

Exploring Challenges Among Newly Hired Nurses in Maintaining Quality of Care Amidst Work Transition: Insights for Training and Supervision

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ABSTRACT

The transition from nursing education to professional practice presents significant challenges that may affect the ability of newly hired nurses to maintain quality patient care. This study explored the challenges experienced by newly hired nurses during work transition and identified insights for strengthening hospital training and supervision. A qualitative phenomenological design was employed involving nine purposively selected newly hired nurses from a government hospital in Quezon City. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's six-phase thematic analysis. Findings revealed that newly hired nurses encountered challenges in managing multiple clinical demands, assuming professional accountability, making independent clinical decisions, and adapting to emotional and physical demands. Participants addressed these challenges through mentorship, continuous learning, teamwork, and organizational support. The study concludes that structured orientation, competency-based training, mentoring, and supportive supervision are essential in facilitating successful transition and improving the quality of nursing care.

Keywords: Challenges, newly hired nurses, work transition, quality of care, training, supervision

INTRODUCTION

Healthcare organizations expect newly hired nurses to provide safe, competent, and quality nursing care while adapting to unfamiliar clinical environments and professional responsibilities. During this transition, novice nurses often experience increased workload, limited confidence, difficulty with independent decision-making, and transition shock that may influence patient care. Although several studies have explored nurses' transition experiences, limited qualitative evidence focuses on how these challenges affect the maintenance of quality care in the Philippine setting. This study addressed this gap by exploring the lived experiences of newly hired nurses to generate evidence that may improve organizational training and supervision.

Statement of the Problem

This study sought to answer the following questions:

1. What challenges do newly hired nurses encounter in maintaining quality of care during work transition?
 2. How do newly hired nurses manage these challenges?
- What recommendations can strengthen training and supervision programs?

Scope and Delimitations

The study focused on newly hired nurses without prior nursing experience employed at a government hospital in Quezon City. Using a qualitative phenomenological approach, the study explored participants' experiences, coping strategies, and recommendations for maintaining quality of care during work transitions.

Review of Related Literature

Previous studies report that newly hired nurses commonly experience heavy workloads, transition shock, limited confidence, and difficulty in clinical decision-making. Organizational interventions such as structured orientation, mentoring, competency-based training, and supportive supervision have been shown to improve professional competence and quality of care. However, few qualitative studies have specifically explored how newly hired nurses maintain quality care during work transitions in the Philippine context.

Theoretical Framework

The study was anchored on **Schlossberg's Transition Theory, Donabedian's Structure–Process–Outcome Model, and Benner's Novice-to-Expert Theory**. These theories explain how work transition, organizational support, and clinical experience influence nurses' competence and the quality of patient care.

Conceptual Framework

The study proposes that the transition to work exposes newly hired nurses to clinical and professional challenges that affect the quality of care. Organizational support through orientation, mentoring, training, and supervision enhances confidence, competence, and professional performance, leading to improved quality nursing care.

METHODOLOGY

Research Design

A qualitative phenomenological design was used to explore the lived experiences of newly hired nurses in maintaining quality of care during work transition.

Research Steps

Ethical approval was obtained before data collection. Participants were interviewed using a validated semi-structured interview guide. Interviews were transcribed, coded, and analyzed to identify common themes.

Data Collection and Sample Selection

Nine newly hired nurses were selected through purposive sampling. Individual interviews lasting 20–60 minutes were conducted after obtaining informed consent.

Data Analysis Methods

Interview transcripts were analyzed using Braun and Clarke's six-phase thematic analysis. Investigator triangulation enhanced the credibility and trustworthiness of the findings.

Research Hypotheses and Validation

As a qualitative study, no hypotheses were tested. The interview guide underwent expert content validation, while trustworthiness was established through credibility, dependability, confirmability, and triangulation.

Study Limitations and Ethical Considerations

The study was limited to one government hospital and newly hired nurses without prior work experience. Ethical principles of informed consent, confidentiality, anonymity, voluntary participation, and secure data management were strictly observed.

RESULTS AND DISCUSSION

The study identified four major themes describing the challenges newly hired nurses encounter in maintaining quality of care during the work transition: **managing multiple clinical demands, assuming professional accountability, making independent clinical decisions, and adapting to emotional and physical demands.** Participants reported difficulties in prioritizing patient care, managing heavy workloads, and responding to complex clinical situations due to limited experience. Despite these challenges, they gradually developed confidence through mentorship, continuous learning, teamwork, and guidance from experienced nurses. These findings indicate that organizational support is essential in promoting competence, confidence, and quality nursing care among newly hired nurses.

SUMMARY

This qualitative phenomenological study explored the challenges experienced by newly hired nurses in maintaining quality of care during work transition. Findings revealed that newly hired nurses experienced difficulties in workload management, clinical decision-making, accountability, and emotional adjustment. Mentorship, structured orientation, continuous learning, and supportive supervision enabled participants to adapt successfully while maintaining quality patient care.

CONCLUSIONS

Newly hired nurses experience significant transition challenges that may influence the quality of patient care. Organizational support through structured orientation, mentorship, competency-based training, and continuous clinical supervision strengthens professional confidence and competence, thereby improving the quality and safety of nursing care.

RECOMMENDATIONS

Hospitals should strengthen transition-to-practice programs through comprehensive orientation, mentoring, competency-based training, and supportive supervision. Nursing educators should continue enhancing students' clinical preparedness through simulation and transition-focused learning experiences. Future studies may include larger samples from multiple healthcare institutions to further validate and expand the findings.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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