

Şefika Dilek SARIKAYA¹
Orcid: 0000-0002-2761-4665
Ayşegül YILDIZ İÇİGEN²
Orcid: 0000-0002-5526-5917

The Relationship Between Nursing Students' Attitudes Toward Clinical Practice and Their Professional Motivation: A Cross-Sectional Study
Hemşirelik Öğrencilerinin Klinik Uygulamaya Yönelik Tutumları ve Mesleki Güdülenme Arasındaki İlişki: Kesitsel Bir Çalışma

Gönderilme Tarihi: 15 Şubat 2025

Kabul Tarihi: 31 Ekim 2025

¹Nevşehir Hacı Bektaş Veli Üniversitesi, Semra ve Vefa Küçük Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, Nevşehir, Türkiye.

²Uşak Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü, Uşak, Türkiye.

Corresponding Author (Sorumlu Yazar):

Ayşegül YILDIZ İÇİGEN

aysegul.yildiz0412@gmail.com

Keywords:

Attitudes; clinic; motivation; nursing; student

Anahtar Sözcükler:

Tutum; klinik; güdülenme; hemşirelik; öğrenci

ABSTRACT

Background: Nursing students' attitudes and professional motivation significantly impact skill acquisition, learning outcomes, and identity development.

Objective: The aim of this study is to investigate the relationship between nursing students' attitudes toward clinical practice and their professional motivation.

Methods: This cross-sectional study collected data via Google Forms in November-December 2023. Students (n=230) completed the Attitudes Toward Clinical Practice Scale (ASCP) and Motivation Sources and Problems Scale (MSPS). Statistical analysis included descriptive tests and Pearson correlation (p<0.05).

Results: Participants (mean age: 21.23±1.81; 78.3% female) scored 91.1±21.1 on ASCP and 81.91±15.3 on MSPS. Attitudes differed by department choice, education duration, and satisfaction with nursing (p<0.05). The level of professional motivation was found to be significantly higher among female students, those who had willingly chosen the nursing department, and those who were satisfied with both their nursing education and the nursing profession (p<0.05). A strong positive correlation was found between attitudes toward clinical practice and motivation (r=0.771, p=0.000).

Conclusion: It was determined that nursing students exhibited positive attitudes and high levels of professional motivation. The findings indicated that positive attitudes toward clinical practice and professional motivation are mutually reinforcing, suggesting that these two variables should be considered together in the professional development process of nursing students.

ÖZ

Giriş: Hemşirelik öğrencilerinin tutumları ve mesleki güdülenme, beceri kazanımı, öğrenme çıktıları ve mesleki kimlik gelişimi üzerinde önemli bir etkiye sahiptir.

Amaç: Bu çalışmanın amacı, hemşirelik öğrencilerinin klinik uygulamaya yönelik tutumları ile mesleki güdülenme arasındaki ilişkiyi incelemektir.

Yöntem: Bu kesitsel çalışmada veriler Kasım-Aralık 2023 tarihlerinde Google Forms aracılığıyla toplanmıştır. Öğrenciler (n=230), Klinik Uygulamaya Yönelik Tutum Ölçeği (KUYTÖ) ve Güdülenme Kaynakları ve Sorunları Ölçeği'ni (GKSÖ) doldurmuştur. İstatistiksel analizler arasında tanımlayıcı testler ve Pearson korelasyonu yer almıştır (p<0,05).

Bulgular: Katılımcıların (ortalama yaş: 21,23±1,81; %78,3 kadın) KUYTÖ puanı 91,1±21,1, GKSÖ puanı ise 81,91±15,3 olarak bulunmuştur. Tutumlar; bölüm tercihi, eğitim süresi ve hemşirelikten memnuniyet durumuna göre farklılık göstermiştir (p<0,05). Mesleki güdülenme düzeyinin ise kadın öğrencilerde, bölümü isteyerek seçenlerde, hemşirelik eğitiminden ve hemşirelik mesleğinden memnun olanlarda anlamlı biçimde daha yüksek olduğu belirlenmiştir (p<0,05). Klinik uygulamaya yönelik tutumlar ile mesleki güdülenme arasında güçlü bir pozitif korelasyon bulunmuştur (r=0,771, p=0,000).

Sonuç: Hemşirelik öğrencilerinin olumlu tutumlar ve yüksek mesleki güdülenmeye sahip olduğu belirlenmiştir. Klinik uygulamalara yönelik olumlu tutumun ve mesleki güdülenmenin birbirini desteklediği, bu iki değişkenin hemşirelik öğrencilerinin mesleki gelişim süreçlerinde birlikte ele alınması gerektiği sonucuna varılmıştır.

How to cite: Sarıkaya, Ş.D., İçigen Yıldız, A. (2025). The Relationship Between Nursing Students' Attitudes Toward Clinical Practice and Their Professional Motivation: A Cross-Sectional Study. *JEUNF*, 41(3),501-509 DOI: 10.53490/egehemsire.1640656.

Kaynak gösterimi: Sarıkaya, Ş.D., İçigen Yıldız, A. (2025). Hemşirelik Öğrencilerinin Klinik Uygulamaya Yönelik Tutumları ve Mesleki Güdülenme Arasındaki İlişki: Kesitsel Bir Çalışma. *EGEHFD*, 41(3), 501-509 DOI: 10.53490/egehemsire.1640656.

INTRODUCTION

Clinical practice is a fundamental component of nursing education that enables the transformation of theoretical knowledge into clinical decision-making and professional skills. The quality of the clinical learning environment and students' perceptions of this environment are closely associated with adaptation and learning outcomes. Positive clinical experiences strengthen students' motivation to transition into the profession and influence their career intentions (Mirzanezam et al., 2024). Through clinical practice, nursing students not only enhance their technical competencies but also gain a deeper understanding and perception of the profession within a real clinical context (Hsu et al., 2018).

Attitude toward clinical practice reflects students' cognitive and affective evaluations of their clinical experiences. Recent studies have demonstrated a significant and positive association between nursing students' positive attitudes toward clinical practice and their levels of professional motivation (Erden, 2024). Furthermore, attitudes toward clinical practice, when considered alongside students' perceived risks and behavioral patterns in clinical settings, can serve as predictors of educational outcomes (Daşbilek et al., 2025).

Professional motivation, within the framework of the Self-Determination Theory (SDT), is reinforced by the fulfillment of autonomy, competence, and relatedness needs (Deci & Ryan, 2000). A recent scoping review examining factors that influence nursing students' academic and professional motivation revealed that autonomy and competence are positively associated with motivation (Hamm & Yeh, 2024). SDT has increasingly been employed in nursing education research to explain student motivation and to inform the design of effective educational interventions (Hindman et al., 2025). Within the context of clinical education, students' motivation has also been linked to clinical performance self-efficacy and the overall quality of clinical learning; higher motivation levels have been shown to predict greater self-efficacy in clinical skills (Momeni et al., 2025).

This study aimed to examine the relationship between nursing students' attitudes toward clinical practice and their levels of professional motivation, as well as to evaluate the effects of selected variables on these two constructs.

The study sought to answer the following research questions:

- What is the relationship between nursing students' attitudes toward clinical practice and their professional motivation levels?
- Do nursing students' sociodemographic characteristics (e.g., age, gender, year of study, and economic status) influence their attitudes toward clinical practice?
- Do nursing students' sociodemographic characteristics affect their professional motivation levels?

METHODS

Type of research

This descriptive correlational study was conducted to determine the relationship between nursing students' attitudes towards clinical practice and their professional motivation. This study was reported in accordance with the STROBE checklist.

Population and sample

The study population consisted of 349 nursing students (115 second-year, 118 third-year, and 116 fourth-year) enrolled in the Nursing Department of the Faculty of Health Sciences in Turkey during the 2023–2024 academic year. The sample included 230 students (70 second-year, 95 third-year, and 65 fourth-year) who voluntarily agreed to participate in the study, yielding a participation rate of 65.9%.

A convenience sampling method was employed, as participation was based on students' accessibility and willingness to take part in the study during the data collection period. This approach was deemed appropriate because it allowed the inclusion of nursing students who had prior clinical experience and were available within the timeframe of data collection. First-year students were excluded from the study since they had not yet participated in clinical practice.

A post hoc power analysis was conducted based on the observed correlation ($r = 0.771$, $n = 230$, $\alpha = .05$, two-tailed). The analysis indicated an achieved power ($1 - \beta$) greater than .999, corresponding to a statistical power exceeding 99.9%. This result demonstrates that the sample size was more than sufficient to detect the observed effect, with an extremely low probability of Type II error (Faul et al., 2009).

Data Collection Tools

Data were collected using an Information Form, the Attitudes Toward Clinical Practice Scale in Nursing Students (ASCP), and the Motivation Sources and Problems Scale (MSPS).

Information Form

This form included eight questions regarding participants' descriptive characteristics such as age, gender, year of study, and economic status. In addition, questions assessing students' satisfaction with studying in the nursing department and with the nursing profession were included. Satisfaction levels were evaluated using single-item questions developed by the researchers: "How satisfied are you with studying in the nursing department?" and "How satisfied are you with the nursing profession?" Participants responded to both questions using a three-point Likert-type scale: "Not satisfied," "Partially satisfied," and "Satisfied."

Attitudes Toward Clinical Practice Scale (ASCP)

The Attitudes Toward Clinical Practice Scale (ASCP) was developed by Bayülgen and Uysal (2023) to assess nursing students' attitudes toward clinical practice. The scale consists of 26 items and employs a five-point Likert-type format (1 = Strongly disagree, 5 = Strongly agree), with a total possible score ranging from 26 to 130. Higher scores indicate more positive attitudes toward clinical practice.

The validity and reliability studies were conducted among undergraduate nursing students from various universities in Türkiye. The content validity index (CVI) was found to be satisfactory, and confirmatory factor analysis (CFA) demonstrated good model fit indices ($\chi^2/df = 2.43$, RMSEA = 0.06, CFI = 0.94, GFI = 0.92). The Cronbach's alpha coefficient was reported as 0.93 in the original study by Bayülgen and Uysal and 0.95 in the present study, indicating high internal consistency.

The ASCP comprises three main subdimensions. The Attitude Toward the Clinical Environment subdimension reflects students' perceptions of the physical, social, and psychological conditions of the clinical setting. The Attitude Toward Clinical Education and Guidance subdimension evaluates students' views regarding the support they receive from instructors and clinical nurse mentors during the clinical education process.

Motivation Sources and Problems Scale (MSPS)

The Motivation Sources and Problems Scale (MSPS) was developed by Acat and Köşgeroğlu (2006) to determine students' levels of motivation toward vocational learning and to identify the factors influencing this motivation. The scale holistically assesses individuals' intrinsic and extrinsic motivational elements, factors that reduce motivation, and tendencies toward learning reluctance. It is particularly used to evaluate the motivational orientations and challenges faced by students in health sciences during their professional learning processes.

The scale consists of 24 items and employs a five-point Likert-type format (1 = Strongly disagree, 5 = Strongly agree). The total score ranges from 24 to 120, with higher scores indicating greater motivation toward vocational learning. Validity and reliability studies were conducted among nursing and midwifery students enrolled in various universities in Türkiye. The content validity index (CVI) was found to be satisfactory, and exploratory factor analysis (EFA) revealed a four-factor structure explaining 56.7% of the total variance. The Cronbach's alpha coefficient was reported as 0.82 in the original study and 0.88 in the present study, demonstrating a high level of internal consistency.

The MSPS comprises four main subdimensions. The Intrinsic Motivation subdimension evaluates internal factors such as interest in professional learning, love for the profession, willingness to learn, and desire for personal development. The Extrinsic Motivation subdimension measures motivation driven by external elements such as achievement, recognition, rewards, and environmental support. The Negative Motivation Sources subdimension includes factors such as disinterest, unwillingness, and negative learning environments that reduce motivation. Finally, the Motivation Problems subdimension assesses psychosocial factors that hinder motivation, including stress, environmental barriers, and low self-efficacy perceptions.

The MSPS is used to identify nursing students' motivation levels toward professional learning, to reveal factors that support or hinder motivation, and to guide the development of educational strategies aimed at enhancing students' motivation.

Data collection

Data were gathered in November and December of the 2023-2024 academic year. Ethical approval and institutional permission were obtained before the study commenced. Students were informed about the study's purpose, and those who volunteered completed the data collection forms via Google Forms. The data collection links were distributed to participants via social media platforms, through which they accessed and completed the data collection tools. It took an average of 20 minutes for each participant to answer all the questions.

Bias management

This study employed several strategies to minimize potential biases. As data were collected through self-reported questionnaires via Google Forms, there was a risk of response bias, where participants might have provided socially desirable answers. To address this, the survey was conducted anonymously, ensuring participants' confidentiality and encouraging honest responses. Additionally, the sampling process included only students who had experienced clinical practice, thus minimizing selection bias related to first-year students' lack of clinical exposure. Despite these efforts, the cross-sectional design inherently limits the ability to control for confounding variables, which should be considered when interpreting the results.

Data analysis

Data were analyzed using IBM SPSS 25.0. Descriptive statistics such as number, percentage, mean, and standard deviation were used. The Shapiro-Wilk test confirmed the normal distribution of data, allowing the use of parametric tests. One-way ANOVA and independent sample t test compared ASCP and MSPS scores with descriptive characteristics, and Pearson correlation tested the relationship between ASCP and MSPS scores. The significance level was set at $p < 0.05$.

Ethical consideration

Ethical approval was obtained from the university's Ethics Committee (number: 2023/4) and institutional permission from the relevant faculty (number: E-51301242-605.01-2300073979). Written consent was obtained from participants via the Google Forms questionnaire.

RESULTS

A total of 230 nursing students participated, with an average age of 21.23 ± 1.81 years; 78.3% were female, and 41.3% were third-year students. Most were Anatolian high school graduates (70%) and considered their economic status as "middle" (72.2%). Of the students, 63.9% willingly chose the nursing department, 49.1% were partially satisfied with studying in the nursing department, and 52.6% were partially satisfied with the nursing profession (Table 1).

Table 1. Descriptive Characteristics of Nursing Students (n=230)

Age (Mean±SD)= 21.23±1.81		
Characteristics	N	%
Gender		
Female	180	78.3
Male	50	21.7
The class		
Second-year	70	30.4
Third-year	95	41.3
Fourth-year	65	28.3
Graduated high school		
Science high school	41	17.8
Anatolian high school	161	70.0
Health vocational high school	18	7.8
Other vocational high school	10	4.3
Economical situation		
Bad	47	20.4
Middle	166	72.2
Good	17	7.4
Did you choose the nursing department willingly?		
Yes	147	63.9
No	83	36.1

Are you satisfied with studying in the nursing department?		
I am not satisfied	34	14.8
I am partially satisfied	113	49.1
I'm satisfied	83	36.1
What is your satisfaction level with nursing?		
I am not satisfied	32	13.9
I am partially satisfied	121	52.6
I'm satisfied	77	33.5

SD= Standard deviation

Students scored an average of 91.1±21.1 on the ASCP and 81.91±15.3 on the MSPS (Table 2).

Table 2. Score Distribution of Attitudes Towards Clinical Practice Scale and Occupational Motivation Sources and Problems Scale for Nursing Students (n=230)

Attitudes Towards Clinical Practices Scale for Nursing Students	Mean ± SD	Score range
	91.1 ± 21.1	26-130
Professional Motivation Sources and Problems Scale		
Total scale score	81.91 ± 15.3	24-120

SD= Standard deviation

No significant differences were found in ASCP scores based on age, gender, high school, or economic status ($p>0.05$) (Table 3). Significant differences were observed based on the willingly choice of the nursing department, year of study, and satisfaction with nursing education and profession ($p<0.05$) (Table 3).

Table 3. Comparison of Attitudes Towards Clinical Practices and Scale of Professional Motivation Sources and Problems Scale Scores According to Descriptive Characteristics of Nursing Students (n=230)

	Attitudes Towards Clinical Practices Scale for Nursing Students			Professional Motivation Sources and Problems Scale		
	Mean ± SD	r	p	Mean ± SD	r	p
Age	87.8 ± 20.1	-0.17	0.55	81.9 ± 15.3	-0.16	0.59
Gender		t	p		t	p
Female	88.9 ± 19.1	1.5	0.11	83.1 ± 14.6	2.30	0.02*
Male	83.8 ± 23.0			77.4 ± 17.0		
Choosing the nursing department willingly		F	p		F	p
Yes	92.3 ± 18.7	4.6	0.00*	87.2 ± 14.2	7.80	0.00*
No	80.0 ± 20.2			72.6 ± 12.4		
The class		F	p		F	p
Second-year	92.5 ± 21.7			83.7 ± 16.6		
Third-year	87.0 ± 17.6	3.36	0.03*	82.1 ± 14.2	1.21	0.30
Fourth-year	83.8 ± 21.0			79.6 ± 15.3		
Graduated high school		F	p		F	p
Science high school	83.8 ± 21.9			77.6 ± 17.6		
Anatolian high school	89.4 ± 19.2	1.39	0.24	83.0 ± 14.7	1.58	0.19
Health vocational high school	87.1 ± 23.1			83.4 ± 13.9		
Other vocational high school	79.9 ± 19.7			78.5 ± 14.4		
Economical situation		F	p		F	p
Bad	82.3 ± 23.2			76.9 ± 15.9		
Middle	89.0 ± 18.9	2.33	0.10	83.5 ± 14.9	3.5	0.30
Good	91.4 ± 20.3			80.2 ± 14.6		
Satisfaction with studying in the nursing department		F	p		F	p
I am not satisfied	68.2 ± 19.7			69.2 ± 14.0		
I am partially satisfied	87.2 ± 15.7	30.3	0.00*	79.4 ± 11.9	33.3	0.00*
I'm satisfied	96.6 ± 19.8			90.4 ± 15.2		
Satisfaction with nursing profession		F	p		F	p
I am not satisfied	68.2 ± 18.8			68.9 ± 10.9	33.9	0.00*
I am partially satisfied	86.5 ± 15.9	32.0	0.00*	79.5 ± 12.6		
I'm satisfied	98.0 ± 20.1			90.9 ± 15.5		

* $p<0,05$, r =Pearson correlation, F =One Way Anova, t = Independent sample t test

The study did not find a statistically significant difference in MSPS scores according to age, year of study, type of high school, or economic status ($p>0.05$) (Table 3). However, significant differences were noted by gender, willingly choice of the nursing department, satisfaction with studying in the nursing department, and satisfaction with the profession ($p<0.05$) (Table 3).

A high positive correlation was found between ASCP and MSPS scores ($r=0.771$, $p<0.001$) (Table 4).

Table 4. The Relationship Between Nursing Students' Attitudes Towards Clinical Practices and Sources of Professional Motivation and Problems

Variables	Professional Motivation Sources and Problems Scale (MSPS)
Attitudes Towards Clinical Practices Scale for Nursing Students (ASCP)	$r=0.771$ $p=0.000^*$

** $p<0,05$, r =Pearson correlation*

DISCUSSION

Clinical practice is a fundamental component of nursing education that bridges theoretical knowledge with real patient care, enabling the development of professional identity and clinical competence. Students' experiences and perceptions in clinical environments shape not only their skill acquisition but also their attitudes toward the nursing profession. Positive attitudes toward clinical practice facilitate adaptation to clinical settings, strengthen learning motivation, and enhance the quality of education (Mirzanezam et al., 2024; Daşbilek et al., 2025).

This study examined the relationship between nursing students' attitudes toward clinical practice and their levels of professional motivation, as well as evaluated the effects of sociodemographic characteristics such as age, gender, year of study, and economic status on these two variables. The findings revealed a strong and positive relationship between positive attitudes toward clinical practice and professional motivation among nursing students, supporting the interconnection between these constructs.

Aragaw et al. (2019) reported that 57.1% of nursing students had negative attitudes toward clinical practice. Similarly, Bjørk et al. (2014) indicated that while some students found clinical practice necessary, others perceived it as stressful. Studies by Jamshidi et al. (2016) and Anagor et al. (2021) also found that negative attitudes adversely affected skill acquisition. In contrast, the present study revealed that nursing students exhibited positive attitudes toward clinical practice. This finding differs from previous research, suggesting that students in this study perceived their clinical experiences more constructively and as contributing to their professional growth. Such a result may be related to supportive educational environments, the quality of clinical mentoring, and an increased sense of belonging to the nursing profession. It can be concluded that positive experiences in clinical settings enhance both students' learning motivation and their professional identity development.

An individual's motivation in a particular subject is related to the progress of teaching activities during learning at the desired level. The individual's high level of motivation supports taking personal responsibility in the learning process, taking an active role in learning, and showing willingness to participate in volunteer projects (Uyulgan and Akkuzu, 2014). For this reason, motivation is critical in nursing education in terms of regulating individuals' behavior (Acat and Köşgeroğlu, 2006). It will enable individuals to be more satisfied with their work and to make more effort. For this reason, it is important to motivate nursing students so that they will feel better and strive more to acquire skills for the nursing profession (Evli, 2022). Motivation begins when the individual notices his/her wishes or needs that have not yet been realized/met, and it mobilizes the individual to implement them (Yusoff, Kian, & Idris, 2013). Previous studies have reported that nursing students' professional motivation scores generally clustered around the midpoint of the scale (Öngel & Gençer Çelik, 2022; Civci & Şener, 2012; Ülgen & Köksoy, 2022; Duruk & Kalaycı, 2021). Similarly, in the present study, students' motivation scores were close to the mean value of the scale, indicating a generally positive yet not high level of motivation. Despite their positive attitudes toward clinical practice, this tendency may be influenced by factors such as clinical stress, heavy academic workload, or differences in perceived self-efficacy.

This study showed that the students who chose the nursing department willingly, were studying in the second year, and were satisfied with studying in the nursing department and with the nursing profession, had more positive attitudes toward clinical practice than other students. In previous studies, it was determined that senior nursing students had more positive attitudes toward clinical practice than those in other grades and that seniority was associated with having a positive attitude toward clinical practice (Kaur, 2016; Gebrezgabher and Abera, 2017; Aragaw et al., 2019). In this study, fourth-year students' attitude scores toward clinical practice were lower than those of others, which contradicted the results of previous studies. This finding may be attributed to increased clinical and academic

responsibilities, heavier workloads, examination and graduation anxiety, stress experienced in clinical environments, and uncertainty about professional roles. Additionally, as students approach the transition to professional life, shifts in their perception of the nursing role and emerging motivational fatigue may contribute to this outcome. Considering the essential role of clinical practice in transforming theoretical knowledge into skills and developing professional identity, identifying and addressing the factors that negatively affect the attitudes of senior students is of critical importance. Attitudes toward clinical practice will shape students' behavior when they start the profession and all aspects of the profession (Kanbay et al., 2022). For this reason, it is necessary to determine the factors affecting the attitudes of 4th-year students, who are close to graduation, and to take the necessary precautions. Therefore, recognizing and mitigating the factors that may adversely influence the attitudes of students nearing graduation is essential for improving educational quality and facilitating professional adaptation.

A review of the literature indicated that gender (Özlu Kahraman et al., 2014), reasons for choosing nursing (Duruk et al., 2021), and satisfaction with nursing (Karapelit and Memiş, 2022) affected nursing students' professional motivation. In this study, it was determined that there was a significant difference between nursing students' professional motivation levels and their gender and that female students had higher professional motivation than male students. However, this difference should be interpreted with caution, as the assumption that nursing is perceived as a "female-dominated profession" is not directly supported by the current data. Therefore, future research should investigate the underlying factors influencing gender-based differences and examine the interaction between gender, satisfaction, and voluntary profession choice through advanced statistical analyses such as regression, structural equation modeling, or decision tree methods.

The study also found that there was a significant difference between nursing students' professional motivation levels and their satisfaction with choosing the nursing department willingly and studying in the nursing department. Students who had willingly chosen the nursing department and were satisfied with studying in this department had higher professional motivation. This result showed that choosing the profession willingly and being satisfied with the education positively affected nursing students' professional motivation. This finding highlights the importance of intrinsic commitment and educational satisfaction. Career counseling, professional orientation programs, and initiatives that strengthen students' awareness of the nursing profession should be incorporated into nursing curricula.

Additionally, this study revealed a strong, significant, and positive correlation between attitudes toward clinical practice and professional motivation. This finding indicates that how nursing students perceive their clinical experiences directly influences their motivation toward the profession. According to the Self-Determination Theory (Deci & Ryan, 2000), the fulfillment of autonomy, competence, and relatedness needs enhances intrinsic motivation. Supportive instructors, constructive feedback, and psychologically safe clinical environments can fulfill these needs, thereby strengthening both students' positive attitudes toward clinical practice and their professional motivation. Similar results have been reported in previous studies, where satisfaction with clinical experiences increased intrinsic motivation and reinforced professional commitment (Erden, 2024; Momeni et al., 2025). The present study similarly demonstrated that positive attitudes toward clinical practice promote nursing students' interest in the profession, self-efficacy perceptions, and professional identity development. These findings highlight that the quality of clinical learning environments plays a crucial role in fostering professional motivation among nursing students.

Limitations

This study has several limitations. Its cross-sectional design restricts the ability to establish causal relationships between attitudes toward clinical practice and professional motivation. Additionally, the sample was limited to nursing students from a single institution, which may reduce the generalizability of the findings. Moreover, potential confounding variables such as students' prior clinical experience, academic performance, participation in voluntary healthcare activities, and perceived self-efficacy—were not controlled in this study. These factors may have indirectly influenced students' attitudes and motivation levels. Future studies should address these limitations by controlling for such confounding variables, adopting longitudinal and multi-center research designs, and incorporating psychosocial factors to obtain a more comprehensive understanding of the determinants of nursing students' professional development.

CONCLUSION

The strong positive correlation identified between attitudes toward clinical practice and professional motivation highlights the dynamic interaction between these two variables. Nursing students who perceive their clinical experiences positively are more likely to feel motivated, confident, and committed to developing their professional identity. In this context, fostering supportive, autonomy-enhancing, and competence-oriented clinical

learning environments is essential for sustaining students' motivation and promoting the formation of a strong professional identity.

In conclusion, nursing students demonstrated relatively high mean scores on both the Attitudes Toward Clinical Practice Scale and the Motivation Sources and Problems Scale, reflecting a generally positive tendency toward clinical practice and professional motivation. The study revealed a significant and positive relationship between these constructs, suggesting that positive clinical attitudes reinforce motivation and engagement in professional learning. These findings underscore the importance of developing clinical learning environments that support both positive attitudes and professional motivation, thereby improving the quality of nursing education and preparing competent, confident nursing professionals.

Acknowledgements

We would like to thank the nursing students who voluntarily participated in our study.

Author Contributions

Concept and design: S.D.S., A.Y.İ., Data collection: S.D.S., A.Y.İ., Data analysis and interpretation: S.D.S., A.Y.İ., Writing manuscript: S.D.S., A.Y.İ., Critical review: S.D.S., A.Y.İ.

Conflict of Interest: The authors have no conflicts of interest to declare.

Funding: The authors declared that this study has received no financial support.

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