

Correlation Between Motivation Sources and Problems of Midwifery Students With Clinical Learning Experience: A Cross-Sectional Study

Ebelik Öğrencilerinin GÜdülenme Kaynakları ve Sorunları ile Klinik Öğrenme Deneyimi Arasındaki İlişki: Kesitsel Bir Çalışma

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ABSTRACT

This study was designed to determine the relationship between the sources of motivation and problems of midwifery students and their clinical learning experience. 522 midwifery students from two universities in the Black Sea Region of Turkey participated in this quantitative study. Data were collected using a "Personal Information Form," "Midwifery Students' Clinical Learning Experiences Perception Scale," and "Motivation's Resources and Problems Scale" between November 13, 2023, and April 30, 2024. The students' average age is 20.66±1.70 years, 97.9% are single, 38.7% are second-year, and 78.9% chose midwifery willingly. The total scores are 80.95±6.95 for the "Motivation's Resources and Problems Scale" and 64.42±11.27 for the "Midwifery Students' Clinical Learning Experiences Perception Scale." The study finds clinical learning benefits from motivation. Increasing motivation and reducing negative factors should enhance education quality.

Keywords: Midwife, Student, Clinical Learning, Motivation.

Introduction

For midwifery students to succeed and advance professionally during their education, there is a critical link between their motivational resources, challenges, and clinical learning experiences. Motivation is the sum of internal and external driving forces that initiate, direct, and sustain an individual's behaviors in order to achieve a goal, attain success, or avoid failure (1). Clinical learning experience is the learning process in which students apply their knowledge and skills in real care settings, encompassing psychological, social, environmental, and physical dimensions

ÖZ

Bu çalışma, ebelik öğrencilerinin güdülenme kaynakları ve sorunları ile klinik öğrenme deneyimi arasındaki ilişkiyi belirlemek amacıyla planlanmıştır. Kesitsel tipte planlanan bu çalışmanın örneklemini Türkiye'nin Karadeniz Bölgesi'nde bulunan iki üniversitede öğrenim görmekte olan 522 ebelik öğrencisi oluşturmuştur. Araştırmanın verileri, 13.11.2023- 30.04.2024 tarihleri arasında "Kişisel Bilgi Formu", "Ebelik Öğrencilerinin Klinik Öğrenme Deneyimleri Algı Ölçeği" ve "Güdülenme Kaynakları ve Sorunları Ölçeği" kullanılarak toplanmıştır. Öğrencilerin yaş ortalaması 20,66±1,70 yıl ve %97,9'u bekar'dır. %38,7'si ikinci sınıfta olup %78,9'u ebelik bölümünü isteyerek seçmiştir. "Güdülenme Kaynakları ve Sorunları Ölçeği" toplam puan ortalaması 80,95±6,95, Ebelik Öğrencilerinin Klinik Öğrenme Deneyimleri Algı Ölçeği" toplam puanı 64,42±11,27'dir. Bu çalışma, klinik öğrenmenin motivasyondan olumlu etkilendiğini bulmuştur. Motivasyonu artırmak ve olumsuz faktörleri azaltmak, eğitim kalitesini iyileştirebilir.

Anahtar Kelimeler: Ebe, Öğrenci, Klinik Öğrenme, Güdülenme.

during clinical practice (2). Understanding the relationship between these two components is of critical importance to improve the quality of midwifery education and support students' professional success. Through the clinic learning process, students can enhance their professional abilities, develop their professional identities, and put their theoretical knowledge into practice (3,4). For example, the difficulties and negative experiences encountered by midwifery students during clinical practice can decrease their motivation levels and negatively affect their emotional labor behaviors (5). Negative clinical experiences can reduce students' self-confidence and have a negative impact on their professional motivation (6). On the other hand, positive clinical experiences and supportive learning environments increase students' motivation levels and make significant contributions to their professional development (7). Developing professional skills

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and adopting a caring philosophy are greatly aided by students feeling like they belong during their clinical learning experiences (8).

In the clinical setting, inadequate resources, high stress levels, and unequal learning opportunities may negatively affect students' learning experiences. In contrast, clinical environments that support autonomy and active learning and promote respect and collaboration may positively contribute to students' clinical learning processes (9). In particular, the difficulties students face in their clinical experiences can decrease their commitment to the profession and this situation can also affect their future career choices. The sense of belonging that midwifery students feel in clinical settings is another important factor that affects motivation. Research shows that a sense of belonging contributes positively to students' learning experiences. When they feel accepted and comfortable in the clinical environment, they participate in the learning process more actively and motivatedly (10).

The clinical learning experiences, resources of motivation, and challenges encountered by midwifery students play a significant role in their educational process. Abraha and colleagues (2023) stated that students feel more free and professional in clinical settings, but face difficulties such as high workload and lack of equipment in teaching hospitals. These difficulties may impair students' motivation and interfere with their educational journeys (11).

The power of motivation resources and students' motivation problems directly affect their success in clinical applications (12). Students' intrinsic and extrinsic motivation resources are significantly related to their clinical practice expectations and professional career plans (13).

Intrinsic motivation stems from students' internal interests and desires for professional development, while extrinsic motivation is more associated with external factors, rewards, and punishments. Intrinsic motivation is fueled by students' natural curiosity and desire for self-improvement in the learning process. Extrinsic

motivation, on the other hand, generally arises from success, rewards, or punishment (14). Students' career plans are shaped based on their levels of motivation and clinical experiences (15). Therefore, in line with the findings of this study, enhancing motivational resources and addressing negative clinical experiences may help improve student engagement and support professional development in midwifery education. Given this circumstance, the study's goal is to assess the connection between midwifery students' clinical learning experience issues and their motivational resources.

Methods

Study type

This study is a study of a correlation in a cross-sectional type.

Question for research

What connection exists between midwifery students' clinical learning experiences and their motivational resources and issues?

The research's location and timing

The research's data was gathered in-person from midwife students attending two universities in the Black Sea Region of Turkey between November 13, 2023, and April 30, 2024. The surveys took about 20 minutes to complete for each student.

The research's demographic and sample

Based on the institutions connected to the authors, the research population consisted of first-, second-, third-, and fourth-year students registered in the midwifery departments of two universities in the Black Sea Region. The study sample was chosen based on a one-tailed hypothesis, and the G*Power 3.1.9.7 tool was used to compute the sample size while accounting for the correlation coefficient (16). The calculation determined that a minimum of 470 participants was required for the study, considering an effect size of 0.10 ($r = 0.10$), a 5% margin of error ($\alpha = 0.05$), and a 70% statistical power ($1 - \beta = 0.70$). Considering the potential for participant loss or incomplete

responses, the sample size was increased by approximately 10%. The literature also suggests that selecting a sample larger than the minimum required improves representativeness and enhances the reliability and validity of findings (17). Accordingly, a total of 522 students were included in the study sample.

Inclusion criteria

- Voluntary agreement to participate in the study
- To be studying in the midwifery department

Exclusion criteria

- Even though he stayed to study, he left the work halfway without filling out the surveys or scales.

Instruments for Gathering Data

The data for the study will be gathered using the “Personal Information Form,” the “Motivation Resources and Problems Scale,” and the “Midwifery Students’ Clinical Learning Experiences Perception Scale.”

Personal information form

Researchers have prepared a form based on a literature review, which includes 9 questions about students’ sociodemographic characteristics.

Midwifery students’ clinical learning experiences perception scale (MSCLEPS)

The Turkish validity and reliability of the scale, originally developed by Griffiths and colleagues in 2019, were established by Akyüz Demirelöz and Ayyıldız in 2023. This tool integrates two separate scales: the Clinical Learning Environment Scale and the Midwife Instructor Impact Scale. The scale comprises 26 items, assessed using a four-point Likert scale with responses scored as follows: “Strongly Agree” (4 points), “Agree” (3 points), “Disagree” (2 points), and “Strongly Disagree” (1 point). The total score ranges from 26 to 104, with no specified cut-off value. Higher scores indicate a more positive perception of clinical learning experiences. In the original scale, an item was retained if 83% or more of the experts rated it as “appropriate”

for scope validity. Items with factor loadings exceeding 0.55 were included in the exploratory factor analysis. Cronbach’s alpha reliability coefficients were found to be 0.92 for the Clinical Learning Environment Scale and 0.95 for the Midwife Instructor Impact Scale, demonstrating high internal consistency (18). In this study, Cronbach’s alpha values were determined as 0.94 for the Clinical Learning Environment Scale and 0.95 for the Midwife Instructor Impact Scale.

Motivation’s resources and problems scale (MSPS)

Acat and Köşgeroğlu created the Resources and Problems of Motivation Scale in 2006; it has 24 items that are separated into three categories: negative motivation, extrinsic motivation, and intrinsic motivation. Eleven items (items 1, 2, 3, 4, 6, 7, 8, 9, 10, 23, 24), five items (items 13, 14, 15, 17, 20), and eight items (items 5, 11, 12, 16, 18, 19, 21, 22) evaluate intrinsic motivation, extrinsic motivation, and negative motivation, respectively. These variables have the following rating ranges: negative motivation falls between 8 and 40, extrinsic motivation between 5 and 25, and intrinsic motivation between 11 and 55. Higher scores indicate higher levels of motivation. The scale’s total score goes from 24 to 120. Every subscale score (19). The Cronbach’s alpha coefficient in this investigation was 0.81.

Ethical principles

Ethical approval was obtained from the Social and Human Sciences Research Ethics Committee of a university (Decision No: 2023-884, dated October 27, 2023). Permission was also obtained from the original authors to use the Motivation Sources and Problems (MSP) and Midwifery Students’ Clinical Learning Experience Perception Scales. Prior to data collection, student midwives were informed about the purpose of the study and the use of their data, and written informed consent was obtained. Participation was voluntary. The study was conducted in accordance with the principles of the Declaration of Helsinki.

Statistical analysis of the data

The data were analyzed using IBM SPSS Statistics version 27.0. Descriptive statistics (number, percentage, mean, and standard deviation) were used to summarize the data. The normality of the data distribution was assessed using skewness and kurtosis values. Pearson correlation analysis was conducted to examine the relationships between variables. Additionally, appropriate inferential statistical tests were applied based on the distribution characteristics of the data. The level of statistical significance was set at $p < 0.05$.

Study limitations

The findings' generalizability is limited by the study's small sample size and the fact that it only involved students from two colleges. This is seen as one of the study's limitations.

Results

An analysis of the students' sociodemographic characteristics revealed that their average age was 20.66 ± 1.70 years. The majority (97.9%) were single, 38.7% were second-year students, and 78.9% had willingly chosen to study in the midwifery department. Furthermore, 73.4% lived in student dormitories, and 31.0% reported having an income that exceeded their expenses (Table 1).

Table 1. Sociodemographic attributes of the study group, Sinop,2024

Variable	Mean $\pm$ SD	min-max
Age	20.66 ± 1.70	17-29
	n	%
Marital status		
Married	11	2.1
Single	511	97.9
Class level		
First-class	97	18.6
Second-class	202	38.7
Third-class	154	29.5
Fourth-class	69	13.2
Choosing to study in the department of midwifery		
Yes	412	78.9
No	110	21.1
Residence status		
Homestay	61	11.7
Dormitory	383	73.4
Home	78	14.9
Economic situation		
Income equals expenses	307	58.8
Income is more than expenses	162	31.0
Income is less than expenses	53	10.2

SD: Standart Deviation, min; minimum, max: maximum

Table 2. The students' average scores on the Midwifery Students' Clinical Learning Experience Perception Scale, the Motivation Sources and Problems Scale, and its sub-dimensions were analyzed, Sinop 2024

Scale		Minimum Score Taken from Scales	Maximum Score Taken from Scales	Mean $\pm$ SD
Motivation's Resources and Problems Scale		56.00	94.00	80.95 $\pm$ 6.95
Intrinsic Motivations		11.00	55.00	43.31 $\pm$ 7.71
Extrinsic Motivations		5.00	25.00	17.70 $\pm$ 3.93
Negative Motivations		8.00	40.00	19.93 $\pm$ 6.15
MSCLEPS	Clinical Learning Environment Skill Development	5.00	20.00	14.70 $\pm$ 2.92
	Clinical Learning Environment Midwifery Care	7.00	28.00	21.88 $\pm$ 4.07
	Philosophy			
	Midwife Instructor Effect Skill Development	4.00	16.00	12.44 $\pm$ 2.59
	Midwife Instructor Effect Midwifery Care	5.00	20.00	15.38 $\pm$ 3.20
	Philosophy			
	Scale Total	21.00	84.00	64.42 $\pm$ 11.27

MSCLEPS: Midwifery Students' Clinical Learning Experiences Perception Scale, SD: Standard Deviation

Table 3. Comparison of the Motivation's Resources and Problems Scale and its sub-dimensions with the Midwifery Students' Clinical Learning Experience Perception Scale, Sinop 2024

		Intrinsic Motivation	Extrinsic Motivation	Negative Motivation	Total
MSCLEPS	r	.378**	.225**	-.177**	.356**
	p	.001	.001	.001	.001

r: Spearman's Correlation MSCLEPS: Midwifery Students' Clinical Learning Experiences Perception Scale

Table 4. Comparison of the sub-dimensions of the Motivation's Resources and Problems Scale and the Midwifery Students' Clinical Learning Experience Perception Scale, Sinop 2024

MSCLEPS		1. Sub-dimension	2. Sub-dimension	3. Sub-dimension	4. Sub-dimension
MRPS	r	.288**	.349**	.358**	.327**
	p	.001	.001	.001	.001

MSCLEPS: Midwifery Students' Clinical Learning Experiences Perception Scale, MRPS: Motivation's Resources and Problems Scale, r: Spearman's Correlation

We found that students' average scores on the "Motivation's Resources and Problems Scale" were 80.95 $\pm$ 6.95 overall, 43.31 $\pm$ 7.71 for the "Intrinsic Motivation" Sub-Dimension, 17.70 $\pm$ 3.93 for the "Extrinsic Motivation" Sub-Dimension, and 19.93 $\pm$ 6.15 for the "Negative Motivation" Sub-Dimension (Table 2).

It was observed that the total score average of the "Midwifery Students' Clinical Learning Experiences Perception Scale" for students was 64.42 $\pm$ 11.27, the average of the "Clinical

Learning Environment Skill Development" Sub-Dimension was 14.70 $\pm$ 2.92, the average of the "Clinical Learning Environment Midwifery Care" learning environments and instructor-related factors may contribute to motivation; however, these factors alone may not be sufficient to produce substantial changes in students' motivational levels. This pattern supports the view that student motivation is a multifactorial construct influenced by a combination of educational, personal, and environmental variables.

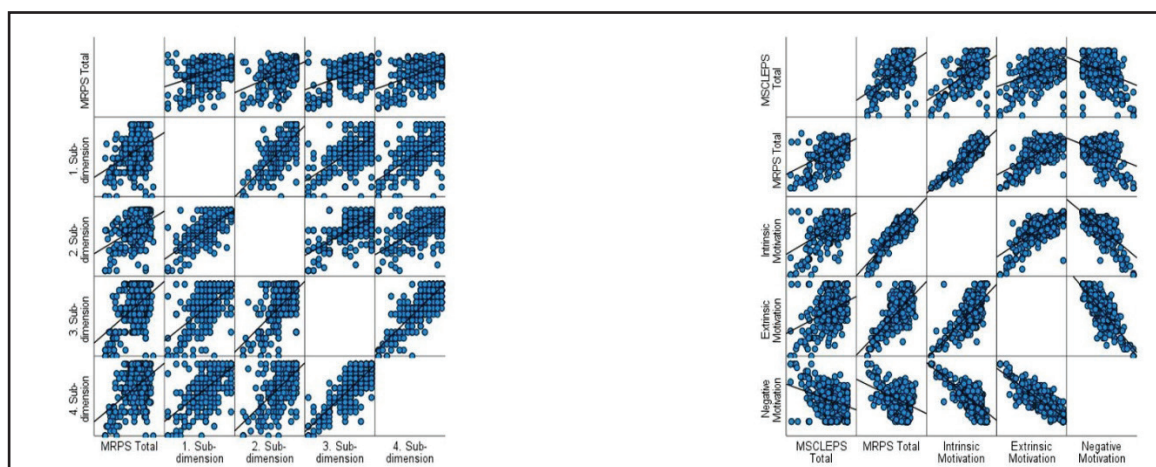


Figure 1. Combined Linear Relationships Between the Midwifery Students’ Clinical Learning Experience Perception Scale and the Motivation’s Resources and Problems Scale, Including Its Sub-Dimensions, *Sinop 2024*

Philosophy “ Sub-Dimension was 21.88 ± 4.07 , the average of the “Midwife Instructor Effect Skill Development” Sub-Dimension was 12.44 ± 2.59 , and the average of the “Midwife Instructor Effect Midwifery Care Philosophy” Sub-Dimension was 15.38 ± 3.20 (Table 2).

A weak positive correlation was found between the Midwifery Students’ Clinical Learning Experience Perception Scale and the Motivation’s Resources and Problems Scale. When the correlation coefficient is considered ($r = 0.356$), this relationship corresponds to a moderate effect size, indicating a meaningful but not strong association in practical term. A weak positive correlation was found between the Intrinsic Motivation subscale of MSCLEPS and the Exterinsic Motivation subscale, and a weak negative correlation was found between the Negative Motivation subscale. According to the interpretation guidelines proposed by Schober et al. (2018), such coefficients indicate weak relationships, suggesting limited practical significance (20). (Table 3). These weak correlations suggest that while clinical learning experiences may contribute to students’ motivation, they are unlikely to be the sole determinant, and other individual, environmental, and educational factors may also play a significant role.

When comparing the Motivation’s Resources and Problems Scale of students with the Midwifery Students’ Clinical Learning Experience Perception Scale, it was found that there is a weak positive correlation with the Clinical Learning Environment Skill Development sub-dimension, a weak positive correlation with the Clinical Learning Environment Midwifery Care Philosophy sub-dimension, a weak positive correlation with the Midwife Instructor Effect Skill Development sub-dimension, and a weak positive correlation with the Midwife Instructor Effect Midwifery Care Philosophy sub-dimension (20) (Table 4). These findings indicate that although various components of the clinical learning environment are associated with students’ motivation, the magnitude of these relationships is relatively small, suggesting limited practical impact when considered individually. In practical terms, this implies that improvements in clinical learning environments and instructor-related factors may contribute to motivation; however, these factors alone may not be sufficient to produce substantial changes in students’ motivational levels. This pattern supports the view that student motivation is a multifactorial construct influenced by a combination of educational, personal, and environmental variables.

Discussion

The educational process is inherently stressful, and this stress can negatively impact students' motivation. However, the key to facilitating a positive learning experience lies in a supportive clinical learning environment. In such an environment, the support of clinical staff and instructors plays a crucial role in enhancing students' motivation, thereby contributing to the development of their learning and problem-solving skills. Furthermore, strengthening the sense of belonging and bridging the gap between theory and practice are essential for the success of this process (21, 22). In this study, the total score average of students on the "Motivation's Resources and Problems Scale" was found to be 80.95 ± 6.95 , with the average of the "Intrinsic Motivation" subscale being 43.31 ± 7.71 and the average of the "Extrinsic Motivation" subscale being 17.70 ± 3.93 . These findings indicate that students have a high level of internal motivation. The dominance of internal motivation is a common occurrence in the literature. Studies have shown that students' internal motivations are higher than their external motivations (23-26). In another study conducted on graduate students receiving English education, it was found that motivation has a more significant impact on academic performance as a contributing factor rather than a sole determinant, supporting the study findings (26).

In this study, it was found that the average of the "Extrinsic Motivation" Sub-dimension scores was 17.70 ± 3.93 . This result indicates that students are also greatly influenced by external factors. When the literature is examined, it is stated that nursing students similarly consider the physical and social changes they experience during the education process as the most important resource of motivation (27).

In the current study, the average score students received from the sub-dimension of negative motivation is 19.93, indicating that they experience a moderate level of negative motivation. These results are parallel to the findings of a study conducted by Dubayová and

Haficová (2023). According to the results of the study, students with high levels of negative motivation experience more stress and anxiety in their learning processes, which in turn negatively affects their resilience (28).

In the current study, a weak positive correlation was found between the Midwifery Students' Clinical Learning Experience Perception Scale and the Motivation's Resources and Problems Scale. This finding suggests that improvements in students' clinical learning experiences are associated with increases in their motivational resources. Rather than indicating a direct causal relationship, the results imply that positive clinical experiences may support both intrinsic and extrinsic motivation. According to earlier research, students' perceptions of clinical learning experiences and motivational resources have a moderately good association (29,30). These findings are consistent with the existing literature, which indicates that clinical learning environments are related to students' motivation levels, although the strength of this relationship may vary. Similarly, it has been reported that students who experience mobbing in clinical settings suffer a negative impact on their motivation and professional awareness (31). According to a study, medical students' enthusiasm and desire rise as their clinical education level rises, their team and workflow integration is guaranteed, and aspects like career exploration and self-directed learning are encouraged (32). According to another study, clinical educators' duties, the clinical setting, and the emotions of first-time nursing students all have a big impact on their motivation (33).

When the Motivation Resources and Problems Scale was compared with the Clinical Learning Experience Perception Scale of Midwifery Students, weak positive correlations were identified with the Clinical Learning Environment Skill Development sub-dimension, the Clinical Learning Environment Midwifery Care Philosophy sub-dimension, the Midwife Instructor Effect Skill Development sub-dimension, and the Midwife Instructor Effect Midwifery Care Philosophy sub-dimension. These weak correlations indicate that while instructor-related

and clinical environment factors are associated with motivation, they may not fully explain variations in students' motivational levels. Studies investigating the effects of instructors on the motivation of midwifery and nursing students show that the attitudes of instructors towards students and the support they provide play an important role in students' academic achievements and motivations. In the study of Chipeta and colleagues (2021), it was stated that the interest and indifference behaviors shown by faculty members towards students have a significant impact on students' learning processes, personal well-being, and patient care skills. In the study of Saeedi and Parvizi (2019), the majority of nursing students believe that faculty members play an important role in increasing or decreasing academic motivation. As leaders and role models for students, faculty members play a key role in students' education and attitude change. This situation makes faculty members an important factor in increasing students' academic motivation. Participants believe that organizing educational workshops in the areas of building effective relationships with teaching and students will empower faculty members, increase teaching performance, and enhance student motivation (34, 35). In another study, it was revealed that instructors' teaching approaches significantly influence students' learning experiences, which may, in turn, be associated with variations in students' motivation levels, confirming the importance of faculty members in influencing students' motivation and drive in the current study (36).

Conclusion

This study looks at the connection between clinical learning experiences for midwifery students and sources of motivation, offering crucial hints to improve the efficacy of learning procedures. The findings indicate that especially intrinsic motivation positively influences clinical learning experiences. Improving the efficacy of educational procedures can be greatly aided by creating techniques to raise students' intrinsic motivation in clinical learning settings. In this regard, more thorough studies and research on the impact of

interventions that boost intrinsic motivation on students' clinical learning experiences may be crucial measures to improve educational quality. Additionally, developing strategies to eliminate negative motivational factors and reduce these factors has the potential to improve the quality of educational processes. In future studies, it is recommended to evaluate various interventions aimed at increasing students' motivation levels and their effects on clinical learning experiences.

The study's strengths and limitations

This study is the first to identify the connection between clinical learning experiences and motivational factors for midwifery students, offering crucial hints to improve the effectiveness of learning procedures. It is crucial to remember that the study's statistics are based on self-reporting and are restricted to two institutions and the study's time frame.

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