Tampere University of Applied Sciences

Clinical trainings' influence on nursing students' study motivation

Petra Orava

Annika Välimäki

BACHELOR'S THESIS
November 2022

Degree Programme in Nursing
Medical-Surgical Nursing

ABSTRACT

Tampereen ammattikorkeakoulu
Tampere University of Applied Sciences
Degree Programme in Nursing
Medical-Surgical Nursing

ORAVA, PETRA & VÄLIMÄKI, ANNIKA:
Clinical trainings' influence on nursing students' study motivation

Bachelor's thesis 33 pages, appendices 4 pages
November 2022

The purpose of the study was to find out how clinical trainings influence nursing students' study motivation. The aim was to provide more insight into what elements in the clinical training influence nursing students' study motivation.

The data was gathered by a descriptive literature review. The data was acquired from CINAHL Complete database using two different searches and combining the results. From all screened records ten articles were included in the final review. The chosen articles were conducted in the European Union, the language of the articles was English, and the timeline of publications between 2011 and 2021.

The findings of the study indicated that clinical trainings can influence nursing students' study motivation in various ways. Findings highlighted the importance of positive experience especially in the work community while negative experiences diminished the study motivation. Student's inner motivation to become a nurse was also a crucial factor.

Further study is recommended to find solutions to the nursing shortage all around the world. This study focused on seven European Union countries, and thus more data is needed to get better understanding of the whole phenomenon.

Key words: study motivation, nursing students, clinical training

CONTENTS

1 INTRODUCTION

To gain professional growth and practice patient centred care, nursing students must complete several clinical placements. Compared to studying at campus, clinical placements bring their own challenges and offer nursing students new opportunities to learn and improve learnt knowledge. However, experiences within the placements vary from student to student depending on different factors during the time of the clinical training. (Reljić, Pajnkihar & Fekonja 2019, 61.)

The quality of the training placements for nursing students and the overall appeal of the nursing degree have been discussed in the Finnish media recently (Tolpo 2022). Placements experiences have been found out to be one of the main reasons for nursing student attrition (Eick, Williamson & Heath 2012, 1302). Studies also show that personal determination and enjoyable placements have been some of the reasons to stay in the programme (Hamshire, Willgoss & Wibberley 2013, 892–893). This demonstrates the topicality and the importance of the issue to be studied more.

The European commission published an analysis of shortage and surplus occupations in 2020. The greatest shortage was in nursing professionals which was reported by 18 European countries (European commission 2020, 11). Nursing shortage has created a desperate need for newly graduated nurses and challenges with motivation to study have been investigated in several studies (Dante, Petrucci & Lancia 2012, 46; Messineo, Allegra & Seta 2019, 1; Pryjmachuk, Easton & Littlewood 2009, 150). Motivation has been seen as an important factor to increase nursing student retention and tackle nursing shortage. Therefore, it is important to understand better what motivates nursing students and how their motivation can be supported. Bachelor level student nurses in Europe spend approximately 30 to 50 percent of their studies in clinical training in various placements (Eick et al. 2012, 1300). As a nursing student can spend up to 50 percent of their studies in clinical training, it creates a huge platform that can have influence on study motivation and that is the reason it was chosen as the viewing point for this study.

The association between study motivation and retention in nursing students has appeared in several previous studies (Messineo et al. 2019, 2). This study will study how experiences of clinical placements in particular influence nursing students study motivation, giving a more specific approach to the subject matter. The study will concentrate on bachelor's degree nursing students who study in countries that follow the European Union directive 2005/36/EC for professional qualifications.

2   THEORETICAL STARTING POINT

The motivation to study nursing has been the topic for several studies and motivation has been identified as crucial part in order to complete nursing education (Messineo, Allegra & Seta 2019, 1–3). This study aims to understand what motivates nursing students during clinical training and what are the factors that influence the motivation in them. The influence of clinical trainings on nursing students' study motivation has been globally studied with varied results. Clinical trainings have been shown to decrease nursing students' commitment to their studies (Eick, Williamson & Heath 2012, 1299; Pryjmachuk, Easton & Littlewood 2009, 151). However, some studies do not mention clinical trainings at all when talking about nursing student retention (Messineo et al. 2019, 2). Clinical training being a major part on nursing studies the aim was to look deeper into the clinical training setup and its influence on motivation. Previous studies have also highlighted the importance of self-motivation when it comes to study motivation and learning (Bengtsson, Ohlsson 2010, 150; Pryjmachuk et al. 2009, 157). Factors promoting self-motivation are also seen as a point of interest when clinical trainings are observed for the study.

2.1 Study motivation and the self-determination theory

Motivation is described as conscious or unconscious drive towards a desired goal (Oxford English Dictionary online 2019). Study motivation can be described by various definitions. Usually, study motivation is described as a result of intrinsic and extrinsic motivational factors. Both intrinsic and extrinsic motivational factors rely on and influence each other. (Boström & Bostedt 2020, 43–44.) According to self-determination theory by Richard Ryan and Edward Deci (2000, 68–71), intrinsic motivation is driven by self-determined desire to proceed with an activity. In extrinsic motivation a person's motivation is a result of extrinsic demands, rewards, or expectations. For example, a student who only does their homework because their parents are telling them to do so.

People whose motivation is intrinsic are authentic and have more interest, enthusiasm and confidence proceeding with activities as compared to people who are motivated by extrinsic factors. Social environments have the power to increase or decrease intrinsic motivation by supporting or depriving persons' psychological basic needs such as autonomy, relatedness, and competence. For example, students whose autonomy is supported by teachers have superior intrinsic motivation compared to students whose autonomy is controlled. Relatedness and sense of security can be shown in attentive and caring social interactions which support a person's intrinsic motivation. Competence can be supported by optimal challenges where a person can have feelings of competence as well as constructive and positive feedback. Competence has a positive influence on intrinsic motivation only if it is combined with a feeling of autonomy. (Ryan & Deci 2000, 69–71.)

According to the self-determination theory extrinsically motivated people refer to those who obtain motivation through internalization and integration. Internalization means a person obtains a value or a rule and in integration they mold that rule to be part of what defines and motivates them. People encounter several environments in their life which introduce them to new values, behaviors, and rules. Self-determination theory suggests that these values, behaviors, and rules can be adapted by individual, and this way influence their motivation. As in intrinsic motivation is highly supported with feelings of autonomy, in extrinsic motivation the level of autonomy fluctuates. Externally regulated person's motivation is completely controlled by the need to fulfill an external demand. Introjected regulation is a type of extrinsic motivation where the person is driven by anxiety or guilt to achieve ego driven goals such as pride. These people can find motivation by trying to prove their worth to other people. Extrinsic motivation with the most autonomy is called integrated regulation. These people take rules and values from external expectations and merge them with their own values. (Ryan & Deci 2000, 71–74.)

2.2 Nursing students and clinical training

Nursing students in Finland are studying a higher-level education. This means all students have already completed the compulsory education in Finland before

starting their nursing studies. Nowadays it starts with comprehensive school years one to nine, ending after completing an upper secondary education or when reaching the age of 18 (Ministry of Education and Culture n.d.). What this basically implies is that all higher-level students are motivated to complete their studies before applying to the university of applied sciences, since they make the decision to continue their education by themselves. There are still various factors affecting the study motivation generally during the studies, which are the competency of the teachers, the relationship between the student and the teacher, support, and the student health accessibility (Boström & Bosted 2020, 41.) But what is the correlation between study motivation and clinical training of nursing students?

A nursing student is a person who studies to become an authorized health care professional, a nurse. According to the article 31 of the European Union (EU) directive 2005/36/EC, in order to work as a qualified nurse, a nursing bachelor's degree programme must be at least three years of duration and consist of 4600 hours of clinical and theoretical training. In Finland the complete Degree Programme in Nursing is 210 ECTS. ECTS stands for European Credit Transformation and Accumulation System, which is a credit system created to support the mobility of the students between institutions of higher education in Europe (European Commission n.d.).

Within the EU the clinical trainings are a substantial part of nursing students' study programme. Bachelor student nurses in Europe spend approximately 30 to 50 percent of their studies on clinical training in various placements (Eick, Williamson & Heath 2012, 1300). Nursing students spend a considerable amount of time in clinical training, that is why this study analyses its influence on study motivation.

Clinical trainings are an important part of the nursing students' education where they are working as active members with a health care team and taking care of sick or healthy patients in real health care settings such as hospitals. Placements offer a platform to apply the theoretical knowledge that the nursing students have acquired in nursing school. Clinical trainings allow students to practice their teamwork and leadership skills, as well as intercommunication with patients and other

health care professionals. Trainings are supervised by nursing teachers, and guidance in the clinical training placement is provided by qualified nurses and other health care personnel. (2005/36/EC.)

The European Union directive 2005/36/EC determines the professional qualifications for nurses and other professionals and creates the principles that allows qualified professionals in the EU to work in other member states. The EU member states that follow the professional qualification for nurses responsible for general care are Austria, Belgium, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom (2005/36/EC). In order to make the study results more comparable research articles screened for study had to be from countries that follow the European Union directive 2005/36/EC.

3 PURPOSE, TASKS AND OBJECTIVES

The purpose of the thesis was to conduct a qualitative descriptive literature review with thematic analysis to find out how clinical trainings' influence nursing students' study motivation.

Research question chosen was: What influence clinical placements have on the nursing students' study motivation?

The objective of the thesis was to provide information to nursing students about how clinical placements are experienced among nursing students and what influence these experiences have on the students' study motivation. Nursing students may benefit from the findings and use this knowledge to create a better clinical placement experience for themselves.

Additionally, teachers, mentors, and the clinical training placements may benefit from the knowledge gathered in this thesis as it may help to develop a more successful mentoring and teacher tutoring for the students.

4 METHODOLOGY

The thesis was conducted as a qualitative descriptive literature review with the aim of studying already existing literature from the perspective of a specified research question, since it is fundamental for academic research to know what is already known of the topic and to determine the information gaps which still need to be explored. (Xiao & Watson 2019, 93–95.) The systematic process of this literature review consisted of planning, conducting, and reporting phases (Xiao & Watson 2019, 102).

The planning phase consisted of two steps. The first step the formulation of the research question, because is the heart of the study and guides the whole literature review process (Xiao & Watson 2019, 103). The finalised question for the thesis became: What influence clinical training placements have on the nursing students' study motivation? The second step was generating a review protocol which presented the entire process. Defining the purpose of the study, research question, search methods, inclusion, and exclusion criteria of data and how results were reported and screened for quality. (Xiao & Watson 2019, 103.) The purpose was to find out how nursing students' experience clinical trainings and what factors in clinical trainings influence their study motivation. The aim was also to provide more information about the topic with the ongoing nursing shortage in mind. Out of all databases the most search results came from EBSCO's CINAHL Complete. Other databases did not add any new results or less than CINAHL, resulting only to the use of the CINAHL database. The final results came from two different searches combined. The searches and the search word combinations are presented in Table 1.
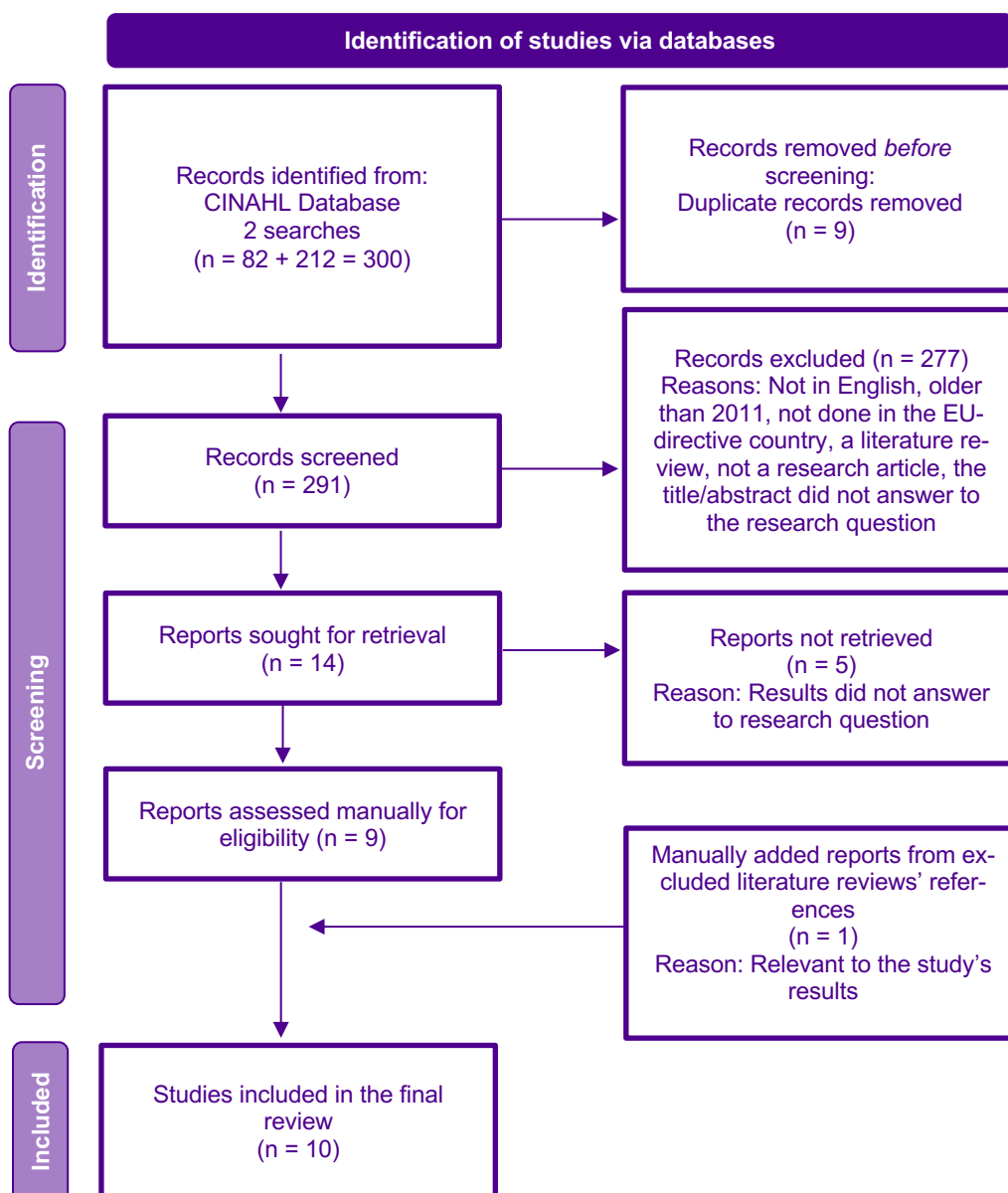
TABLE 1. Search words.

Database	Search Words
CINAHL Complete (EBSCO) (1st search)	((student* AND nursing) OR "nursing students") AND ("clinical placement" OR "clinical education" OR "practice placement" OR "student placement" OR "clinical training") AND (experience* OR perception* OR attitude* OR view*) AND (adherence* OR motivation*)
CINAHL Complete (EBSCO) (2nd search)	((student* AND nursing) OR "nursing students") AND ("clinical placement" OR "clinical education" OR "practice placement" OR "student placement" OR "clinical training") AND (experience* OR perception* OR attitude* OR view*) AND (attrition* OR satisfaction*)

The next step in the planning phase was deciding the inclusion and exclusion criteria. The focus area became the most important factor in cutting down the data from the searches. The original idea was to use the European Union as the inclusion area, the whole world being too large for a bachelor's thesis range and the Fenno-Scandinavia giving too little search results. In the end, the EU directive 2005/36/EC on the recognition of professional qualifications for nurses became the backbone of the inclusion criteria to make sure the data was more comparable. The focus was to research the EU countries that follow the same professional qualifications for bachelor's degree nurses responsible for general care, since the differences in the qualifications of becoming a nurse were not too significant. The

countries following this directive were Austria, Belgium, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom. Since the United Kingdom withdrew from the EU in 2020, studies published after the official withdrawal on January 31st in 2020 were decided to be excluded from the data collected. All in all, the search results were limited to articles published in the EU countries that followed the directive 2005/36/EC, participants in the study were nursing students and articles were published to between years 2011 to 2021 and were peer reviewed research articles written in English.

The conducting phase consisted of the following steps: searching and screening the literature, accessing the quality, drawing out the data, analysing and synthesising it. Two searches in CINAHL were done according to the plan and the results were combined for further analysis. The first search provided 82 results and the second 218 results, making it a total of 300 results. Before screening 9 duplicates were removed making the actual number of articles for screening 291. One by one all 291 articles were manually screened and 277 were excluded. The focus was first on reviewing the titles, then on the abstract, and finally on the full text. The data draw-out step is for extracting data and can be done by various methods, and usually includes coding. (Xiao & Watson 2019, 103–108.) Reasons for exclusions were written language not being English, the publication date was older than 2011, the country was not an EU-directive country, the study was a literature review or was not a research article, as well as the title and the abstract did not answer to the research question of this study. A total of 14 research articles were left for further retrieval where the results and findings were interpreted. Five of these did not answer to the research question and were excluded leaving nine articles. One study was added from the excluded literature reviews' references, because the results of the study broadened the data gathered to this study, making the total of studies included in this literature reviews 10. The whole data collection process is displayed in Figure 1 with the help of the Prisma flow chart, which explains the steps used in the study selection (Fain 2017, 65).

FIGURE 1. Flow chart of the study selection.

Identification of studies via databases

Identification

Records identified from:
CINAHL Database
2 searches
(n = 82 + 212 = 300)

Records removed *before* screening:
Duplicate records removed
(n = 9)

Screening

Records screened
(n = 291)

Records excluded (n = 277)
Reasons: Not in English, older than 2011, not done in the EU-directive country, a literature review, not a research article, the title/abstract did not answer to the research question

Reports sought for retrieval
(n = 14)

Reports not retrieved
(n = 5)
Reason: Results did not answer to research question

Reports assessed manually for eligibility (n = 9)

Manually added reports from excluded literature reviews' references
(n = 1)
Reason: Relevant to the study's results

Included

Studies included in the final review
(n = 10)

The screened articles for the thesis were analysed thematically. Data analysis method is qualitative descriptive that focuses on finding out the experiences of a specified group, summarizing the collected data and reporting it in a rational order (Lambert & Lambert 2012, 256). In the screening step coding was used and sentences were highlighted from the research articles that influenced nursing students' study motivation in some way. Focus was to find out experiences on nursing students and factors in the clinical training that influenced nursing student's study motivation. Most of the highlighted phrases were related to the nursing students' clinical training work community and its influence on nursing students' study motivation. After phrases were collected from the research articles and

coded, they were inspected, and similarities were identified between codes to generate fitting themes for the data.

After data extraction phase, data from primary sources are compared in order to identify similarities between them. When similar themes or patterns are identified they can be assembled under same subtheme that represents the data. (Whittemore & Knafl 2005, 551.) Subthemes identified from the main themes were: interaction with the work community, nurse mentor–student relationship, maltreatment in the work community, student's own inner motivation, academic development, tutor teacher–student relationship, organisation in the placement, and placement location and transportation.

The final step of the conducting phase was analysing and synthesizing the data, which meant organizing and grouping the extractions which are similar. This step usually includes charts, figures, or tables. (Xiao & Watson 2019, 103–108.) To establish a rigorous data analysis process, the data from the primary sources needed to be extracted and presented in an unbiased way. The data analysis phase consisted of identifying similarities in data and grouping them together. (Whittemore & Knafl 2005, 550–551.) After the subthemes for the data were generated, the data was examined again in order to come up with wider themes that presented the collected data accurately. In order to establish logical data managing system the data was divided into themes. Themes are created by examining data and dividing them sequentially. (Whittemore & Knafl 2005, 550–551.) Themes identified in the thesis were: influence of the placement's work community, influence of the student's personal attributes, influence of the academic environment, and influence of the clinical environment. An example of the analysis process is presented in Table 2.

TABLE 2. Thematic analysis of reductions.

Article	Original result	In own words	Sub-themes	Themes
(6) Hamshire, C., Willgoss,	Unsatisfactory placement experiences were described by a majority	Unsatisfactory experiences, for example insufficient	Academic	Influence of the academic

T.G. & Wibberley, C. 2012.	of the discontinuers. These included placements where the students described limited opportunities for skill development. (6)	skill growth opportunities, during the training was often linked with discontinuing the studies. (6)	development	environment
	Using public transport to get to a distant placement often led to very early starts and late finishes and it is clear from the excerpt below that this had a significant impact. A number of the discontinuers felt that although they explained these issued to the staff they were on placement with, there was no flexibility. (6)	Inflexibility with the training hours when long commute to the placement had a significant impact on discontinuing the studies. (6)	Organisation in the placement	Influence of the clinical environment
	Another interviewee described a situation where the mentor she had been assigned on placement had not attended a mentor update programme and was therefore ill equipped to facilitate her learning. (6)	Mentor's insufficient student guiding training affected negatively in wanting to stay in the programme. (6)	Nurse mentor–student relationship	Influence of the training placement's work community

5   FINDINGS

Ten articles were included in the final review and are explained in Table 3 in Appendix 1. The included articles are published between 2013 and 2021, and studies were executed in Belgium, Cyprus, Finland, Ireland, the Netherlands, Sweden, and the United Kingdom. Design and measures of the studies are also presented in Table 3 found in Appendix 1. Placement's work community, student's personal attributes, academic environment, and the clinical environment influenced study motivation of nursing students. These themes and the sub-themes underneath them are presented in Figure 2.
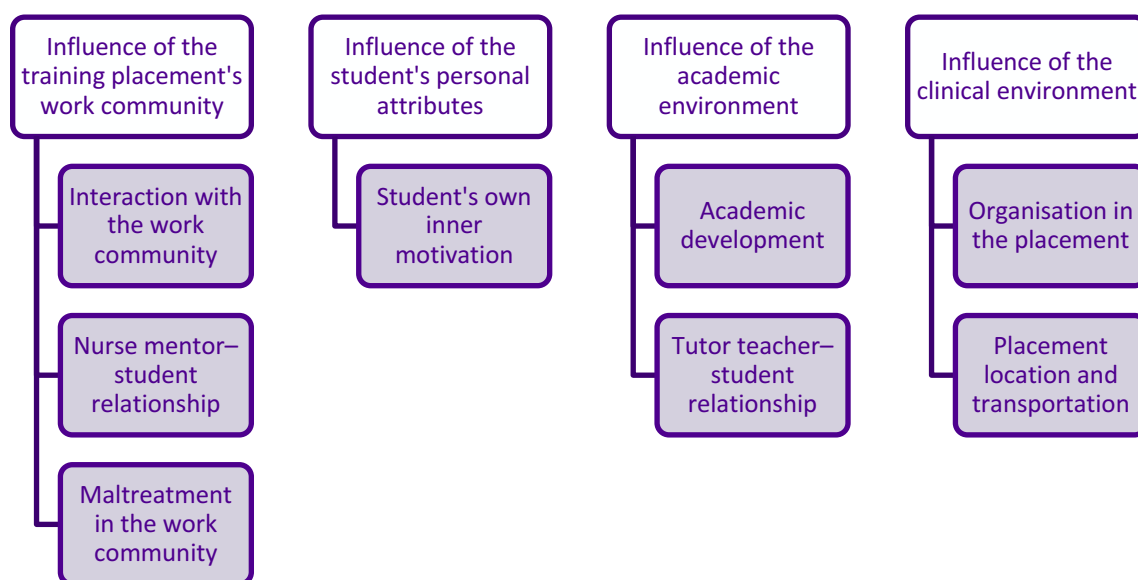
FIGURE 2. Factors influencing study motivation.

5.1 Influence of the training placement's work community

Interaction with the work community (1, 2, 3, 5, 6, 9) influenced the study motivation in various ways. Being welcomed to the team influenced positively student's motivation to continue with training (9). On the other hand, not being welcomed to the team had a negative influence on student's motivation to proceed with training (9). Working with a nice team and experiencing kind clinical staff had a positive effect on the nursing student's motivation to continue both the training

period and the overall studies (3, 9). In-consistency in staff attitudes influenced the student's motivation to stay in the programme negatively (3). Where positive experiences with the team had a positive influence in the student's motivation to continue the training, fewer positive experiences with the team had a negative influence in the student's motivation to continue their studies (9). Nursing students who were withheld guidance and were socially excluded from the work community reported that it had a negative influence on their study motivation (5). Poor practical and emotional support from the team reflected negatively to student's motivation to continue with training (9). Poor communication and collaboration with the clinical staff also had a negative influence in the student's motivation to continue the training period (9). Students who were being excluded and isolated from the work community experienced the negative effect in the motivation to continue their studies as well (2). Nursing students reported not getting respect from anyone in the work community and treated as unpaid support or "extra pair of hands". These were reported to have a negatively influence on student's motivation to continue with studies (6). Negative influence on the student's motivation to continue the training was also found when staff in the placement did not know what the student was studying, or when the staff straight assumed that the student was a nursing assistant (9). The ward manager's leadership style and premises of the nursing care had non-significant influence on student's study motivation (1). Also, nice patient group was considered as positive influence on nursing student's motivation to proceed with training (9).

Nurse mentor–student relationship (1, 3, 6, 9, 10) showed to have significance to study motivation. Good and attentive nurse mentor influenced positively student's motivation to continue with training (1, 3). Student's satisfaction with the training was higher especially with students who had at least one named mentor and frequent meetings with the supervising nurse mentor (10). Non-supportive nurse mentor had a negative effect in the nursing student's motivation to continue the training (3). Poor practical and emotional support from the mentor also influenced negatively on student's motivation to continue with nursing studies (9). Mentors who had insufficient student guiding training, were not genuinely interested in teaching, or disliked their students were seen as factors influencing the student's motivation to stay in the programme negatively (6). Students who experienced

dismissive and prejudice behaviour from the mentor were likely to consider quitting the training (3).

Maltreatment in the work community (2, 3, 5, 7) influenced nursing students' study motivation. Bullying behaviour from the staff influenced negatively to nursing student's motivation to stay in the programme (2). Nursing students experienced verbal and non-verbal bullying from the clinical staff and mentor nurse (5). Verbal and non-verbal bullying influenced negatively nursing student's motivation to continue the studies (5). Bullying also represented as an unfavourable view of the training placements, choice of career, and the nursing profession decreasing the student's overall study motivation (5). Students experienced humiliating and dehumanising behaviour which led to the decrease in overall study motivation (3, 5). This behaviour included being humiliated and shouted at in front of the staff (5). Some nursing students reported that they were treated as a child which decreased overall motivation to study (3). Discriminating attitude in staff as well as witnessing nursing oppression in the workplace had a negative influence in the student's motivation to continue the studies in becoming a nurse (3, 5). Few students were also treated by the staff as badly as they had been treated in their nursing studies influencing the student's motivation to stay in the programme negatively (7).

5.2 Influence of the student's personal attributes

Student's own inner motivation (3, 4, 8, 9) was shown to influence study motivation. Student's inner motivation to become a nurse was a crucial driver to stay motivated in the placements or the nursing programme (3, 9). Nursing students also described it to be the most important factor overall during the training (8). Difficulties experienced in the training was the main reason for the lack of resilience to stay in the placement (3). Inner motivation to learn was said to be important during the training (8). What the students also described was that inner motivation to go the training, as well as inner motivation altogether, had a positive influence on study motivation (4).

5.3 Influence of the academic environment

Academic development (4, 6, 9) was linked to nursing students' study motivation. Nursing students described that incapability to reach learning goals and assignments during the clinical training decreased motivation to continue with studies (9). For some students, insufficient skill growth opportunities during the clinical training influenced study motivation in a negative way and caused them to consider discontinuing studies (6). Being pressured to attend to clinical trainings was strongly linked to nursing student's intention to leave the study programme (4).

Tutor teacher–student relationship (1, 6) was shown to have influence on nursing students' study motivation. Role of the tutor teacher had significant and nonsignificant influence on nursing student's motivation with studies. Nursing students described that not being able to get in touch with the tutor teacher influenced their clinical training in a negative way and made them consider discontinuing studies (6). Some nursing students reported that role of the tutor teacher had nonsignificant influence on study motivation (1).

5.4 Influence of the clinical environment

Organisation in the placement (4, 6) was shown to have some significance to nursing student's study motivation. Nursing students reported that lack of organising clinical training had a negative influence on motivation to continue with studies (6). In terms of organisation of the clinical training planning was not linked to study commitment (4). Unmanageable extra stress caused by clinical training and inflexibility with training hours were reported as triggers that caused nursing student to consider discontinuing studies (6). Too short notice time for a possible training placement was reported to have negative impact on nursing student's willingness to drop out from studies (6).

Placement location and transportation (4, 6) had mixed influence on nursing student's study motivation. Nursing students described that clinical placement locating too far from their homes made them consider dropping out from studies because travelling to location made training days too long and increased travelling

expenses (6). For some nursing students training setting showed no link with study commitment (4).

6 DISCUSSION

6.1 Ethics and reliability

Finnish Advisory Board on Research Integrity's responsible conduct of research (RCR) guidelines (2012, 30) are followed in this thesis to assure an ethically acceptable and reliable research. The research acts in accordance with the research community's principles which are honesty, thoroughness, precision in the whole research process. The methods used for collecting and analysing data are ethically viable and were published in a transparent and honest manner. The data search was presented in the PRISMA flow chart in Figure 1 (Page et al. 2021) to show and explain that the whole process was made in a systematic and reliable way. By following the review protocol, the threat of bias when data was selected and analysed for the research was eliminated, increasing the reliability of the research results (Xiao & Watson 2019, 103). Other researchers' work was credited and respected by appropriate referring and citing of their publications, both in-text and in the reference list. The research was planned, executed and the data findings recorded according to the standards of scientific knowledge, making sure anyone could repeat the process.

The differences between the countries, even within the European Union, make a huge gap data when comparing the results. As the EU directive (2005/36/EC) declares the needed number of hours in theoretical and practical training it is not known how the hours are implemented in different countries. How clinical practice hours are carried out may vary between countries, and this could have influence on the reliability of this literature review. In Finland, students are entitled to different financial student benefits and aids from the Finnish Social Insurance Institution KELA, supporting them through their studies without being compelled to take a job to survive this period of life. The circumstances for some nursing students for example in the United Kingdom were totally different. They were forced to take a job to be able to survive financially during a clinical training period where the placement was located too far. Apparently, the placements were also given to them by the school, unlike in Finland where the nursing students choose and book the placements themselves within certain limitations.

6.2 Conclusion

These findings from the literature review bring out the experiences of nursing students in clinical trainings and what influence it has had on their study motivation. Findings highlight the importance of positive experiences in clinical training especially with the work community. Negative experiences in training places were linked to diminished study motivation and higher possibility of student dropping out from the programme. Similar results were found in studies that observed the influence of faculty and clinical placements on nursing students' study attrition and working in nursing in the future (Eick, Williamson & Heath 2012, 1304; Ujváriné et al. 2011, 98). Student's own inner motivation to become a nurse was important factor that supported study motivation throughout the clinical training period. Similar results were reported in studies that determined reasons why nursing students stay motivated during studies (Bengtsson, Ohlsson 2010,153; Pryjmachuk, Easton & Littlewood 2009, 157).

Findings of the literature review correlate with Ryan and Deci's the self-determination theory (Ryan & Deci 2000, 69–71). As students who were offered emotional and practical support showed more intrinsic motivation than students who were deprived from emotional and practical support. The self-determination theory indicates the importance of supporting person's autonomy, relatedness, and competence in order to promote authentic motivation. Findings of the literature review exhibit that nursing student whose autonomy, relatedness as in feeling belonginess to the work community and competence was supported showed more motivation towards studying.

Every research presented in the thesis had a relatively small sample size. Sample sizes from the studies varied between 16 up to 1425. The sample sizes between qualitative and quantitative studies cannot be directly compared together, but more data around the topic should be researched in order to provide wider and more realistic picture of students' experiences in clinical training and how it influenced their study motivation. The opinions and experiences of small sample groups do not lead to the needed results of the whole phenomenon. More in-

depth data in form of quantitative meta-analysis is needed to find out what kind of experiences nursing student have about clinical trainings and how these experiences have influenced their studies and motivation.

In further studies it could be beneficial to find out what kind of tools nursing students could be offered to help them manage being part of the work community and how to deal with workplace conflicts. This could help student to manage clinical training related stress thus making the training more positive experience and promote their autonomy and relatedness. More information is needed how clinical training mentors and staff could be trained and monitored by school and placement provider in order to create students more motivating and rewarding training experience that supports student's feelings of autonomy and competence. According to the self-determination theory person who experience autonomy and feelings of competence in optimal challenges is shown to have more motivation (Ryan & Deci 2000, 69–71). Use of extrinsic motivation such as reimbursement from completing the clinical trainings could be studied and in order to see how it influences study motivation in nursing students. In Tampere university of applied sciences (Harjoittelukäytännöt tutkinto-ohjelmissa 2022) training placement options are provided by school and students receives no financial reimbursement from them. If student chooses to have compensation from their training period, they are obligated to search the training placement themselves.

Research articles studied for the thesis discussed the overall study motivation and only part of the research discussed the influence of clinical training. As clinical training being a big part of the nursing study programme, we were surprised that so few experiences revolved around clinical training. Some results brought out how bullying in clinical training also painted an unfavourable image of the training placement itself (Hakojärvi, Salminen & Suhonen 2014, 141). This could lead to decrease in potential staff when nursing students choose not to get employed in the healthcare facilities where they had negative clinical experiences. This led us to wonder, if the students have options to give honest feedback without the fear of damaging repercussions. Especially with students who have experience of suffering from bullying or inhumane treatment during the trainings, it would be crucial for them to have a way to be able to expose these experiences

at least to the school without the fear of being shut out or not being taken seri-
ously.

In conclusion more research is needed to discover how clinical training influences
nursing student's study motivation and how motivation could be supported during
training. Further research is needed to find what kind of motivation usually drives
nursing student. Is it intrinsic or extrinsic factor? As clinical trainings being a sig-
nificant part of the nursing studies it is crucial to develop training experiences in
order to improve student motivation and learning. Positive experiences can also
improve the image of the nursing profession and motivate nursing students to
pursue a career in nursing. Positive image of the profession and motivated nurs-
ing students are essential parts in solving the distressing nursing shortage, both
in Finland and on a global level.

REFERENCES

Bengtsson, M. & Ohlsson, B. 2010. The nursing and medical students motivation to attain knowledge. Nurse Education Today 30, 150–156. https://doi.org/10.1016/j.nedt.2009.07.005

Bos, E., Alinaghizadeh, H., Saarikoski, M. & Kaila, P. 2015. Factors associated with student learning processes in primary health care units: A questionnaire study. Nurse Education Today 35, 170–175. https://doi.org/10.1016/j.nedt.2014.09.012 (Referred as 1)

Boström, L. & Bosted, G. 2020. What about study motivation? Students' and teachers' perspectives on what affects study motivation. International Journal of Learning, Teaching and Education Research 19 (8), 40–59. https://doi.org/10.26803/IJLTER.19.8.3

Chesser-Smyth, P. A. & Long, T. 2013. Understanding the influences on self-confidence among first-year undergraduate nursing students in Ireland. Journal of Advanced Nursing (John Wiley & Sons, Inc.) 69, 145–157. https://doi.org/10.1111/j.1365-2648.2012.06001.x (Referred as 2)

Crombie, A., Brindley, J., Harris, D., Marks-Maran, D. & Thompson, T. M. 2013. Factors that enhance rates of completion: What makes students stay? Nurse Education Today 33, 1282–1287. https://doi.org/10.1016/j.nedt.2013.03.020 (Referred as 3)

Dante, A., Petrucci, C. & Lancia, L. 2012. European nursing students' academic success or failure: A post-Bologna Declaration systematic review. Nurse Education Today 33 (2013), 46–52. http://dx.doi.org/10.1016/j.nedt.2012.10.001

Directive 2005/36/EC. Directive of the European Parliament and of the Council on the Recognition of Professional Qualifications. Official Journal of the European Union 30.9.2005. Read on 16.12.2021. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32005L0036&from=EN

Dimitriadou, M., Papastavrou, E., Efstathiou, G. & Theodorou, M. 2015. Baccalaureate nursing students' perceptions of learning and supervision in the clinical environment. Nursing & Health Sciences 17, 236–242. https://doi.org/10.1111/nhs.12174 (Referred as 10)

Duprez, V., Vermote, B., Van Hecke, A., Verhaeghe, R., Vansteenkiste, M. & Malfait, S. 2021. Are internship experiences during a pandemic related to students' commitment to nursing education? A cross-sectional study. Nurse Education Today 107, 1–8. https://doi.org/10.1016/j.nedt.2021.105124 (Referred as 4)

Eick, S. A., Williamson, G. R. & Heath, V. 2012. A systematic review of placement-related attrition in nurse education. International Journal of Nursing Studies 49 (2012), 1299–1309. https://doi.org/10.1016/j.ijnurstu.2011.12.004

European Commission, Directorate-General for Employment, Social Affairs and Inclusion. McGrath, J. 2020. Analysis of shortage and surplus occupations 2020. Publications Office. https://data.europa.eu/doi/10.2767/933528

European Commission. N.d. European Credit Transfer and Accumulation System (ECTS). Webpage. Read on 29.3.2022. https://education.ec.europa.eu/levels/higher-education/inclusion-connectivity/european-credit-transfer-accumulation-system

Fain, J. 2017. Reading, Understanding, and Applying Nursing Research. 5th edition. Philadelphia: F. A. Davis Company. Read on 21.01.2022. Requires access right. https://andor.tuni.fi/permalink/358FIN_TAMPO/1kfmqvo/alma998040296905973

Finnish Advisory Board on Research Integrity. 2012. Responsible conduct of research and procedures for handling allegations of misconduct in Finland. PDF-file. Read on 21.01.2022. https://tenk.fi/sites/tenk.fi/files/HTK_ohje_2012.pdf

Hakojärvi, H.-R., Salminen, L. & Suhonen, R. 2014. Health care students' personal experiences and coping with bullying in clinical training. Nurse Education Today 34, 138–144. https://doi.org/10.1016/j.nedt.2012.08.018 (Referred as 5)

Harjoittelukäytännöt tutkinto-ohjelmissa. Tuni. 2022. Website. Read on 11.07.2022. https://www.tuni.fi/fi/opiskelijan-opas/kasikirja/tamk/harjoittelu-ja-tyoelama/harjoittelu-0/harjoittelukaytannot-tutkinto-ohjelmissa

Hamshire, C., Willgoss, T. G. & Wibberley, C. 2013. Should I stay or should I go? A study exploring why healthcare students concider leaving their programme. Nurse Education Today 33 (2013), 889–895. https://doi.org/10.1016/j.nedt.2012.08.013

Hamshire, C., Willgoss, T. G. & Wibberley, C. 2012. "The placement was probably the tipping point" - The narratives of recently discontinued students. Nurse Education in Practice 12, 182–186. https://doi.org/10.1016/j.nepr.2011.11.004 (Referred as 6)

Jack, K., Hamshire, C., Harris, W. E., Langan, M., Barrett, N. & Wibberley, C. 2018. "My mentor didn't speak to me for the first four weeks": Perceived Unfairness experienced by nursing students in clinical practice settings. Journal of Clinical Nursing (John Wiley & Sons, Inc.) 27, 929–938. https://doi.org/10.1111/jocn.14015 (Referred as 7)

Lambert, V & Lambert, C. 2012. Qualitative Descriptive Research: An Acceptable Design. Pacific rim international journal of nursing research. PDF-file. Read on 21.01.2022. https://he02.tci-thaijo.org/index.php/PRIJNR/article/download/5805/5064

Messineo, L., Allegra, M. & Seta, L. 2019. Self-reported motivation for choosing nursing studies: a self-determination theory perspective. BioMed Central Medical Education 19 (21), 1–14. https://doi.org/10.1186/s12909-019-1568-0

Ministry of Education and Culture. N.d. The Finnish education system. Web-page. Read 28.3.2022. https://okm.fi/en/education-system

Reljić M., N., Pajnkihar, M. & Fekonja, Z. 2019. Self-reflection during first clinical practice: The experiences of nursing students. Nurse Education Today 72, 61–66. https://doi.org/10.1016/j.nedt.2018.10.019

Oxford English Dictionary online. 2019. Motivation, n. Oxford University Press. Read on 16.12.2021. Requires access right. https://www-oed-com.lib-proxy.tuni.fi/view/Entry/122708?redirectedFrom=motivation#eid

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mul-row, C. D., Shamseer, L., Tetzlff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P. & Moher, D. 2021. The PRISMA 2020 statement: An updated guide for reporting systematic reviews. International Journal of Surgery (88) 2021: 105906, 1–9. Requires access right. https://doi.org/10.1016/J.IJSU.2021.105906

Pryjmachuk, S., Easton, K. & Littlewood, A. 2009. Nurse education: factors associated with attrition. Journal of Advanced Nursing 65 (1), 149–160. https://doi.org/10.1111/j.1365-2648.2008.04852.x

Ryan, R. M. & Deci, E. L. 2000. Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. American Psychologist, 55 (1), 68–78. Requires access right. http://ovidsp.ovid.com/ovid-web.cgi?T=JS&PAGE=reference&D=ovftd&NEWS=N&AN=00000487-200001000-00007

Sandvik, A.-H., Eriksson, K. & Hilli, Y. 2014. Becoming a caring nurse – A Nordic study on students' learning and development in clinical education. Nurse Education in Practice 14, 286–292. https://doi.org/10.1016/j.nepr.2013.11.001 (Referred as 8)

ten Hoeve, Y., Castelein, S., Jansen, G. & Roodbol, P. 2017. Dreams and disappointments regarding nursing: Student nurses' reasons for attrition and retention. A qualitative study design. Nurse Education Today 54, 28–36. https://doi.org/10.1016/j.nedt.2017.04.013 (Referred as 9)

Tolpo, A. 2022. Hoitaja-opiskelijat haluavat parempaa ohjausta työharjoittelujak-soille – harjoittelijaan pitäisi suhtautua tulevaisuuden kollegana. Yle Uutiset 11.1.2022. Read on 20.1.2022. https://yle.fi/uutiset/3-12265813

Ujváriné, A. S., Zrínyi, M., Tóth, H., Zékányné, I.R., Szögedi, I. & Betlehem, J. 2011. The role of faculty and clinical practice in predicting why nurses graduate in Hungary. Nurse education today 31 (1), 94–101. https://doi.org/10.1016/j.nedt.2010.04.003

Whittemore, R. & Knafl, K. 2005. The integrative review: updated methodology. Journal of Advanced Nursing (Wiley-Blackwell), 52 (5), 546–553. https://doi.org/10.1111/j.1365-2648.2005.03621.x

Xiao, Y. & Watson, M. 2019. Guidance on Conducting a Systematic Literature Review. Journal of Planning Education and Research 39 (1), 93–112. https://doi.org/10.1177/0739456X17723971

APPENDICES

Appendix 1. TABLE 3. Description of eligible studies

Authors, year and country	Purpose	Design and measure	Sample
(1) Bos, E., Alinaghizadeh, H., Saarikoski, M. & Kaila, P. 2015. Sweden.	To measure how the five dimensions (supervisory relationship, nursing teacher, premises of the ward, pedagogical atmosphere, and management leadership) influence nursing students' motivation and satisfaction with the clinical placement, and how students view professional role models during the training.	Quantitative, questionnaire study with the CLES+T scale.	Data collected sample (n=356) undergraduate nursing students from Karolinska Institute in Sweden. Students were allocated in Primary Health care units during their placement.
(2) Chesser-Smyth, P. A. & Long, T. 2013. Ireland.	To examine the development of self-confidence in nursing students.	Sequential mixed-methods three-phase design. Focus group interviews, a student self-evaluation questionnaire, analysis of the relevant	Sample (n=435) of potential participants (n=555), absent (n=120). General nursing students (n=251), psychiatry students (n=118), in-

		curriculum con-tent.	tellectual disabil-ity students (n=66).
(3) Crombie, A., Brindley, J., Har-ris, D., Marks-Ma-ran, D. & Thomp-son, T. M. 2013. United Kingdom.	To examine fac-tors that contrib-ute to attrition and completion rates among sec-ond year stu-dents.	An ethnographic casestudy. Two groups of stu-dents who were allocated in two different hospitals in London. Focus groups and stu-dent interviews.	Total amount of participants (n=200) second year nursing stu-dent from Higher education Institu-tion in UK. Total (n=28) students were selected to take part to the focus groups.
(4) Duprez, V., Vermote, B., Van Hecke, A., Verha-eghe, R., Vans-teenkiste, M. & Malfait, S. 2021. Belgium.	To examine the relation between experiences with clinical practice and attrition and commitment to studies. As well examine experi-ences in clinical practice during pandemic and the influence on study commit-ment or attrition.	A cross-sectional study. Online self-reporting sur-vey during first COVID-19 wave.	Sample of (n=1079) nursing students from 18 different schools in Flanders, Bel-gium.
(5) Hakojärvi, H.-R., Salminen, L. & Suhonen, R. 2014. Finland.	To examine health care stu-dents' individual experiences of the indication, outcomes and	An electronic semi-structured questionnaire sent by email.	Targeted at sec-ond- and third year nursing stu-dents (n=1294) in all health care de-

	coping with bully-ing clinical train-ing.		gree at two Finn-ish universities of applied sciences. Returned ques-tionnaire (n=48), inclusion criteria met (n=41).
(6) Hamshire, C., Willgoss, T. G. & Wibberley, C. 2012. United Kingdom.	To examine health care stu-dents' experi-ences during studies and rea-sons behind their decision to leave the programme.	A qualitative, nar-rative approach of students' expe-riences. Inter-views with nurs-ing students.	Data was col-lected from stu-dents (n=16) who had discontinued their programme during 2010 from North West Eng-land.
(7) Jack, K., Hamshire, C., Harris, W. E., Langan, M., Bar-rett, N. & Wibber-ley, C. 2018. United Kingdom.	To measure the noticed unfair-ness encoun-tered by nursing students during their undergradu-ate clinical train-ing.	A mixed-methods approach, phase one including an online survey and phase two includ-ing quantitative data using narra-tive telephone in-terviews.	Nursing student completing the phase one (n=1425), and the phase two (n=22) across nine insti-tutions.
(8) Sandvik, A.-H., Eriksson, K. & Hilli, Y. 2014.	To examine nurs-ing students' learning and de-velopment.	A Phenomeno-logical-herme-neutical ap-proach. Focus group interviews.	Nursing students (n=21) from three universities, two from Western Finland and on from Northern Sweden.
(9) ten Hoeve, Y., Castelein, S., Jansen, G. &	To examine why students would choose a career in nursing, find	An exploratory descriptive de-sign, employing a	Nursing students (n=17) in total of four universities

Roodbol, P. 2017. The Netherlands.	out the conceptualization of nursing, and affecting factors making student nurses to leave or complete the programme.	qualitative approach. Semi-structured interviews with the phenomenological analyzing method.	of applied sciences.
(10) Dimitriadou, M., Papastavrou, E., Efstathiou, G. & Theodorou, M. 2015. Cyprus.	To measure how students see the CLE, the supervisory relationships, and how content are the students with the CLE as a learning support.	The Greek version of the CLES+T scale.	All second-year baccalaureate nursing students (n=380) in four universities in Cyprus.