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The Relationship Between The Nursing Students' Fulfillment of Expectations from Nurses Clinical Practice Success

Hemşirelik Öğrencilerinin Hemşirelerden Beklentilerinin Karşılama Düzeyi İle Uygulama Başarısı Arasındaki İlişki



Seheray ZEYREKLİ¹



Veysel Karani BARIS²



Seyda SEREN³

¹ Workplace Nurse, Tek Public Health and Safety Unit, Marmaris, Muğla, Turkey

² PhD Research Assistant, Dokuz Eylul University, Faculty of Nursing, Department of Nursing Management, Izmir, Turkey

³ Professor, PhD, BSN, Dokuz Eylul University, Faculty of Nursing, Department of Nursing Management, Izmir, Turkey

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Öz

Background: Clinical practice plays a critical role in nursing students' acquisition of professional skills and can directly affect their learning processes through interactions with nurses. However, there is limited research examining the relationship between the extent to which students' expectations of clinical nurses are met and their success in clinical practice.

Objectives: To evaluate the relationship between the fulfillment of nursing students' expectations of nurses in clinical settings and their success in clinical practice.

Methods: Data were collected using a survey method between January and February 2020. The "Descriptive Information Data Collection Form" and the "Students' Expectations of Nurses and Their Fulfillment Survey" were used. Data analysis included descriptive statistics, Pearson correlation, and simple linear regression. SPSS version 25.0 was used for statistical analysis.

Results: The expectation most frequently met was "Helping me to improve my nursing skills," while the least met was "Allocating enough time to me." The expectation most strongly correlated with clinical practice success was "Motivating me during clinical practice." The extent to which nurses met students' expectations was a statistically significant predictor of clinical practice success, explaining 13.7% of the total variance.

Conclusions: Fulfilling nursing students' expectations in clinical practice may positively contribute to their professional development by enhancing their clinical success. These findings suggest that stronger collaboration between nursing schools and clinical institutions could support student learning and help produce more qualified nurses.

Keywords: Nursing Education, Nursing Students, Clinical Practice, Internship.

Sorumlu Yazar: Veysel Karani BARIS, Nursing Faculty, Nursing Management Department, Dokuz Eylul University, Balcova, Izmir, TURKEY. **Email:** veysel.baris@deu.edu.tr, **Tel:** +90 232 412 47 98

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Abstract

Giriş: Klinik uygulamalar, hemşirelik öğrencilerinin mesleki beceri kazanmasında kritik bir rol oynar ve hemşirelerle etkileşimleri öğrenme süreçlerini doğrudan etkileyebilir. Ancak, öğrencilerin klinik hemşirelerden beklentilerinin karşılanma düzeyi ile klinik başarıları arasındaki ilişkiyi inceleyen çalışmalar sınırlıdır.

Amaç: Hemşirelik son sınıf öğrencilerinin klinik uygulamada birlikte çalıştıkları hemşirelerden beklentilerinin karşılanma düzeyi ile uygulama başarı puanları arasındaki ilişkinin incelenmesi.

Yöntem: Araştırma verileri anket yöntemi ile Ocak-Şubat 2020 tarihlerinde toplanmıştır. Verilerin toplanmasına ‘Tanımlayıcı Bilgiler Veri Toplama Formu’ ve ‘Öğrencilerin Hemşirelerden Beklentileri ve Karşılanma Durumu Anket Formu’ kullanılmıştır. Veriler tanımlayıcı analizler, pearson korelasyon analizi ve basit doğrusal regresyon analizi ile değerlendirilmiştir. Verilerin değerlendirilmesinde SPSS version 25.0 kullanılmıştır.

Bulgular: Hemşireler tarafından öğrencilerin en fazla karşılanan beklentileri ‘Hemşirelik becerilerimi geliştirmem için yardımcı olması (4.51 ± 0.81)’, en az karşılanan beklentileri ise ‘Bana yeterli zaman ayırması (4.54 ± 0.71)’ olarak belirlenmiştir. Karşılanma düzeyi ile uygulama başarı puanı arasında en yüksek korelasyona sahip beklenti ‘Uygulama süresince beni motive etmesi ($r=0.437$)’ olarak belirlenmiştir. Hemşirelerin öğrencilerin beklentilerini karşılama düzeyi uygulama başarı notunun istatistiksel anlamlı bir yordayıcısıdır ve başarı puanına ait toplam varyansın %13.7’sini açıklamaktadır.

Sonuç: Öğrencilerin hemşirelerden beklentilerinin karşılanma düzeyi, klinik başarılarını artırarak mesleki gelişimlerine olumlu katkı sağlayabilmektedir. Bu bulgu, hemşirelik okulları ile hastaneler arasındaki iş birliğinin güçlendirilmesinin, öğrencilerin öğrenme süreçlerini destekleyerek daha nitelikli hemşireler yetişmesine katkı sağlayacağını göstermektedir.

Anahtar Kelimeler: Hemşirelik eğitimi, Hemşirelik öğrencileri, Klinik uygulama, Staj.

INTRODUCTION

Clinical practice is a vital component of nursing education, serving as a bridge between theoretical knowledge and practical application. It plays a key role in preparing students for professional life by transforming foundational knowledge into attitudes and behaviors (Sabanciogullari et al., 2012; Elhami et al., 2018; Keshk et al., 2018). Well-structured, goal-oriented clinical experiences enhance students’ clinical success, while poorly aligned or inadequate clinical placements may hinder learning and the development of professional competencies (Aghaei et al., 2021; Roush et al., 2021).

In recent years, an educational model has gained popularity in which students take core medical and nursing courses in the first three years and complete their final year solely through clinical

internships (Tosun et al., 2008; Ates et al., 2017). Students often find this model beneficial. Research indicates that internship experiences increase students’ self-confidence, professional motivation, teamwork integration, clinical courage, and communication and leadership skills, while also enhancing their knowledge, sense of responsibility, and understanding of organizational culture (Althaqafi et al., 2019; Esteves et al., 2018; Kalyani et al., 2019).

In nursing education, instructors are responsible for both theoretical and clinical training. However, during clinical practice, collaboration between instructors and experienced nurses is essential (Roush et al., 2021). Clinical nurses often serve as role models and mentors for students (Skela-Savič & Kiger, 2015). Additionally, it is among the legal responsibilities of nurses, who work in public hospitals in Turkey, to provide an

environment suitable for student education (T.R. Official Gazette, 2008). Particularly during internships, students frequently engage in nursing procedures alongside clinical nurses. Therefore, the extent to which students' expectations of these nurses are fulfilled can significantly impact their learning processes (Lovrić et al., 2017). A systematic review has shown that nurse-student collaboration positively influences students' clinical experiences and supports the development of their practical skills (Ozsaban & Bayram, 2020).

Although prior studies have acknowledged the role of nurse-student interaction in clinical learning, there is limited research exploring the direct relationship between how well students' expectations of nurses are met and their success in clinical practice (Polat et al. 2018; Kesgin et al., 2018; Wareing et al., 2017). To address this gap, This study aims to examine the relationship between the extent to which senior nursing students' expectations of nurses during clinical practice are met and their clinical practice success scores. The goal is to contribute to improved nurse-student collaboration, support mentoring programs, and inform the development of more supportive clinical learning environments that foster professional competency.

Questions sought answers in the research:

1. What are the expectations of senior nursing students from nurses?
2. How are the expectations of senior nursing students from nurses being met?
3. What is the relationship between the level of meeting the expectations of senior nursing students with their application success scores?

Research hypothesis:

H0: There is not relationship between the level

of meeting the expectations of nursing students from the nurses they work with in clinical practice and their practice success scores.

H1: There is relationship between the level of meeting the expectations of nursing students from the nurses they work with in clinical practice and their practice success scores.

METHODS

Research Design

This study employed a descriptive cross-sectional design. It was reported in accordance with the Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) guidelines for cross-sectional studies (Supplementary File 1).

Settings

The research was conducted at the Faculty of Nursing of a university in Turkey between January and February 2020. A traditional education model is used at the faculty, where students complete theoretical nursing courses in the first three years and participate in clinical internships during the final year. During the internship, students work directly with nurses in clinical settings. Faculty instructors regularly visited these clinics, held discussions with students and nurses, and conducted meetings with charge nurses before and after the internship period. In the pre-internship meeting, instructors communicated learning objectives and expectations to the clinical nurses. In the post-internship meeting, feedback was collected from nurses regarding both the clinical process and student performance.

Study Sample

The study population included 242 senior nursing students. A convenience sampling method was used to select participants (Polit & Beck,

2017). Inclusion criteria were: (1) being a senior student, and (2) having completed at least one semester of internship. Since clinical practice with nurses is only undertaken in the final year, students from lower grades were excluded. Due to the limited population size, no pre-study sample size calculation was performed; instead, the goal was to reach the entire eligible population. A total of 198 students who met the criteria and agreed to participate comprised the final sample. Post hoc power analysis, conducted using G*Power 3.1 (Faul et al., 2007), calculated the study's statistical power as 0.98.

Data Collection Instrument-Validity and Reliability Information

Data were collected in person using two tools developed by the researchers: the Descriptive Information Form and the Students' Expectations from Nurses and Fulfillment Status Survey (SENMSSF). Clinical practice success scores were obtained from the student affairs office, using student ID numbers provided on the forms.

Descriptive Information Data Collection Form

This form collected demographic data (e.g., age, gender, high school type, preferred clinical unit) and included a 10-point Likert-scale question (1 = Not Met at All, 10 = Fully Met) evaluating the general extent to which students' expectations from nurses were fulfilled.

Students' Expectations from Nurses and Meeting Status Survey Form (SENMSSF)

No existing instrument was found to assess intern nursing students' expectations from clinical nurses and how these expectations are met. Therefore, the SENMSSF was developed by the researchers. Based on prior literature (Lovrić et al., 2017; Cowen et al., 2018; Aydin et al., 2017; Turan et al., 2017; Foster et al., 2015), 40 ex-

pectation items were initially created. Then, six different experts evaluated the content validity of the questionnaire form (Polit et al., 2007). All the experts consisted of nursing faculty members with doctoral degrees.

Experts assessed the content validity of each questionnaire item using a four-point Likert scale (1 = not related, 4 = highly related). In line with the expert opinions, the item content validity index (I-CVI) (the number of experts who give 3 or 4 points to the item divided by the total number of experts) was calculated for each item. Polit et al. (2007) proposed 0.78 as the lower limit for I-CVI if the number of experts is six or above. Accordingly, four items (related to mentorship) with an I-CVI value below 0.78 were excluded from the questionnaire form. A 37-item finalized form was used to collect the data. The I-CVI values of all items in the finalized form, as well as the Scale Content Validity Index (S-CVI), were above 0.83, indicating acceptable content validity (Polit et al., 2007).

There are two different evaluation sections for the 37 items in the SENMSSF. In the first evaluation section, students assess how important the expectations in each item are for themselves using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). In the second evaluation section, they evaluate how well these expectations are met by nurses in clinical practice, again using a five-point Likert scale (1 = Not Met at All, 5 = Completely Met). The survey is presented in Appendix 2.

The total score can vary between 36 and 180 for both the level of importance and the degree to which expectations are met. The total score is calculated separately for each section. A higher score in the level of importance indicates that the student has higher expectations, while a higher score in meeting expectations indicates a greater

fulfillment of those expectations.

The total score can vary between 36 and 180 for both level of importance and meet of expectations. The total score calculation is conducted separately for each section. Increasing score for level of importance shows the student's expectation is high, increasing score for meet of expectations shows the level of student's expectations fulfillment is higher.

As part of assessing the reliability of the questionnaire, Cronbach's α coefficient was calculated as 0.976, indicating excellent internal consistency. The corrected item-total correlation values ranged from 0.581 to 0.790, reflecting strong correlations (Tabachnick & Fidell, 2018).

As part of evaluating the criterion validity of the form, a statistically significant ($p < .001$), strong positive correlation ($r = .670$) was found between the mean total score obtained from the form and the mean score of the item assessing nurses' overall fulfillment of students' expectations.

These findings support that the form is a valid and reliable instrument (Polit & Beck, 2017; Tabachnick & Fidell 2018).

Data Analysis

Descriptive statistics (frequencies, percentages, means, and standard deviations) were used to summarize participant characteristics and questionnaire responses. The dependent variable was students' clinical practice success score. The independent variable was the level of fulfillment of students' expectations by clinical nurses. The reliability of the SENMSSF within the scope of the research was evaluated by Cronbach's α coefficient and the corrected item-total score correlation coefficients. The correlation between the total score from the form, used to assess concurrent validity, and the score from the item evaluat-

ing nurses' overall fulfillment of students' expectations was examined using Pearson correlation analysis (Tabachnick & Fidell, 2018).

According to the literature, meeting the expectations of students contributes positively to learning processes (Lovrić et al., 2017). However, the point to be considered here is the expectations that are considered important by the students. Whether or not an insignificant expectation is met for the student will not make a big difference in the learning process. In this respect, two different situations should be considered in examining the relationship between the levels of meeting the expectations of intern students from nurses they work with and the success score. The first is the possibility that all students do not find all expectations in the questionnaire important. There are 37 different expectation statements in the questionnaire form. Students will first evaluate the level of importance of these expectations for themselves. At this stage, not all students may state that all expectations in the form are important for them. In this case, the level of meeting the expectation that the student does not find important will not have a significant effect on the success score. The second situation that should be considered is the number of expectations that students find important. The number of expectations that students find important may not be equal to each other. Some students may find the number of expectations more important than other students. The difference in the number of expectations may also lead to differences in the level of meeting expectations. To keep both situations under control in the study, the data of the participants who found all the expectations in the questionnaire important (who gave 4 or 5 points) assisted in examining the relationship between the level of meeting the expectations of the students from nurses and their success scores.

The relationship between the total score average of the SENMSSF and the success score and the relationship between the level of meeting each expectation in the form and the success score were examined by Pearson correlation analysis. The level of prediction the success score by the level of meeting students' expectations from nurses was evaluated using simple linear regression analysis. The analysis of all data in the study was performed in the IBM SPSS 25 program. The post hoc power analysis of the study was calculated using the G*Power 3.1.9.7 program (Faul et al., 2007). In this study, the value of 0.05 was the limit for statistical significance.

Variables of the Research

The dependent variable of the study was the clinical practice success score of the students, and the independent variable was the level of nurses meeting the expectations of the students.

Ethical Consideration Ethics committee approval was obtained from the non-interventional research ethics committee of a university for the research (Date: 20/02/2020:). The necessary institutional permission was obtained from the nursing faculty where the research was conducted (Decision: 2209). Participants' consent to participate in the study was obtained using a voluntary consent form. The study followed the research and publication ethics principles.

RESULTS

The mean age of 198 intern students constituting the sample of the study was 22.05 ± 2.70 , 79.3% were female, 55.6% liked the nursing profession, 84.3% liked the clinic where they did the internship clinical practice, and 96.5% found the internship practice beneficial.

The mean score of the answers of the

question related to nurses' overall meeting of the expectations of students was 7.97 ± 1.90 . Information about the descriptive characteristics of the participants is summarized in Table 1.

Table 1. Descriptive Characteristics of Students

Variable	X \pm SS	n	%
Age	22.05 ± 2.70		
Level of Generally, Meeting the Expectation from Nurses	7.97 ± 1.90		
Gender			
Female		157	79.3
Male		41	20.7
Liking the Nursing Profession			
Yes		110	55.6
Partially		76	38.4
No		12	6.1
Liking the Internship Clinic			
Yes		167	84.3
Partially		25	12.6
No		6	3.0
Finding Internship Practice Beneficial			
Yes		191	96.5
Partially		7	3.5
No		-	-
Total		198	100

According to the responses of the participants to the SENMSSF, the first three expectations with the highest mean score in importance were as follows:

“Providing/helping me to improve my nursing skills (4.74 ± 0.52)”, “Having sufficient nursing knowledge (4.73 ± 0.53)”, and “Having high self-efficacy (4.73 ± 0.51)”. On the other hand, the three expectations with the lowest mean score were “Ensuring my participation in clinical activities (*in-service training, meetings, etc.*) (4.48 ± 0.85)”, “Trained in mentoring (4.53 ± 0.72)”, and “Spending enough time for me

(4.54 ± 0.71)".

In this study, 58.08% (n = 115) of the participants found all the expectations in the SENMSSF important (giving 4 or 5 points). According to the analysis by examining the answers of the participants who found all expectations important, the most met expectations by the nurses were as follows: "Providing/helping me to improve my nursing skills (4.51 ± 0.81)", "Having high self-confidence (4.50 ± 0.71)", "Helping me access the necessary materials for nursing practices (4.45 ± 0.91)", and the least met expectations were determined as follows: "Not being prejudiced (4.10 ± 0.99)", "Following my development continuously and consistently (4.10 ± 0.88)", and "Trained in mentoring (4.12 ± 1.09)". The answers of the students regarding the level of satisfaction of their expectations from nurses are shown in Table 2.

According to the correlation analysis, a statistically significant ($p < .001$) and positively moderate relationship ($r = .383$) was present between the clinical practice success scores of the students and the level of meeting of their expectations from the nurses they worked with (Polit & Beck, 2017; Tabachnick & Fidell 2018). There was a statistically significant positive correlation between the level of meeting all expectations in the SENMSSF, except for "Being polite and tolerant" and "Having high self-confidence", and the clinical practice success scores. The expectations with the highest correlation between the level of meeting and the clinical practice success score were as follows: "Motivating me during clinical practice ($r = .437$)", "Supporting me in the patient deliveries ($r = .423$)", and "Following my development continuously and consistently ($r = .397$)". On the other hand, the expectations with the

lowest correlation were as follows: "Supporting me in communicating with patients ($r = .196$)", "Defending the rights of students ($r = .196$)", and "Trained in mentoring ($r = .197$)". Information about the correlation between the level of meeting the expectations of the students from nurses and the clinical practice success score is shown in Table 2.

The simple linear regression model created with the clinical practice success score and SENMSSF total score variables was statistically significant ($F(1.113) = 17.989$, $p < .001$) and explained 13.7% of the total variance of the clinical practice success score ($R^2 = .137$). The results of the regression analysis are shown in Table 3.

According to the results of the post hoc power analysis using the data from the regression analysis, the effect size of the research was medium ($f^2 = .158$), and the power of the study was 98% (0.988) with a 5% margin of error ($\alpha = .050$) for simple linear regression analysis (Faul et al., 2007).

Table 2. Expectations Meeting Level and Their Relationships with Clinical Practice Success Scores

	Expectation Importance Level (n = 198) X±SD	Expectation Meeting Lev- el* (n=115) X±SD	Expectation Meeting Level -Success Score Correlation* (n=115) r
My expectation from nurse is;			
Being polite and tolerant	4.67 ± 0.55	4.38 ± 0.79	.178**
Being smiling	4.69 ± 0.51	4.35 ± 0.81	.261***
Being reliable	4.67 ± 0.55	4.33 ± 0.79	.272***
Being open-minded	4.66 ± 0.61	4.34 ± 0.80	.220***
High self-efficacy	4.73 ± 0.51	4.41 ± 0.78	.285***
Having high self-assessment	4.68 ± 0.54	4.31 ± 0.82	.306***
Having high self-confidence	4.68 ± 0.57	4.50 ± 0.71	.137**
Not being prejudiced	4.61 ± 0.62	4.10 ± 0.99	.325***
Being able to communicate effectively with students	4.67 ± 0.58	4.23 ± 0.88	.293***
Listening to my problems effectively	4.64 ± 0.60	4.26 ± 0.97	.357***
Being easily accessible	4.66 ± 0.58	4.39 ± 0.87	.263***
Being able to empathize with students	4.60 ± 0.65	4.17 ± 0.97	.331***
Motivating me during clinical practice	4.63 ± 0.64	4.19 ± 0.97	.437***
Defending the rights of students	4.64 ± 0.67	4.32 ± 0.87	.196***
Following my development continuously and consistently	4.56 ± 0.68	4.10 ± 0.88	.397***
Giving constructive feedback individually during the clinical practice	4.62 ± 0.68	4.16 ± 1.01	.284***
Helping me correct my mistakes without hurting me	4.58 ± 0.67	4.21 ± 0.93	.287***
Being fair among students	4.60 ± 0.65	4.23 ± 0.96	.294***
Helping me transfer my theoretical knowledge to practice	4.62 ± 0.67	4.26 ± 0.87	.245***
Highlighting important points in patient care	4.68 ± 0.58	4.42 ± 0.82	.255***
Encouraging learning	4.67 ± 0.64	4.30 ± 0.90	.265***
Helping me access the necessary materials for nursing practices	4.68 ± 0.63	4.45 ± 0.91	.208***
Providing/helping me to improve my nursing skills	4.74 ± 0.52	4.51 ± 0.81	.218***
Supporting me in communicating with patients	4.67 ± 0.64	4.28 ± 0.98	.196***
Helping me to use technological devices in the clinic	4.62 ± 0.65	4.35 ± 0.92	.367***
Helping me make a clinical decision	4.64 ± 0.65	4.31 ± 0.85	.335***
To share his/her experiences with me	4.69 ± 0.57	4.32 ± 0.88	.390***
Providing my orientation to the clinic	4.69 ± 0.53	4.40 ± 0.85	.390***
Supporting me in the patient deliveries	4.60 ± 0.71	4.27 ± 1.01	.423***
Spending enough time for me	4.54 ± 0.71	4.17 ± 1.06	.376***
Explaining the clinical processes and procedures to me	4.63 ± 0.61	4.24 ± 1.01	.297***
Ensuring my participation in in-clinical activities (in-service training, meetings, etc.)	4.48 ± 0.85	3.81 ± 1.30	.245***
Being a role model in care and treatment practices	4.65 ± 0.60	4.37 ± 0.94	.318***
Being a role model in patient safety practices	4.65 ± 0.64	4.39 ± 0.92	.311***
Exhibiting ethical behaviors	4.67 ± 0.69	4.24 ± 1.01	.310***
Trained in mentoring	4.53 ± 0.78	4.12 ± 1.09	.197***
Having sufficient nursing knowledge	4.73 ± 0.53	4.42 ± 0.80	.282***
Survey Total Score			.383***

* According to the answers of those with expectation importance levels 4 and 5 **p>.050 ***P<.050

Table 3. Prediction of The Level of Meeting Expectations on The Clinical Practice Success

Variable	B	95% CI	β	t	p value	r	R ²
Intercept	64.556	54.862 – 74.251		13.193	.000		
SENMFSS Total Score	0.129	0.069 – 0.189	0.371	4.241	.000	.37	.137

DISCUSSION

Practical training plays a vital role in nursing education, particularly in developing clinical skills (Bazrafkan & Najafi Kalyani, 2018). Among various educational approaches, internship-based models in the final year are becoming increasingly common (Ates et al., 2017). This structure provides students with extensive clinical exposure and better preparation for professional practice. In line with previous studies (Ates et al., 2017; Gokalp et al., 2018), most students in this study reported that they found the internship experience beneficial. Factors such as extended time spent in hospital settings, opportunities to engage in diverse clinical tasks, and more frequent interactions with healthcare teams, patients, and their families may have contributed to this positive perception.

When analyzing student expectations of nurses, the highest priority was the opportunity to enhance their nursing skills. Similar findings were reported by Turan et al. (2017), where students desired nurses to adopt an instructive and encouraging approach (Turan et al., 2017). In the study conducted in Croatia by Lovric et al. (2017), it was found that students mostly expected nurses to support their personal development and to provide effective feedback by evaluating them objectively in the clinical process (Lovrić et al., 2017). In another study with nurses, the majority of the participants stated that nurses

should guide the students and that they felt responsible for their education (Kalyani et al., 2019). The primary goal of clinical practice is to provide students with nursing skills. Although students develop a certain level of skill on models within the scope of laboratory practice in the faculty, the main environment in which they will develop nursing skills is clinical practice. Hence, it is a predictable result that students expect nurses to support them to develop their nursing skills within the scope of clinical practice (Althaqafi et al., 2019; Esteves et al., 2018; Kalyani et al., 2019).

This study found that the most frequently met expectation was also related to skill development, suggesting effective support from clinical nurses. Literature reflects mixed findings: while some studies highlight positive guidance from nurses, others report insufficient support (Kalyani et al., 2019; Polat et al., 2018; Aydin et al., 2017; Donmez & Weller, 2019). In the faculty where the research was conducted, meetings are organized with the charge nurses before and after each internship practice season, and during the practice, the instructors regularly exchange ideas with the nurses. This effective collaboration between the school and the hospital may have contributed to the nurses adopting the students more and helping their development.

A moderate positive relationship was found between the level of expectation fulfillment and students' clinical practice success scores. Furthermore, expectation fulfillment was

a statistically significant predictor of success, explaining approximately 14% of the variance. Considering the multifaceted nature of clinical success, this figure is meaningful (Akgun et al., 2019). Several factors may influence the clinical practice success score of students. One of the key factors is the psychological and motivational state of students, including their levels of stress, anxiety, self-confidence, intrinsic motivation, and professional satisfaction. High stress and anxiety levels can negatively impact performance, whereas strong motivation and self-efficacy can contribute to better clinical outcomes (Karaaslan & Aslan, 2020). Additionally, the clinical learning environment plays a crucial role, as the workload of the hospital, variety of cases, student-nurse ratio, and opportunities for active participation in patient care directly influence students' learning experiences. Another significant factor is the support and attitudes of nurses towards students, where positive and encouraging attitudes facilitate learning, while negative or indifferent behaviors may hinder students' motivation and skill development (Yılmaz & Yıldız, 2021). Furthermore, the structure of the clinical training process itself affects students' success, including the duration of clinical rotations, the teaching methods used (e.g., simulation-based training, case-based learning), and the extent to which students are exposed to hands-on practice. Considering these factors together, it is evident that meeting students' expectations from nurses is a crucial component but not the sole determinant of clinical practice success. Meeting the expectations of students regarding theoretical or practical training will increase their motivation. Increased learning motivation will contribute to students being more interested in learning activities and increase their success (Bekar & Arıkan, 2021). Thus, the expectation level with the highest correlation with the clinical success score

was *motivating me during the clinical practice* in the study. In similar studies, students stated that nurses' attitudes and competencies toward themselves have an effect on their learning processes and that they can gain new knowledge and skills faster when their expectations are met (Lovrić et al., 2017; Cowen et al., 2018). In the study of Arkan et al. (2018), students stated that nurses' negative attitudes and behaviors toward them negatively affected their learning processes (Arkan et al., 2018).

In this context, the role of nurses in students' learning processes becomes increasingly important, and the collaboration between nursing schools and hospitals is vital for providing effective clinical education. The findings of this study indicate that increasing interactions between nurses and students can enhance the quality of clinical education and contribute to better professional preparation. Strengthening structured mentoring programs in hospitals and promoting communication between nursing educators and clinical staff can improve students' learning experiences and overall success. Well-integrated hospital-school collaborations can help students develop not only their technical skills but also their confidence and professional identity, ultimately producing more competent nurses.

Limitations

The main limitation of this study is that it was conducted in only one nursing school. The sample of the study consisted of students trained in the same curriculum. This constitutes a significant limitation in the generalizability of the results. Additionally, even though validity and reliability findings support that the SENMSSF has high validity and reliability, more data is needed to further confirm its validity and reliability. Future studies should consider using standardized and validated measurement tools to enhance the

robustness of the results.

CONCLUSION

The most important expectation identified by students—and the one most frequently fulfilled—was support from nurses in developing their nursing skills. The degree to which students' expectations were met was also a significant predictor of their clinical practice success. Accordingly, increasing the collaboration between nursing schools and hospitals to determine the expectations of intern students from nurses in clinical practice and to meet these expectations is essential. To strengthen this collaboration, regular joint meetings can be organized between nursing educators and hospital administrators to align clinical education goals. Additionally, implementing structured mentoring programs in which experienced nurses are assigned as mentors to guide trainee students can enhance students' learning experiences. Establishing feedback mechanisms that allow students to regularly express their expectations and challenges can also contribute to a more effective clinical education environment. These interventions will positively affect students' learning processes and their success.

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Conflict of Interest

No conflict of interest has been declared by the authors.

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Ethics Statement

Ethics committee approval was obtained from the non-interventional research ethics committee of a university for the research (Date: 20/02/2020). The necessary institutional permission was obtained from the nursing faculty where the research was conducted (Number: 2209). Participants' consent to participate in the study was obtained using a voluntary consent form. The study followed the research and publication ethics principles.

Declaration of Competing Interest

The authors declare no competing interests.

Authorship Contributions

Concept: SZ, Desing: SZ, VKB, ŞŞİ, Supervising: SZ, VKB, ŞŞİ, Financing and equipment: SZ, VKB, ŞŞİ, Data collection and entry: SZ, VKB, Analysis and interpretation: SZ, VKB, Literature search: SZ, VKB, Writing: SZ, Clinical review: VKB, ŞŞİ, Critical review: VKB, ŞŞİ.

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