica E. Student's Reasons of Choosing the Bachelor Study Program in Nursing. *Open Access Macedonian Journal of Medical Sciences*, 2022; 10(G), 445–454. <https://doi.org/10.3889/oamjms.2022.9006>