

The Transition of Foreign Nursing graduates into working life in Finland.

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<p>Abstract:</p> <p>The main purpose of this study was to focus on the transition of foreign nursing graduates into working life in Finland. Also to provide information that could be useful in the integration of foreign nursing graduates into the Finnish working life.</p> <p>This research is absolutely use qualitative methods and systematic literature review is the method used in this research. This research is absolutely use qualitative methods and systematic literature review. The research was guided by the following research questions: (1) What are the reported main areas foreign nursing student struggles with when finding a job after graduation in Finland? (2)What support factors have been found to aid foreign nursing graduates find employment after graduation in Finland? The theory of transition presented in this article incorporates a journey of becoming where new nursing graduates progressed through the stages of doing, being, and knowing. The theoretical framework which was used is Sister Callista Roy theory. The whole of this journey encompassed ordered processes that included anticipating, learning of Finnish language, performing in placements, concealing, coping and adjusting. Although this journey is by no means linear or prescriptive nor always strictly progressive, it was evolutionary and ultimately transformative for all participants. The intense and dynamic transition experience for these newly graduated nurses should inspire educational and service institutions to provide preparatory education on transition as well as extended, sequential, and structured orientation and mentoring programs that bridge senior students' expectations of professional work life with the reality of employment.</p>	
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1 INTRODUCTION

Arcada is a melting pot of foreign nursing students coming from all over the world. According to a research done in the autumn 2009, the student body of the faculty consisted of more than 100 foreign degree students coming from 19 different countries. These students basically carry out all of their studies in Finland, and therefore it would be a great advantage to the Finnish society and companies if they would also stay in Finland after their graduation. This is an unfortunate fact that could be changed with persistent work. The newly gained, up-to-date expertise of the students could also be available for the local and global companies in growing number after their graduation. The immigrants have also been seen as one solution to fix the lack of labor force of the Finnish labor market. A large proportion of the current Finnish labor force will be retiring during the coming years (Ministry of the Interior 2006). The foreign health graduates would thus be needed in the Finnish markets and society both to benefit the Finnish and international companies with their fresh ideas and thinking but also to fill the coming gap in the labor force due to the massive, near-future retirements (Ministry of the Interior 2006).

2 BACKGROUND

Beyond well-documented credentialing issues, foreign nursing graduates (FNGs) may need considerable support in transitioning into new social and health care working environments. According to research done in the autumn 2009, the student body of the faculty consisted of more than 100 foreign degree students coming from 19 different countries. These students basically carry out all of their studies in Finland, and therefore it would be a great advantage to the Finnish society and companies if they would also stay in Finland after their graduation. Unfortunately only a minority of the foreign students actually do stay in Finland having received their degrees. (University World News, 2013).

The retention of these students is also important due to economic reasons, as there are costs associated with educating these students, which are contributed by tax payers. It is therefore, imperative that these students find work and pay back taxes into the same system, which paid for their education. In order for the economy to remain competitive and come up with innovation and success, foreign graduate's transitioning into the job market can play an important role. The employment statistics reveal that there are 37,862 job seekers of foreign background registered as unemployed job seekers in Finland in June, 2015. This is a two-fold increase from the same period since 2009 (Ministry of Employment and Economy, Finland 2015) Often employers have strict language requirements, which serve as a barrier for foreign workers to be hired.

2.1 Statement of the problem

The nature of medical workforce policy in Finland since the 1980s appears to have been one of self-sufficiency, meaning that Finland's workforce seemed to primarily depend on national production to meet needs, with a minimal contribution of overseas trained, healthcare students particularly in areas of nursing.

The transition and retention rate of foreign nursing graduates in Finland is very low. This retention rate can be attributed to lack of transition in the local job market. Often, coordination between different stakeholders in the job market as well as employment agencies remains inadequate or non-existent, foreign nursing graduates are unable to secure jobs in their field of study, and find it difficult to start a career in Finland. The mismatch between skills set of students and demand of the job market reveals it is not enough just to gain a quality education; instead the students need to equip themselves with the kind of skills and training that will enable them to realize their potential. Thus,

different solutions are to be explored to workout a framework that can enable foreign nursing graduates to be aspiring candidates in the job market. Once employed, these students can work to gain international experience and pay taxes to offset the costs of their education in Finland, in addition alleviate skills shortage in labor market. On the other hand, the different stakeholders, such as universities, employment office, placement agencies also require a cohesive strategy to facilitate FNGs to start a career in Finland. (Gold, J. (2006)

2.2 Justification of the study

The number of foreign students has been increasing each year. According to statistics given in 2014 that there are a lot of foreign nursing students in the system, Transition of all students is an elemental factor in the expanding concept of internationalization not only due to immediate student outcomes of comprehensive learning and cultural awareness but also due to long term benefits for the individual, the institution and the Finnish community. Risks of separation to international students include at best, feelings of isolation that manifest in poor social and academic performance and at the very worst, risks to their personal safety. The positive effects and outputs of productive transition of international students not only affect the students and faculty, but the caliber of education itself and the long term promotion and marketing prospects of a university. Gold, J. (2006)

3 THEORETICAL FRAMEWORK

The theoretical framework which was used is Sister Callista Roy theory. The theory serves as a framework in transaction adaptation model. Roy's Adaptation Model has been used extensively as the conceptual framework for nursing curriculum and translates for use in practical nursing settings promoting direct purpose. This was applied to the nursing practice utilizing the nursing process to assess behaviors affected by stimuli and develop interventions that promote positive adaptation.

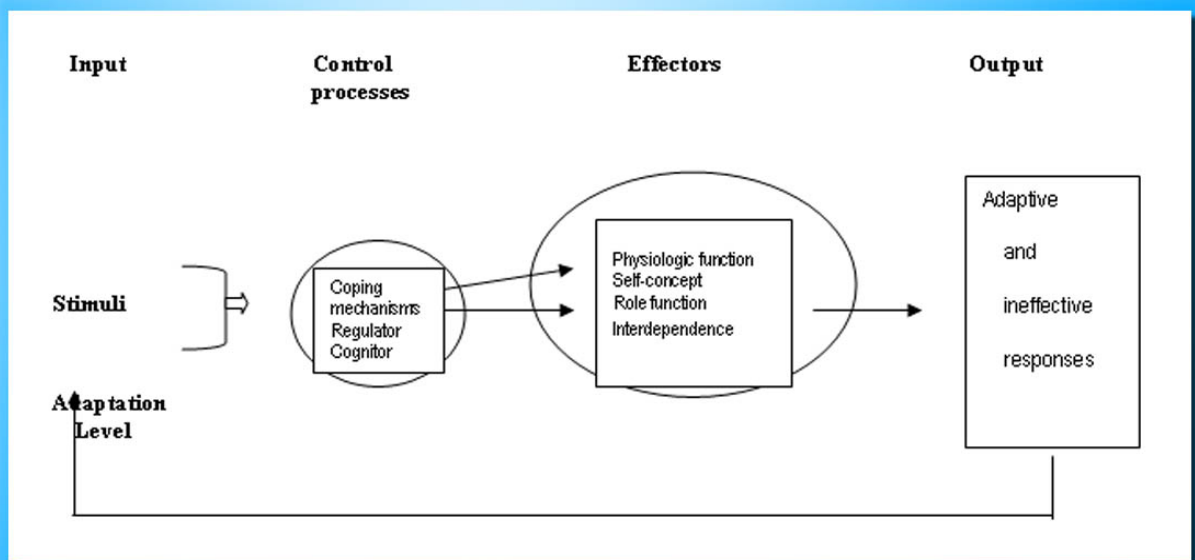


Figure 1

There is a constant interaction on many levels allowing individuals and groups (including families, communities, etc.) mutability and transformation. Utilizing the nursing process, nurses can assess for “maladaptive behaviors” and develop care plans with interventions that augment adaptation positively for improved outcomes (Kenney, 2013, p.368).

The life course perspective emphasizes the historical and social context of individuals' lives, taking into consideration the overall trajectory, beginning at birth, and accounting for how events and relationships influence one another. A life transition represents a change in role or status into a clearly different role or status (Hutchinson, 2007). Education and employment are historically and socially constructed events in the lives of

young adults and represent role changes. The events and roles experienced by graduates influence the transition from students to graduated employees; this transition is not always a smooth one and may result in role confusion.

The origin of life course perspective traces back to the 1920s when the first longitudinal studies on children were begun. Glen Elder further developed ideas of life course in the 1960s, when he was introduced to such studies: “In my view, they [pathways] refer to the social trajectories of education, work, and family that are followed by individuals and groups through society. Life transitions (e.g., entry into first grade, birth of a child) are always part of social trajectories that give them distinctive meaning and form” (Elder, 1998, p.1).

In parts of his research, Elder (2003) specifically examines life course perspective as it applies to the movement of adults from school to work. Appropriate training and preparation for working life is frequently a missing component during this role transition. Rigorous job preparation is commonly included in other cultures, such as Japan, Germany and the United Kingdom, in the form of apprenticeships, on-site training and in-school training, whereas job preparation in America is more ambiguous (Elder, 2003). The unstable bridge between education and employment can result in confusion and helplessness during a crucial phase in an individual’s life course (Elder, 1998).

Applicable to the school-work transition, “life course perspective elaborates the importance of time, context, process, and meaning on human development and family life” (Bengtson & Allen 1993, p.1). While such an event is viewed as a life transition, it is also a natural part of a developing life course. Career is made up of aspects of people’s lives which develop over time and include the developmental process, not just work related experiences and paid employment. Time and context play a role in the transition, with regard to when and why a student is looking to be employed. In the present study, family life is examined as a variable contributing to transitions (O’ Regan, 2010)

4 AIMS AND RESEARCH QUESTIONS

The aim of this thesis is to contribute to the transition of foreign graduates into working life in Finland through the provision of information so as to improve the quality of transitioning and the retention of FNGs.

The research questions

1. What are the reported main areas foreign nursing student struggles with when finding a job after graduation in Finland?
2. What support factors have been found to aid foreign nursing graduates find employment after graduation in Finland?

5 METHODOLOGY

Methodology used was the systematic and theoretical methods of analyzing a study. According to (Taylor, Kermode & Roberts (2006). Methodologies are particular sets of theoretical assumptions, which underlie the choice of data collection and analysis methods and process. The basic design to be used by the researcher was systematic literature review leading to a qualitative research. In literature review, the first step is to search for literature for relevant information that will answer the research question. In this research the author searched for literature from books, articles and journals and understood the various researches that have been done on integrating immigrants and foreign graduates to the Finnish work system hence get to finding the gap which in turn helped the researcher get an insight on what are the factors hindering the transition (Taylor, Kermode & Roberts (2006).

5.1 Data collection

Data involves selecting subject and gathering information from them. The process involved data collection with regards to specific study and depending on the research method Burns & Grove. (2005). In this research data was collected from different databases depending on the information needed. First different books will be collected from Arcada library and online libraries of Helsinki (Finland). By use of Nelli portal, full text literatures, published academic journals, web pages and published books was used. The following databases were of importance and were used to find the necessary information: Academic Search Elite (EBSCO) and Sciences Direct and Sage. Google Scholar articles was used. The author first searched for the articles by using specific words. The words are foreign nursing students' transition and employment. Secondly the use of inclusion and exclusion criteria was included to minimize the search. The article selected should provide answers to the research questions. The author will use inclusion and exclusion criteria whereby the inclusion criterion was :

The articles were in PDF full text, and scholarly written articles. The publication date period should be between 1998-2016. The articles should be free of charge lastly; the articles should be written in English.

While the exclusion criteria was that: articles that are not in full text, articles not written in English also articles not relevant to the topic and those articles not free of charge.

5.2 Descriptions of selected articles

Title of the article and method used.	Author and year	Aim of the research	Results and conclusion
<p>Article 1</p> <p>University graduates language needs as perceived by employers</p>	Tuula Lehtonen, Sinnika Karjalainen	To focus on the language needs of the university students so as to be placed in working life	The article gave out the need to know range of languages not only English so as to be able to work in various workstations.
<p>Article 2</p> <p>The educational tracks and transition of immigrants – problematic areas and proposals for actions</p>	publications of the Ministry of Education and Culture, Finland 2016:6	To be an eye opener of the various problematic areas which brings obstacles of transition of students into the health system?	Teachings on educational tracks as well as the transition of immigrants brought in a clear view of how the system can integrate the foreign students.
<p>Article 3.</p> <p>Cities and labor migration comparing policies responses</p>	Alexander, M (2012)	To bring in an insight on the various policies that could be hindering the transition of students into the Finnish health care system	Salient policies were brought out which helped to simplify the big questions on why it is so difficult to incorporate immigrants

<p>Article 4</p> <p>Structures and strategies for immigrant transition</p>	<p>Brenner, C. T (2009)</p>	<p>To get to know the strategies and the structures that are in place for immigrants</p>	<p>Helped me to be able to know what are some of the strategies that are in place which hinder the transition of students</p>
<p>Article 5</p> <p>The Challenges of Nursing Students in the Clinical Learning Environment: A Qualitative Study</p>	<p>NahidJamshidi,1 ZahraMolazem,</p>	<p>To review the main challenges that international students face when in university</p>	<p>Gave an insight of the challenges faced by foreign students</p>
<p>Article 6</p> <p>Transition and citizenship. Transition of immigrants and refugees toward citizenship in a democratic society</p>	<p>Matikainen J, 2003.</p>	<p>To investigate on some of the techniques that can be used in transition process</p>	<p>Responsibilities need to be shared in order to ensure improvement in assimilation. There are many challenges still faced in our modern</p>
<p>Article 7</p> <p>The Finnish Red Cross in Refugee Settlement: Developing the Transition</p>	<p>Logger C, Paulsen N, Rothfusz J, 2006</p>	<p>To educate students on the health care system as well as the transition process</p>	<p>The article brought an insight on transition process works as well as how foreign nurses</p>

<p>Timeline as a Tool for Transition in the Kotopolku Project. Journal of International Migration and Transition, 4 (2): 273-295.</p> <p>Article 8</p> <p>Integration and citizenship. Integration of immigrants nurses toward citizenship.</p>			<p>can integrate .</p>
<p>Article 9</p> <p>The impacts of migration on social cohesion</p>	<p>Logger C, Paulsen N, Rothfusz J, 2006</p>	<p>To give an insight on how international students can be employed in Finland</p>	<p>Gave out the findings of international students employment challenges, also brought in a clear technique and strategies that can be adopted</p>
<p>Article 10</p> <p>Employability of International Graduates Educated in Finnish Higher Education Institutions</p>	<p>Shamit Saggat, Will Somerville, Rob Ford & Maria Sobolewska</p> <p>Arja Majakulma</p>	<p>To be an eye opener of the various problematic areas which brings obstacles of integration of students into working life .</p> <p>To review strategies and the structures that are in place for employment of international students in Higher education institutions</p>	<p>The research revealed that various cohesion strategies have to be used to which will help improve students to be assimilated into the Finnish system of work.</p> <p>The article gave an insight on the various employment barriers which hinder assimilation of foreign students into working life .</p>

Data search outcomes.

Database	Search words	Year	Hits	Article used
Google scholar	Transition,work, communication,human rights, foreign nursing graduates	2000-2017	17200	3
EBSCO	Transition,work, communication,human rights, foreign nursing graduates	2000-2017	4562	3
Science direct	Transition,work, communication,human rights, foreign nursing graduates	2000-2017	215	2
Sage	Transition,work, communication,human rights, foreign nursing graduates	2000-2017	622	2

5.3 Data analysis

Data was analyzed using qualitative content analysis leading to inductive approach. The inductive approach provided a clear and systematic set of procedures in analyzing qualitative data so as to provide reliable and valid results. Content Analysis is a research technique for making replicable and valid inferences from texts to contexts of their use. Klaus Krippendorff. (2003). The content analysis is basically used since it can either use quantitative or qualitative methods of research. Content analysis allows the author to sift through large volume of data with ease. In qualitative data analysis, data is reduced to concepts that fit the research phenomena. By using qualitative data analysis, trustworthy is supported since it reports the process of content analysis accurately. Data collected from each article is thoroughly analyzed and reflected upon. Data was analyzed by reading thoroughly through the articles to find necessary information. A summary of all the important ones is then aligned. The important concepts that would answers the research questions are then divided into several categories. The author also had put more subcategories the irrelevant information that is not coded were left aside for further references when required.

5.4 Ethical considerations

Ethics is generally important in research because it provides rules and direction on how to conduct research without exceeding the ethical boundaries. According to Uwe Flick there are four principles for ethical theories namely: non-maleficence or avoiding harming participants, beneficence which means research on human should provide positive and identifiable benefits, Autonomy which is respecting participant's decisions and justice which means all people should be treated equally. Since this research did not require direct participation with human, most of these theories were not used apart from beneficence. The author when choosing the topic of the study observed Beneficence. The study was chosen after observing situations on which transition of foreign nursing occur. By choosing this topic it will benefit foreign nurses in knowing the transition process. The Research Governance Framework of Health and Social Care (2001) provided standards for all institutions involved in research and in this case Arcada guidelines for scientific writing has been followed. Plagiarism is the use other peoples formulations without acknowledging them. Plagiarism has been clearly avoided by including a

full list of references and by quoting authors when other people's words have been used. The author has also used more sources to develop arguments (Uwe Flick 2011 p.42).

6 RESULTS

In this chapter, results are presented from the selected articles. The results are discussed in categories and subcategories: The Transition of foreign nursing graduates into working life in Finland. Several subcategories are also going to be discussed under each category. Under the transition, working condition and observational approaches of assessment of the transition process; each category will be discussed as found in the article and will try to provide answers to the research question. The answers to what are the reported main areas foreign nursing student struggles with when finding a job after graduation in Finland? , Also the support factors have been found to aid foreign nursing graduates find employment after graduation in Finland?

6.1 Language barrier/ Lack of adequate Finnish language skills

The results indicates that most foreign graduates had at least one problem at the work place that was related to language barrier, they could not be able to physically speak properly. Speaking in Finnish was a great obstacle and a major barrier in their working life. The language is very difficult and it takes a lot of time for someone to learn the language. Despite learning the language there are those instances where by you have to ask for assistance when you don't understand a certain phrase. Therefore it is very important for any foreign student to learn the language so as to have a smooth transition as a nurse in his or her carrier (Vehaskari, 2010)

6.2 Professional network

Network building with the Finnish professional citizens is an important door, this allows international nurse graduants to enter the Finnish job market in an easy way. Lack of connections with people or limited professional networks affect employability of the graduates in Finnish schools. The significant correlation between work place opportunity and networks within the Finnish society is very important to working life in Finland.

Some of the foreign nursing students managed to get their first jobs through networks at their place of clinical practice, friends and companies. (Majakulma, 2011, p.49)

6.3 Discrimination

Moving to a new country is usually a great challenge. Transition into a new society demands resources and takes its time. If the integration of immigrants into a new society, culture and environment causes difficulties and problems, it is worth seeking help. In its most general form, integration is a mutual process through which newcomers and hosts form an integral whole. In that regard, the main aim of the integration is to enable immigrants to get the best possible knowledge from their host society. However, economic and labor market integration should be understood only as a starting point of a long integration process. (Forsander 2007, 57; Koivukangas 2002, 10.) Immigrants usually face discrimination challenges from their host society. The most common cause of discrimination is racism which is based on belief differences can be used to explain perceived differences in people's intellectual, physical capabilities. Finnish Constitution prohibits direct discrimination whereby individuals are treated differently due to an unchangeable feature of their gender, age, sex or skin color.

In addition to that unlike the direct discrimination, indirect discrimination is less obvious and occurs when a policy or procedure which seems to be treating people equally has the side effect of disadvantaging certain individuals or group of people without a reasonable requirement, or in other words when neutral policy or procedure ends up causing a discriminatory result. (Markkanen 2008, 88.)

6.4 Lack of proper internship

Some of the international nursing students lack proper experience. This is because of poor internships they get during their studies; it emerged out as one major issue that can really enhance foreign nursing graduates employability in Finland. For instance, Internship is a bridge that connects graduates to Finnish job market. Also lack of proper and course-oriented internships during studies might reduce the employability chances of foreign graduates. (CIMO, 2012, pp.1-3)

6.5 Finnish culture (lack of culture awareness)

In Finnish work life there are a lot of concepts and key values that are highly regarded. With Finland being part of the multi-cultural emphasis, nursing internationalization process and diversity in the work place has become a vital aspect in the nursing profession. At workplaces task orientation is valued and emphasized. It may appear that your Finnish colleague focuses only on the task in hand and doesn't bother with socializing; at Finnish workplaces socializing is often narrowed on work topics and relations. This due to the separation of the concepts of private and public and also cultural practices. However, in working life team working, networking skills and overall human relations skills are more and more valued. Since Finnish companies and other workplaces can vary a lot, it is impossible to give any detailed "Do's and don'ts" lists about the Finnish working culture. There are definitely certain cultural characteristics, though, that you should be aware of (Eurobarometer, 2009).

6.6 Job satisfaction

Finding a permanent work position is a very decisive factor for foreign students into the Finnish working. However, finding a suitable and satisfying work place is not always an easy task. Therefore, the university and faculty should assist the students in this challenge. On contrary recognition at your place of work plays a big role in how satisfied they felt in their work environment. This makes recognition process to take some time and as a foreign nurse one has to really work harder to prove oneself compared to their Finnish counterparts. It is controversial as to whether the faculty should assist the students in finding a workplace after their graduation. However, the least the faculty should do would be to assist the students in finding practical training places in Finland. Practical training forms a compulsory part of their studies and could open doors to future employment possibilities. Currently the students are obliged to search and find the practical training places on their own through Jobstep. (Garam, I. and Korkala, S., 2013)

6.7 Employer Responsibility and Expectations

An emerging theme in current data on transition of FNG to working is that employers should be responsible for conveying expectations for future employees to universities

(Selvadurai, Choy & Maros, 2012). A small number of findings indicate that employers should take a non-intervention approach when it comes to influencing curriculum (Nunn, 2008).

Overall, employers are concerned that graduates do not have the ability to transition smoothly from graduation to employment (Stephens & Hamblin, 2006). To some degree, employers have the power to make this transition easier. Some feel they are involved in this way, but only half of employers are satisfied with their involvement with career development for students during their time in university (Archer & Davison, 2008).

An emerging theme from the research on transition is the concept that employers and universities should work together, as a system, to enhance graduate employability. In addressing responsibility, a difficulty arises in evaluating where this responsibility lies, or how it should be divided up. A multi-faceted approach should be taken in the development of employability; it is cultivated both inside and outside the formal curriculum, drawn up by universities, and developed in part-time employment sectors or home life (Yorke, 2004). Though universities and employers do not have competing goals, they do have dissimilar understanding of what makes an individual employable. Clear and frequent communication could help build this system. From an employability standpoint, if employers were engaged in learning strategies, students may get a better education (Nunn, et. al, 2008). Such a standpoint supports the employer involvement discussed above. Nonetheless, casting aside employer responsibility, universities need to focus on future implications of education in terms of employability (Hennemann & Liefner, 2010).

6.8 Graduates' perspective

In addition to employer perspectives, graduates' perspectives should be given attention in efforts to understand the full realm of graduate employability. In current literature, the disparity between the two perspectives is highlighted (Nystrom, Abrandt & Dahlgren, 2008; Selvadurai, Choy & Maros, 2012; Yorke, 2004). Similarities in perspective, however, do exist. Primarily, like employers, graduates identified problem solving and decision making as skills needing more attention in curriculum (Robinson & Garton, 2008). In comparing graduates' perceptions to employers' perceptions, Robinson and Garton (2008) found that graduates found perceived skills to be more important than the ability to actually execute the skills. Students also felt that critical questioning and application of the knowledge acquired are seen as fundamental conditions

for learning if they were to be successful in the work place (Dahlgren, et al., 2007). Student feelings such as these are a primary focus of this study.

6.9 Curriculum factors

Satisfaction with curriculum is rarely discussed in the literature, but some specific indicators are addressed. A longitudinal study of 5,203 students found that two factors important to curriculum satisfaction are preparation for career and graduate school and academic advising (Tessema, Ready & Yu, 2012). Additionally, a University of Kentucky student satisfaction survey administered to graduates found one of the top five factors identified by students and faculty for needing improvement was academic advising (University of Kentucky, 1996).

7.0 Job factors and motivation

Many graduates transitioning to the workforce find their employment experience is not related to their education experience. In fact, 40% of graduates say their job is not at all related to their major, 22% said their job is related to major, and another 40% believe their job is somewhat related to their major (Stone, Van Horn & Zukin, 2012). Also, graduates may perceive employment itself in varying lights. Holmes (2013) suggests individuals have varying internal and external motivators for seeking employment. One motivation could view employment as a stepping-stone to bigger things. Another viewpoint might see employment as a status, or life course achievement. Employment may also be viewed in a one-dimensional light, for the purpose of earning money only. Benford and Newsome-Gess (2006) report, “Thirty-six percent of students seek a college degree to pursue a career they love, 32% to be financially successful, and 23% to satisfy a personal interest or goal” (p. 81-82). Graduates must ask themselves for which of these dimensions they want to be employable, so they may begin to shape their employability goals and plans.

Motivation factors for seeking employment can be both intrinsic, such as achieving a personal status goal and extrinsic, such as attaining resources (van Emmirik & Hetty, 2012). For the purpose of the present study, understanding of graduates’ motivation for seeking employment is critical. Motivation is defined as drive or incentive (Webster’s new world college dictionary, 2011) and plays a role in the transition from school to work. Individuals’ perception of their transition from school to work, whether good or bad, is influenced by their motivations in obtaining a job. Depending on individual ob-

jectives in job attainment, being employable may be important to some, and trivial to others. For example, if someone is motivated to pursue a career in law because it is his or her family tradition to do so, it would be important for that individual to seek internships or seminars in the field of law, promoting their employability in the specific field. For someone who viewed their job attainment in a less concrete way, such as being satisfied with a career in law or a career in business, a specific goal for employability may seem trivial.

7.1 Mentoring and faculty

Academics, such as faculty and/or mentors, are stakeholders in graduate success. They have invested time in students, often care about them emotionally, and on some level, it reflects poorly on them if students do not do well. In the business realm, “managers who had a mentor, compared to those who did not, showed higher levels of job satisfaction and a higher promotion rate and women lawyers who had been mentored perceived themselves as more satisfied and successful than those who had not been mentored” (Jacobi, 1991, p. 516). Faculty and students both agree that academic advising, a form of mentoring, needs improvement (University of Kentucky, 1996; Liu, et. al, 2009). The literature reveals some gender differences seen in the evaluation of faculty experience. For example, women were more likely to report positive ratings of education and faculty support than men (Tessema, et. al, 2012). Similar to the state of university perspective, the literature is lacking with regard to faculty perspective on employability. To some degree, this is expected, as faculty involvement in employment is indirect. However, it can be inferred that faculty do, in fact, have an impact on college experience and career path for students. Support from faculty is a predictor of satisfaction and success, both personally and academically in college. In the present study, it was useful to include an interview question about faculty involvement during times of transition, as their role is often overlooked (Tessema, et. al, 2012).

7.2 Family influences

Significant relationships, primarily in the form of family, have been given some attention by the literature in terms of their impact on both college and job satisfaction (Allen, Dreves & Ruhe, 1999; Gold, 2006; Nystrom, et al., 2008). The majority of this attention is focused on familial support in choice of career or college performance, specifically grade point average (Allen, 1999). At this time, literature on familial support in the overall transition between school and work is lacking. Specific impacts vary by stage of the life course cycle – single, married, living with parents or non-traditional student.

Family relations in the adult life cycle influence the way individuals perceive construct and deconstruct their career (Nystrom, et al. 2008). Thus, it would be remiss to discuss the transition into career without considering the impact family has common way family relationships may affect employability and education is examined with regard to the work-family conflict phenomena, especially for those in graduate education, a more intensive commitment by individuals, taking a larger amount of time away from family. A life transition such as undertaking graduate study by one family member confronts the family system with a need to “re-balance, define and realign their relationships” (Gold, 2006). Academic life and personal life have a reciprocal effect on one another. A large majority (89%) of students say that obligations outside of school at least occasionally affect their success at school and family obligations and family support coincide; outside obligations (Benford, & Newsom-Gess, 2006) are often present when support is present. The current study seeks to draw a more specific connection between family support and transition to working. Support from family is shown to have a positive effect on academic success of graduates. Family emotional support is presumed to affect both academic performance and persistence (Allen, et al., 1999); this is more related to achievement goals than transition goals. Social support in the form of any relationship serves to decrease stress and increase life satisfaction overall (Townsend, 2010; Jacobi, 1991). In contrast, in satisfaction surveys given to graduate students, Gold (2006) found married graduate students were less satisfied with schools and struggled with relational problem solving. Family involvement in individuals’ lives has an ironic effect; it has the ability to both increase and decrease stress.

Overall, the strengthening of significant relationships as a life course goal has the potential to help promote more individual success in life transitions. Quality, not just quantity of relationships should be considered. As evidenced by the findings of Gold (2006), relationships can also be a source of stress for those working towards employability. If partners have competing goals or are unsupportive. From a systems and life course perspective, there is a need for more focused attention on how personal relationships impact education, job satisfaction and goals. (Shanahan, 2000; Hutchinson, 2007).

7.3 Provision of language courses

Most organizations use Finnish language majorly as their official language. Therefore it is very salient that the language should be introduced at the beginning of their studies. This will make it easier for students to communicate when they are placing for jobs. Teaching of Finnish language will help students prepare for employment after gradua-

tion. Learning the language is always related to future plans of graduates, but sometimes the future plans may change at the end of studies or after graduation, and therefore without knowing the language challenges of employability may increase, thus it is important for any international students to learn Finnish during studies seriously.

Also the Finnish language should be tailored according to the course a student is doing for example Finnish for nurses, Finnish for engineers etc.

The TE office -basically the employment office in Finland, offers language courses both Finnish and Swedish in the integration process for those who are done with school and have not yet found work in their field of study. The courses are usually full time and tuition is free. To enable students concentrate on their language classes the office provides an opportunity for one to apply for financial assistance termed as (integration assistance) during the period of study. The course incorporates both school classes and also an opportunity to go and practice what one has learnt in an offered Finnish /Swedish work place environment. (TE-palvelut)

In addition, higher learning institutions should play an important role for international graduates' employments, especially in areas of internship engagement with the industries. They have also suggested that Introducing and linking foreign alumni graduates and international students, who have succeeded professionally in the local market can motivate foreign students, because they give them practical advices and examples for their future employability in Finland (Forsander, A., (2003).

7 DISCUSSION

An additional factor affecting transition of nursing graduates is the economy and job market. There are presently competing perspectives on the states of the economy, but it can be determined that the number of graduates seeking employment is greater than the number of positions available, thus students are expected to be competitive (Baumann, Ionescu & Nearkasen, 2011). Simply being employable does not ensure graduates a job, but employability can foster job search there are consistent indications that employability chances are greatly promoted for graduates who have had international school or work experience (Archer & Davison, 2008; Crossman & Clarke, 2010). The current review found several emerging gaps in the literature. On a basic level, there is a need for more research on employability in the United States. A few studies in the present review took place at American universities (Benford & Newsome-Gess, 2006; Walsh, 2012), but many more were done internationally (Baumann, Ionescu & Nearkasen, 2011). International attention is imperative to the topic, but addressing it on the national level is necessary as well. Additionally, there has been little qualitative research done on employability. In the present review, only two studies were qualitative (Nystrom, et.al, 2008; Selvadurai, et al., 2012). Though the quantitative data adequately answers questions of gaps in employer expectations and graduates provision, it does not provide sufficient information on how varying influences systemically contribute on the individual level.

Moreover, the literature is heavily focused on the experiences of business and psychology majors (Allen, et al., 1999). The present study is interested in exploring the experience of social science graduates. Also, students' perceptions are not sufficiently accounted for from both the education and employment side; there are no indicators in the literature of overall satisfaction with education experience as it applies directly to career experience (Tessema, et al., 2012). In efforts to fill this gap, this research is specifically interested in how the university, employer and personal factors combine to influence the transition from education to employment.

Tangible evidence with regard to insufficient preparation for the transition from graduation to employment is lacking (Allen, et. al, 1999). The identified gaps in student and employer perception are clear, but little research has examined where these gaps are occurring and how students feel they could be better prepared. Student initiative must not be overlooked; regardless of university and employer involvement, if students do not take responsibility for their own lives, employability would be difficult to achieve. Employers' and graduates' perspectives are stakeholder aspects of employability (Yorke, 2004). Education and training are direct influences. Other stakeholders, such as family

and friends involved, as well as indirect influences, such as personality, influence employability. From a systems and life course perspective, these contributors cannot be ignored and the chance of finding reemployment. In addressing the competitive nature of employability, it is important to note attention given in the literature to the impact of international experience. (Koen, Klehe & Van Vianen, 2012)

8 CONCLUSION

This report represents the findings and analysis of the transition of international graduate students into working life in Finland. This project thesis has explored the problems of foreign students in Finland. It started from the thought that international students graduating from Finnish universities are not well transitioned into working life in their field of study. Factors that have been found to aid foreign nursing graduates find employment after graduation are: Provision of language courses, Professional network, family influence, mentoring and faculty. The main areas foreign nursing student struggles with when finding a job after graduation includes: lack of sufficient language, discrimination, lack of culture awareness, family influence.

The employers always worry about their company when employing fresh graduates. This is because they think employing international students may result into diminishing productivity. Employers are also afraid of the shareholders who want them to employ experienced candidates rather than new fresh graduates. The organization owners also expect graduates to possess good language skills and competency in skilled manpower.

9 CRITICAL ANALYSIS

The study covered a wide theme using a review of literature equaling 10 articles. Through this investigation, the authors were able to answer the research questions posed. The articles selected were consistent with the purpose of the study and the articles were from different countries each using different methodologies.

In order to help the students, the faculty should assign persons or an organization responsible for cooperating with the Finnish companies and consequently finding connections and practical training places for the nursing foreign students. The networking demands a lot of time and therefore should be given enough resources. It cannot be performed halfheartedly. While helping the students, by organizing its practical training operations more effectively and visibly, the faculty could also improve its image among

the local business life as a source of talented and educated current and future labor force.

In order to boost the employment of the foreign nursing students, the health faculty should also build closer connections with the Finnish employment authorities. The faculty could offer study places for immigrants listed as unemployed workforce, whereas the employment authorities could simultaneously inform the faculty of open vacancies and practical training places. The faculty and the employment authorities could also organize various job seeking courses together.

In addition to the measures mentioned, the faculty could also design two small guide-books in order to improve the execution of the practical training process, one for the foreign degree students and another for the possible employers. The target of the first guide would be to give the students brief insights how to apply for a job in Finland and how to operate in the Finnish business life. On the other hand, the objective of the guide targeted at the employing companies would be to give them information they need to know when hiring a foreign trainee.

Due to the scope of this thesis, the writers were not able to perform a more extensive review of literature, which could have added additional clarity to this broad choice of topic. In conclusion, the authors feel that this topic is important as it concerns nurses, thus further research is indicated as nurses must continually seek out the newest information for their professional development long-term.

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