

Relationship Between Personality Traits and Professional Readiness of Nursing Students: A Descriptive Study*

Hemşirelik Öğrencilerinin Kişilik Özellikleri ile Mesleki Hazır Oluşlukları Arasındaki İlişki: Tanımlayıcı Bir Çalışma

Tuba Çatak¹, Filiz Coşkun², Derya Gündüz Hoşgör³

¹Department of Nursing, Faculty of Health Sciences, İstanbul Gedik University, İstanbul, Türkiye

²Department of Medical Services and Techniques, Hamidiye Health Services Vocational School, Health Sciences University, İstanbul, Türkiye

³Faculty of Medicine Training and Research Hospital, Uşak University, Uşak, Türkiye

*This article is orally presented as a proceeding at the 3rd National Nursing Management Congress, held in İstanbul between September 9-11, 2023.

Cite as: Çatak T, Coşkun F, Gündüz Hoşgör D. Relationship between personality traits and professional readiness of nursing students: a descriptive study. Journal of Health and Nursing Management. 2025;12(1):33-43.

DOI: 10.54304/SHYD.2025.63496

Abstract

Aim: This study aimed to examine the relationship between the personality traits of senior nursing students and their perceptions of professional readiness in the distance education process.

Method: This descriptive and correlational study was conducted with 315 senior nursing students, who were reached using the snowball sampling method between March 28 and July 30, 2023. Data were collected online using the Descriptive Information Form, the Nursing Professional Readiness Perception Scale and the Ten-Item Personality Inventory. Descriptive statistical methods (Percentage, Mean, Standard Deviation), Independent samples t-test, One-Way Analysis of Variance, and Pearson Correlation analyses were used for data analysis.

Results: It was determined that 56.8% of the students participating in the study reported that the courses completed through distance education negatively affected their professional readiness, and 65.7% were not willing to choose the nursing profession again. It was found that the students' perceptions of professional readiness were at a high level, and when their personality traits were evaluated, the highest average score was obtained from the openness to experience subscale. In addition, statistically significant relationships were found between the Ten-Item Personality Inventory and the sub-dimension scores of the Nursing Professional Readiness Perception Scale ($p < 0.05$).

Conclusion: It was determined that senior nursing students' perceptions of professional readiness in the distance education process were at a high level and there was a significant relationship between their perceptions of professional readiness and personality traits.

Keywords: Personality traits, professional readiness, nursing students.

Öz

Amaç: Bu çalışmada, uzaktan eğitim sürecinde hemşirelik son sınıf öğrencilerinin kişilik özellikleri ile mesleki hazır oluşluk algıları arasındaki ilişkinin incelenmesi amaçlanmıştır.

Yöntem: Tanımlayıcı ve ilişki arayıcı tipteki bu çalışma, 28 Mart-30 Temmuz 2023 tarihleri arasında kartopu örnekleme yöntemi ile ulaşılan 315 hemşirelik son sınıf öğrencisi ile yürütülmüştür. Veriler öğrencilerden, "Tanıtıcı Bilgi Formu, Hemşirelikte Mesleki Hazır Oluşluk Algısı Ölçeği ve On-Maddeli Kişilik Ölçeği kullanılarak çevrim içi olarak toplanmıştır. Verilerin analizinde tanımlayıcı istatistiksel yöntemler (Yüzde, Ortalama, Standart Sapma), Bağımsız örneklem t testi, Tek Yönlü Varyans analizi ve Pearson Korelasyon analizleri kullanılmıştır.

Bulgular: Çalışmaya katılan öğrencilerin %56.8'inin uzaktan eğitim olarak tamamlanan derslerin mesleğe hazır oluşluklarını olumsuz etkilediğini bildirdiği ve %65.7'sinin hemşirelik mesleğini tekrar seçmek istemediği belirlenmiştir. Öğrencilerin mesleki hazır oluşluk algılarının yüksek düzeyde olduğu, kişilik özellikleri değerlendirildiğinde en fazla puan ortalamasının deneyime açıklık alt boyutuna ait olduğu belirlenmiştir. Ayrıca 10 Maddelik Kişilik Ölçeği ile Hemşirelikte Mesleki Hazır Oluşluk Algısı Ölçeği alt boyut puanları arasında istatistiksel olarak anlamlı ilişkiler bulunmuştur ($p < 0.05$).

Corresponding author / Sorumlu yazar: Tuba Çatak ▪ tuubacatak@gmail.com

Recieved / Geliş: 01.09.2024 ▪ **Accepted / Kabul:** 12.04.2025 ▪ **Published Online / Online Yayın:** 30.04.2025

Sonuç: Hemşirelik son sınıf öğrencilerinin uzaktan eğitim sürecinde mesleki hazır oluşluk algılarının yüksek düzeyde olduğu ve mesleki hazır oluşluk algıları ile kişilik özellikleri arasında anlamlı bir ilişki olduğu belirlenmiştir.

Anahtar Sözcükler: Kişilik özellikleri, mesleki hazır oluşluk, hemşirelik öğrencileri.

Introduction

Nursing is a profession in which theoretical knowledge and practical skills are combined. Nursing education is a process that requires the acquisition of planned, theoretical knowledge and practical skills aimed at providing students with professional competences along with practical roles (Yıldız and Karagözoğlu, 2024). In clinical practice training, which is an important part of this process, students have the opportunity to learn through integrating their theoretical knowledge and skills in a real environment (Arslan Yürümezoğlu and Kocaman, 2024).

Following the declaration of the COVID-19 pandemic on March 11, 2020, and the February 6 Kahramanmaraş earthquake, education and training activities were affected along with the social outcomes, and the distance education method was started to be applied (Yıldız and Karagözoğlu, 2024). In accordance with the compulsory distance education decision made twice in the last four years, the practical education of nursing students in Türkiye was suspended or restricted, and their theoretical courses were deprived of traditional face-to-face education. During the COVID-19 pandemic, it is known that there were problems in conducting applied courses with the distance education model and that the compulsory distance education applied had negative effects such as limitations in the processing of application-oriented subjects, decrease in educator-student interaction, inability to solve learning difficulties immediately, and decrease in socialization (Kozan et al., 2021; Kürtüncü and Kurt, 2020). In addition, studies showed that the pandemic led to an increase in negative feelings and anxiety levels of nursing students towards the profession, as well as a reluctance to pursue a nursing career in the future (Cici and Yilmazel, 2021; Manzanares et al., 2021). Although they reached the graduation stage through experiencing an intense clinical practice after distance education, it was considered that this situation may have affected the professional readiness of nursing students (Yıldız and Karagözoğlu, 2024). Evaluating the professional readiness of nursing students before graduation and providing support through training and education (Wolff et al., 2010) will shorten the process of shock of realness, while preventing the extension of orientation and adaptation processes at their workplace (Laflamme and Hyrkas, 2020).

Professional readiness includes the concepts of professional knowledge, skills, communication, critical thinking, professionalism and conscientiousness (Tarhan and Yıldırım, 2021). Studies conducted in Türkiye showed that professional readiness of nursing senior students before the pandemic was higher compared to after the pandemic (Öztürk et al., 2022; Tarhan and Yıldırım, 2021). These finding were considered to be associated with insufficient or short-term intense clinical practice training of nursing senior students during the distance education process. Personality traits are as important as education in terms of professional readiness. In this context, personality traits such as self-efficacy, emotional support systems and emotional intelligence stand out as critical facilitating factors in professional readiness (Dudley et al., 2020; Hurley et al., 2020). Personality traits are said to be important in improving the performance and quality of care provided to patients in the nursing profession (Gözel et al., 2017), and personality traits such as responsibility and rationality are emphasized (Alquwez et al., 2023). It is suggested that personality traits in nursing students have important relationships with compliance with professional standards, and it is even suggested that personality traits should be evaluated as the basic standard in the employment of new students in nursing (Jasemi et al., 2020).

Accordingly, understanding the effects of this process and personality traits of nursing senior students, who continued their educational processes mainly through distance education, on their professional readiness was considered important for the education of a qualified nurse workforce to benefit patients in the future, providing safe and high-quality patient care.

Method

Aim and Type of the Research: This descriptive and correlational study was conducted to examine the relationship between personality traits and perceptions of professional readiness of senior nursing students who mainly received distance education.

Research questions: The following questions were sought to be answered in the research:

What are the personality traits of senior nursing students?

- What is the level of perceptions of senior nursing students about their professional readiness in the distance education process?
- What is the relationship between the personality traits of senior nursing students and their perceptions of professional readiness in the distance education process?

Time and Place of Research: The study was conducted between March 28 and July 30, 2023, with senior students studying in the field of nursing in Türkiye.

Population and Sample of the Research: The population of the research consisted of senior students (fourth-year students) enrolled in undergraduate nursing programs at universities in Türkiye. Since the number of these students, that is, the size of the population was unknown, sample size was calculated using the sampling calculation formula developed by Kotrlik et al. (2001). The sample size was found to be at least 384 people to make statistical estimates within the 95% confidence interval with an unknown population and a 5% sampling error. The data were collected using the snowball sampling method, and the sample consisted of fourth-year nursing students who voluntarily agreed to participate in the study, as well as their peers from different universities who were also in the final year of their nursing education.

Inclusion criteria for the study:

- Being a student in the last year (fourth year) of a nursing undergraduate program at a university in Türkiye.
- Volunteering to participate in the study.

Exclusion criteria for the study:

- Being in the last year of nursing undergraduate education, but having interrupted or frozen nursing education.
- Completing incomplete or incorrect questionnaires during the data collection process.

Data Collection Method and Tools: The data were collected online from 315 nursing students who were reached using the snowball sampling method and agreed to participate in the research. Due to the nationwide effects of the Kahramanmaraş-based earthquake, which was declared as a level three emergency by the World Health Organization (WHO), distance education was started to be applied in educational institutions in Türkiye. The online survey method was used to collect the data since there were some obstacles to access the participants. In data collection, the questionnaires prepared using Google Forms were delivered to the participants through different channels (e-mail, WhatsApp). In this process, faculty members and lecturers working in the nursing departments of universities in different provinces in Türkiye were contacted, and they were asked to forward the survey link to senior nursing students. In addition, the participants were asked to share the survey link with senior nursing students around them.

The “Descriptive Information Form”, the “Ten-Item Personality Inventory” and the “Nursing Professional Readiness Perception Scale” were used in the collection of research data.

Descriptive Information Form: The form prepared by the researchers consisted of 8 questions about the demographic and professional characteristics of nurses. The descriptive information form includes statements regarding age, gender, marital status, type of school, status of choosing nursing again, effect of the courses completed through distance education on professional readiness, overall weighted grade point average at the end of the seventh semester and lessons taken by participants via distance education.

The Ten-Item Personality Inventory: The scale was developed by Gosling et al. (2003) and adapted to Turkish by Atak (2013). The scale, consisting of 10 items, measures five important personality traits: openness to experience (5, 10), agreeableness (7, 2), emotional stability (9, 4), conscientiousness (3, 8) and extroversion (1, 6). It is of Likert type with seven degrees and there are two items in each subscale. Cronbach's alpha reliability coefficient of the subscales varies between 0.81 and 0.86 (Atak, 2013).

The Nursing Professional Readiness Perception Scale: The scale was developed by Tarhan and Yıldırım (2021) to determine the professional readiness perceptions of nursing senior students. It consists of 15 items and three subscales: professional adaptation (1, 2, 7, 8, 9), communication and cooperation (3, 10, 11, 12, 13, 14, 15) and professional competence (4, 5, 6). The scale is of five-point Likert type (1=Strongly Disagree, 5=Strongly Agree), and there are no negative statements. The calculation of the scale and subscale scores is performed by dividing the total score obtained from the entire scale and subscales by the number of items. The lowest score to be obtained from the entire scale and each subscale is one, and the

highest score is five points. A high average score obtained from a subscale is interpreted as a high level of perception of professional readiness in the relevant subscale. In the adaptation study, Cronbach's alpha internal consistency coefficient of the scale is reported to be 0.90 in the total scale, while it is 0.81 in the professional adaptation subscale, 0.86 in the communication and cooperation subscale, and 0.82 in the professional competence subscale (Tarhan and Yıldırım, 2021).

Data Evaluation: The data were analyzed using IBM SPSS 25 program. The descriptive data were analyzed with frequency, percentage, average, standard deviation, minimum, maximum. Independent group t test was performed for the analysis of two-group comparisons, and one-way variance analysis was performed for the analysis of more than two-group comparisons. Pearson correlation analysis was used to determine the relationship between the variables. The internal consistency of the surveys was calculated with Cronbach's alpha coefficient.

Ethical Aspect of the Research: The ethics committee approval of the research was obtained from the Ethics Committee of Human Research of Istanbul Gedik University (Date: 28.03.2023, Number: 285471). After providing information about the purpose of the study for senior nursing students included in the sample, the participants who volunteered to participate were required to sign an Informed Consent Form.

Limitations: The results of this study are limited to the findings obtained from the sample included in the study. The present results cannot be generalized to the entire population. In addition, the self-report method of data collection involves the possibility that participant responses may be subject to social desirability effects. This may have a limiting effect on the validity of the findings. Moreover, the calculated sample size could not be reached due to students who declined to participate, limited digital access, and connection issues, resulting in a small sample size.

Results

Table 1. Distribution of descriptive characteristics of nursing students (N:315)

Characteristics	n	%
Age [2.83 (SD=1.73); min.: 21, max.: 32]		
Gender		
Female	287	91.1
Male	28	8.9
Marital status		
Married	1	0.3
Single	314	99.7
Institution		
Public	206	65.4
Foundation	109	34.6
The status of choosing nursing again		
Yes	108	34.3
No	207	65.7
The effect of the courses completed through distance education on professional readiness		
Positive	46	14.6
Negative	179	56.8
None	90	28.6
The overall weighted GPA at the end of the seventh semester (Mean=2.89, SD=0.52; min.: 2, max.: 3.86)		

The average age of senior nursing students participating in the research was 22.83 (SD=1.73), while the minimum age was 21 and the maximum age was 32. It was found that 91.1% of the students were female, 99.7% were single, 65.4% were studying at public universities, 50.8% were staying in dormitories and 99% were not working. In addition, 56.8% of the students stated that the courses completed through distance education negatively affected their professional readiness, and 65.7% stated that they would not choose the nursing profession again. When the students' GPA at the end of the seventh semester was examined, it was found to be 2.89 (SD=0.52), with a minimum of 2 and a maximum of 3.86 (Table 1).

Table 2. Lessons taken by participants via distance education (N:315)

Lessons Taken via Distance Education System			n	%
Fundamentals of Nursing	Theoretical lesson	Yes	215	68.3
		No	100	31.7
	Laboratory and clinical practices	Yes	97	30.8
		No	218	69.2
Internal Diseases Nursing	Theoretical lesson	Yes	187	59.4
		No	128	40.6
	Laboratory and clinical practices	Yes	88	27.9
		No	227	72.1
Surgical Diseases Nursing	Theoretical lesson	Yes	186	59.0
		No	129	41.0
	Laboratory and clinical practices	Yes	89	28.3
		No	226	71.7
Women's Health and Diseases Nursing	Theoretical lesson	Yes	150	47.6
		No	165	52.4
	Laboratory and clinical practices	Yes	100	31.7
		No	215	68.3
Child Health and Disease Nursing	Theoretical lesson	Yes	150	47.6
		No	165	52.4
	Laboratory and clinical practices	Yes	99	31.4
		No	216	68.6
Mental Health and Disease Nursing	Theoretical lesson	Yes	182	57.8
		No	133	42.2
	Laboratory and clinical practices	Yes	52	16.5
		No	263	83.5
Public Health Nursing	Theoretical lesson	Yes	198	62.9
		No	117	37.1
	Laboratory and clinical practices	Yes	84	26.7
		No	231	73.3
Management in Nursing	Theoretical lesson	Yes	259	82.2
		No	56	19.8
	Laboratory and clinical practices	Yes	51	16.2
		No	264	83.8
Education in Nursing	Theoretical lesson	Yes	226	71.7
		No	89	28.3
	Laboratory and clinical practices	Yes	52	16.5
		No	263	83.5

It was determined that the theoretical, laboratory, and clinical practice components of the participants' main vocational courses were completed through distance education. Among these courses, the nursing management course had the highest proportion of its theoretical component completed via distance education (82.2%). The courses with the highest proportion of laboratory and clinical practice components conducted through distance education were Women's Health and Diseases Nursing (31.7%) and Pediatric Health and Diseases Nursing (31.4%) (Table 2).

Table 3. Examination of the Ten-Item Personality Inventory scores of nursing students (N:315)

Subscales of the Ten-Item Personality Inventory	Mean (SD)	Min.-Max.	Cronbach's Alpha
Openness to experience	4.41 (1.14)	2-7	0.724
Agreeableness	3.96 (1.28)	2-7	0.698
Emotional stability	4.33 (1.17)	2-7	0.745
Conscientiousness	3.93 (0.92)	2-7	0.786
Extroversion	4.09 (1.09)	2-7	0.801
Overall - Cronbach's alpha			0.746

Max.: Maximum; Min.: Minimum; SD: Standard Deviation.

When the subscale score averages of the Ten-Item Personality Inventory were examined, "openness to experience" (Mean=4.41, SD=1.14) and "emotional stability" (Mean=4.33, SD=1.17) were found to be higher compared to the other subscale averages. Cronbach's alpha internal consistency coefficient of the scale was found to be 0.74. Cronbach's Alpha values among the subscales ranged between 0.69 and 0.80. (Table 3).

Table 4. Examination of nursing students' Nursing Professional Readiness Perception Scale scores (N:315)

Subscales of the Nursing Professional Readiness Perception Scale	Mean (SD)	Min.-Max.	Cronbach's Alpha
Professional adaptation	3.94 (0.65)	2-5	0.80
Communication and cooperation	4.32 (0.44)	3-5	0.79
Professional competence	3.72 (0.83)	2-5	0.77
Overall - Cronbach's alpha			0.870

Max.: Maximum; Min.: Minimum; SD: Standard Deviation.

When the subscale and the total score averages of the Nursing Professional Readiness Perception Scale were examined, the average score of the professional adaptation subscale was 3.94 (SD=0.65), while it was 4.32 (SD=0.44) for communication and cooperation, 3.72 (SD=0.83) for professional competence, and 4.07 (SD=0.48) for the entire scale. Cronbach's alpha internal consistency coefficient of the scale was found to be 0.87. Cronbach's Alpha values among the subscales ranged between 0.77 and 0.80 (Table 4).

Table 5. Examination of the relationship between the Nursing Professional Readiness Perception Scale and the subscales of the Ten-Item Personality Inventory (N:315)

		Professional adaptation	Communication and cooperation	Professional competence
Openness to experience	r	-0,396**	0,183**	-0,477**
	p	0,000	0,001	0,000
Agreeableness	r	-0,023	0,483**	-0,050
	p	0,689	0,000	0,376
Emotional stability	r	-0,457**	0,030	-0,038
	p	0,000	0,598	0,505
Conscientiousness	r	0,014	0,177**	0,292**
	p	0,810	0,002	0,000
Extroversion	r	-0,140*	0,020	-0,048
	p	0,013	0,720	0,397

*p<0.05, **p<0.01

Although not shown in the table, no difference was found between the Ten-Item Personality Inventory and the subscales of the Nursing Professional Readiness Perception Scale and the descriptive characteristics of the students such as age, gender, marital status, institution (public or foundation), and working status.

Statistically significant relationships were found between the subdimension scores of the Ten-Item Personality Inventory and the Nursing Professional Readiness Perception Scale. A negative significant relationship was detected between Openness to experience and the subdimension scores of Professional adaptation and Professional competence, while a positive significant relationship was identified with the Communication and cooperation subdimension score. A positive significant relationship was also found between Agreeableness and the Communication and cooperation subdimension score. Moreover, a positive significant relationship was identified between Conscientiousness and both the Communication and cooperation and Professional competence subdimension scores. Lastly, a negative significant relationship was detected between Emotional stability and Extroversion with the Professional adaptation subdimension score (Table 5).

Discussion

This study was conducted to examine the relationship between personality traits and perceptions of professional readiness of senior nursing students who received education mainly through distance education in line with the distance education decisions taken in Türkiye after the COVID-19 pandemic and the February 6 Kahramanmaraş earthquake.

The COVID-19 pandemic is known to cause significant changes and challenges in nursing education that affect students' experiences, emotions and future career decisions (Song et al., 2024). Research showed that these difficulties may have created obstacles in the professional learning and development of students (Hsu and Ho, 2022), and that effort to complete clinical practices and laboratory skills through distance online education was not adequate in the education of nursing students (Kozan et al., 2021). In this study, it was observed that the majority of the students were not willing to choose the nursing profession again (65.7%), reporting that the courses completed through distance education negatively affected their professional readiness (56.8%). Similarly, in a study by Kuleyin and Basaran-Acil (2023), the majority of nursing students (63.1%) stated that vocational courses completed through distance education negatively affected their readiness. The current study findings support other studies that emphasize that distance education is insufficient in preparing nursing students for the profession and that students who receive distance education may generally have low motivation and commitment to their profession (Hsu and Ho, 2022; Kozan et al., 2021; Kürtüncü and Kurt, 2020; Song et al., 2024). In this regard, it is expected that the managers of the health institutions will organize special orientation programs for newly graduated nurses who have graduated through participating in limited laboratory and clinical practice trainings during their education to improve their professional readiness (Dale-Tam and Thompson, 2021).

Personality traits are another important factor, along with education, that influence students' attitudes towards the nursing profession (Efteli et al., 2023). In this study, when the score averages of the Ten-Item Personality Inventory of nursing students were evaluated, the subscales with the highest score average were respectively "openness to experience" and "emotional stability", while the lowest average score was obtained from "conscientiousness". Openness to experience and emotional stability are important personality traits for nurses to provide effective care, and in the current study, the high level of these personality traits reflected nursing students' desire to be open to learning and innovation, as well as their ability to better adapt to dynamic and stressful environments (Ellershaw et al., 2015). Conscientiousness, on the other hand, refers to being hardworking, orderly and systematic (Karadaş et al., 2017). In this study, the fact that this personality trait had the lowest average may be associated with the characteristics of the participants, such as the inability to organize themselves adequately due to lack of self-discipline and energy, and difficulty in creating their own standards (Oyanık, 2021). In other studies conducted on the subject, it was reported that other personality traits were the lowest and highest observed personality traits among nursing students (Aslan et al. 2022; Çayır Yılmaz and Kurtgöz, 2023; İspir et al., 2019; Suprpto et al., 2022). These differences in findings may result from the influence of socio-cultural and environmental factors on personality traits. Previous studies have emphasised that personality traits can be shaped by cultural norms, socialisation processes, and environmental conditions, leading to variations in traits observed across different populations (Schmitt et al., 2007; Soto et al., 2011; Suprpto et al., 2022).

Each profession requires a specific level of knowledge, skills, and personal traits. To be successful, nursing professionals must possess profession-specific knowledge and skills, as well as critical thinking and management abilities to ensure safe and high-quality patient care. Additionally, they need to recognize field-specific medical tools and fulfill nursing roles effectively, demonstrating readiness to practice the nursing profession (Casey et al., 2011). In this study, the Nursing Professional Readiness Perception Scale score of nursing senior students who mainly received distance education for more than one semester was found to be at a high level. In studies conducted in different regions of the world, it was found that senior nursing students had high (Casey et al., 2011; Jamieson et al., 2019; Yıldız and Karagözoğlu, 2024) or moderate levels of perceived professional readiness (Gök-Uğur et al., 2020; Leufer and Cleary-Holdforth, 2020; Tarhan and Yıldırım, 2021). In studies where the same scale was used during the pandemic, it was also determined that the

professional readiness of nursing senior students was at a high level (Özkan; 2022; Öztürk et al., 2022). In addition, in a study conducted by Kuleyin and Basaran-Acil (2023) with senior nursing students who received distance education during the pandemic, it was found that students perceived their readiness for practice at a moderate level. Morrell and Ridgway (2014) reported that teaching staff evaluated nursing students' readiness for the profession at an inadequate level. In this study, the high level of perceived professional readiness was a noteworthy finding since the majority of the students stated that the courses completed through distance education negatively affected their readiness for the profession, and they were not willing to choose the nursing profession again. It is considered that this situation is associated with the fact that the participants' responses may be subjected to social desirability due to the nature of the self-report effects on the study measurements.

Understanding the effects of personality traits on the nursing profession is of great importance in terms of improving the quality of care services provided by nurses to patients and the performance shown in this process (Gözel et al., 2017). It is stated that personality traits such as responsibility and rationality are important factors that stand out in the nursing profession (Alquwez et al., 2023). However, Jasemi et al. (2020) suggested in their study that personality traits in nursing students had important relationships with compliance with professional standards and personality traits should be evaluated as the basic standard in the employment of new students in nursing. In this study, significant relationships were found between the subdimension scores of the Ten-Item Personality Inventory and the Nursing Professional Readiness Perception Scale. The finding that the openness to experience sub-dimension is negatively related to professional adaptation and professional competence, and positively related to communication and cooperation indicates that although open to experience individuals are open to new experiences and different thoughts, they may have difficulty in adapting to existing professional standards and therefore may not feel competent (McCrae & Sutin, 2018). However, openness to experience individuals can effectively use creative thinking and problem solving skills in the areas of communication and cooperation, as they are prone to new ideas and experiences. In the literature, it is stated that this personality trait makes individuals open-minded, empathetic and able to easily understand different perspectives, and therefore they are more effective in teamwork (De Vries, 2013; McCrae and Sutin, 2018). This can be seen as one of the main reasons underlying the support of openness to experience for communication and cooperation. The positive correlation of the agreeableness with communication and cooperation shows that individuals with this personality trait are more adaptable, empathetic and open to cooperation. This may provide important advantages in areas such as teamwork and patient relations in the nursing profession (Graziano and Tobin, 2017). The positive relationship of the conscientiousness sub-dimension with communication and cooperation and professional competence suggests that responsible individuals tend to fulfill their tasks carefully and therefore their perceptions of professional competence may be high (Barrick et al., 2001). In addition, this finding shows that responsible individuals not only tend to fulfill their tasks carefully but also assume a reliable and supportive role in cooperation and teamwork. In the literature, it is stated that responsible individuals are known for their reliability and discipline within the organization, and these characteristics strengthen communication and cooperation within the team (Barrick et al., 2001; Costa and McCrae, 2008; Yazıcı, 2021). The negative relationship between the emotional stability and extroversion sub-dimensions and professional adaptation suggests that individuals with low emotional stability and extroversion may have difficulty in professional adaptation in stressful or challenging situations. Individuals with low emotional stability may have difficulty in controlling their emotional reactions in stressful situations, which may negatively affect their professional adaptation. Extraverted individuals may have difficulty in managing their internal resources in stressful environments because they spend more energy on social interactions (Sartık and Ballı, 2020). This is considered an important factor in high-stress professions such as nursing. No study was found in the literature examining the relationship between personality traits with professional readiness perception variables, and the findings obtained in the current study emphasized the importance of personality traits in increasing the professional readiness of nursing students. In this regard, it was considered that nurses' perceptions of professional readiness could be increased by developing and supporting personality traits that increased professional readiness in training and professional development programs.

Conclusion and Recommendations

Participants had high levels of perceptions of vocational readiness and openness to experience personality traits. In addition, significant positive relationships were found between personality traits and perceptions of professional readiness. Moreover, it was determined that the majority of the students indicated that the courses completed through distance education negatively affected nursing students' professional readiness, and that they were not willing to choose the nursing profession again.

In accordance with these results, it is recommended to adopt approaches that will improve the perception of professional readiness by taking into account the personality traits of nursing students, to increase practical applications that reinforce their theoretical knowledge, such as pre-graduation clinical field studies, laboratory and simulation applications, in addition to nurse managers organizing orientation programs specific to these newly graduated nurses in the institutions where they start their career.

Author Contribution: The authors confirm contribution to the paper as follows; study conception: TÇ; design: TÇ, FC, DGH; data collection: TÇ, DGH; analysis and interpretation of results: TÇ, DGH; draft manuscript preparation: TÇ, FC, DGH. All authors reviewed the results and approved the final version of the manuscript.

Ethics Committee Approval: İstanbul Gedik University Human Research Ethics Committee approval was obtained (Date: 28.03.2023 - Number: 285471).

Conflict of Interest: The authors declare that there is no conflict of interest.

Funding: The authors declare that the study has no financial support.

Informed Consent: Informed consent of the participants were obtained.

Yazarlık Katkısı: Yazarlar makaleye katkılarını şu şekilde beyan etmektedir; çalışma fikri: TÇ; tasarımı: TÇ, FC; DGH; veri toplama: TÇ, DGH; sonuçların analizi ve yorumlanması: TÇ, DGH; aday makalenin hazırlaması: TÇ, FC; DGH. Tüm yazarlar sonuçları gözden geçirdi ve makalenin son halini onayladı.

Etik Kurul Onayı: İstanbul Gedik Üniversitesi İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır (Tarih: 28.03.2023 - Karar No: 285471).

Çıkar Çatışması: Yazarlar herhangi bir çıkar çatışması olmadığını beyan ederler.

Finansal Destek: Yazarlar çalışmanın finansman desteği olmadığını beyan ederler.

Katılımcı Onamı: Katılımcıların bilgilendirilmiş onamları alınmıştır.

References

- Alquwez, N., Cruz, J. P. & Balay-odao, E. (2023). Assessing the psychometric properties of the Arabic version of the Nursing Practice Readiness Scale among Saudi nursing students. *PLOS ONE*, 18(7), e0289088. <https://doi.org/10.1371/journal.pone.0289088>
- Arslan Yürümezoğlu, H. & Kocaman, G. (2024). Türkiye’de hemşirelik eğitiminin 2015-2023 yılları arası güncel durumu. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 17(1), 148–160. <https://doi.org/10.46483/deuhfed.1279205>
- Aslan, K. S. Ü., Cantekin, I. & Tar, E. (2022). Hemşirelik öğrencilerinin kişilik özelliklerinin yeme davranışları üzerine etkisi. *Yükseköğretim ve Bilim Dergisi*, 12(1), 69–75. <https://doi.org/https://doi.org/10.5961/higheredusci.958398>
- Atak, H. (2013). On-Maddeli Kişilik Ölçeği’nin Türk Kültürü’ne uyarlanması. *Nöro Psikiyatri Arşivi*, 50(4), 312–319. <https://doi.org/10.4274/npa.y6128>
- Barrick, M. R., Mount, M. K. & Judge, T. A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next?. *International Journal of Selection and Assessment*, 9(1-2), 9-30. <https://doi.org/10.1111/1468-2389.00160>
- Casey, K., Fink, R., Jaynes, C., Campbell, L., Cook, P. & Wilson, V. (2011). Readiness for Practice: The Senior Practicum Experience. *Journal of Nursing Education*, 50(11), 646–652. <https://doi.org/10.3928/01484834-20110817-03>
- Cici, R. & Yilmazel, G. (2021). Determination of anxiety levels and perspectives on the nursing profession among candidate nurses with relation to the COVID-19 pandemic. *Perspectives in Psychiatric Care*, 57(1), 358–362. <https://doi.org/10.1111/ppc.12601>
- Costa, P. T. & McCrae, R. R. (2008). The revised neo personality inventory (neo-pi-r). *The SAGE Handbook of Personality Theory and Assessment*, 2(2), 179-198. <https://doi.org/10.4135/9781849200479.n9>
- Çayır Yılmaz, M. & Kurtgöz, A. (2023). Hemşirelik öğrencilerinin kişilik özellikleri ile hemşirelik mesleğine yönelik tutum ve algıları arasındaki ilişki. *Artuklu International Journal of Health Sciences*, 3(2), 188–195. <https://doi.org/10.58252/artukluder.1285920>
- Dale-Tam, J. & Thompson, K. (2021). Nursing orientation during the COVID-19 pandemic. *Journal for Nurses in Professional Development*, 37(4), 216–219. <https://doi.org/10.1097/NND.0000000000000754>
- De Vries, R. E. (2013). The 24-item brief HEXACO inventory (BHI). *Journal of Research in Personality*, 47(6), 871-880. <https://doi.org/10.1016/j.jrp.2013.09.003>
- Dudley, M., Khaw, D., Botti, M. & Hutchinson, A. F. (2020). The relationship between the undergraduate clinical learning environment and work readiness in new graduate nurses: A pre-post survey study. *Nurse Education Today*, 94, 104587. <https://doi.org/10.1016/j.nedt.2020.104587>
- Efteli, E., Yaman, A. & Orun Kavak, H. (2023). Determining the attitudes of nursing students towards the nursing profession. *Turkish Journal of Health Science and Life*, 6(1), 1–7. <https://doi.org/10.56150/tjhs.1187323>

- Ellershaw, J., Fullarton, C., Rodwell, J. & McWilliams, J. (2016). Conscientiousness, openness to experience and extraversion as predictors of nursing work performance: A facet-level analysis. *Journal of Nursing Management*, 24(2), 244–252. <https://doi.org/10.1111/jonm.12306>
- Graziano, W. G. & Tobin, R. M. (2017). Agreeableness and the five factor model. In T. A. Widiger (Ed.), *The Oxford handbook of the five factor model*, (pp. 105-131). Oxford, UK: Oxford University Press.
- Gosling, S. D., Rentfrow, P. J. & Swann, W. B. (2003). A very brief measure of the Big-Five personality domains. *Journal of Research in Personality*, 37(6), 504–528. [https://doi.org/10.1016/S0092-6566\(03\)00046-1](https://doi.org/10.1016/S0092-6566(03)00046-1)
- G k U ur, H., Orak, O. S. & Tekg l, A. T. (2020). Readiness of final year nursing students for the profession and the affecting factors: Eastern Black Sea Region Sample. *Samsun Sa lık Bilimleri Dergisi*, 5(2), 143–151. <https://doi.org/10.47115/jshs.770942>
- G zel, G., Atmaca, G. D. & Durat, G. (2017). Hem relerin ki ilik  zellikleri ile i  performansları arasındaki ili kinin de erlendirilmesi. *Kocaeli  niversitesi Sa lık Bilimleri Dergisi*, 3(1), 11–16. <https://doi.org/10.30934/kusbed.359177>
- Hsu, P. T. & Ho, Y. F. (2022). Effects of online teaching during the COVID-19 pandemic on nursing students' intention to join the nursing workforce: A cross-sectional study. *Healthcare*, 10(8), 1461. <https://doi.org/10.3390/healthcare10081461>
- Hurley, J., Hutchinson, M., Kozlowski, D., Gadd, M. & Van Vorst, S. (2020). Emotional intelligence as a mechanism to build resilience and non-technical skills in undergraduate nurses undertaking clinical placement. *International Journal of Mental Health Nursing*, 29(1), 47–55. <https://doi.org/10.1111/inm.12607>
-  spir,  ., Elibol, E. & S nmez, B. (2019). The relationship of personality traits and entrepreneurship tendencies with career adaptability of nursing students. *Nurse Education Today*, 79, 41–47. <https://doi.org/10.1016/j.nedt.2019.05.017>
- Jamieson, I., Sims, D., Basu, A. & Pugh, K. (2019). Readiness for practice: The views of New Zealand senior nursing students. *Nurse Education in Practice*, 38, 27–33. <https://doi.org/10.1016/j.nepr.2019.05.007>
- Jasemi, M., Cheraghi, R., Azimzadeh, R. & Namadi, F. (2020). The relationship between personality characteristics and adherence to professional values among nursing students. *Nursing and Midwifery Studies*, 9(1), 29. https://doi.org/10.4103/nms.nms_28_19
- Karada , A., Duran, S. & Kaynak, S. (2017). Hem relik  rencilerinin kariyer planlamaya y nelik g r  lerinin belirlenmesi. *S leyman Demirel  niversitesi Sa lık Bilimleri Dergisi*, 8(1), 1-8. <https://doi.org/10.22312/sdusbed.224956>
- Kotrl k, J. W. K. J. W. & Higgins, C. C. H. C. C. (2001). Organizational research: Determining appropriate sample size in survey research appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.
- Kozan, E. H., Colak, M. & Demirhan, B. S. (2021). Distance education in the COVID-19 pandemic: Reflections on nursing education. *Journal of Education and Research in Nursing*, 18(Supp1), S60–S64. <https://doi.org/10.5152/jern.2021.79084>
- Kuleyin, B. & Basaran-Acil, S. (2023). The Turkish version of the Casey-Fink Readiness for Practice Scale: A validity and reliability study. *Nurse Education in Practice*, 70, 103667. <https://doi.org/10.1016/j.nepr.2023.103667>
- K rt nc , M. & Kurt, A. (2020). COVID-19 pandemisi d neminde hem relik  rencilerinin uzaktan e itim konusunda ya adıkları sorunlar. *Avrasya Sosyal ve Ekonomi Ara tırmaları Dergisi*, 7(5), 66–77.
- Laflamme, J. & Hyrkas, K. (2020). New graduate orientation evaluation: Are there any best practices out there?: A Scoping Review. *Journal for Nurses in Professional Development*, 36(4), 199–212. <https://doi.org/10.1097/NND.0000000000000642>
- Leufer, T. & Cleary-Holdforth, J. (2020). Senior nursing students' perceptions of their readiness for practice prior to final year internship. *Dimensions of Critical Care Nursing*, 39(2), 81-90. <https://doi.org/10.1097/DCC.0000000000000407>
- Manzanares, I., Sevilla Guerra, S., Lombr a Mencia, M., Acar-Denizli, N., Miranda Salmer n, J. & Martinez Estalella, G. (2021). Impact of the COVID-19 pandemic on stress, resilience and depression in health professionals: a cross-sectional study. *International Nursing Review*, 68(4), 461–470. <https://doi.org/10.1111/inr.12693>
- McCrae, R. R. & Sutin, A. R. (2018). A five-factor theory perspective on causal analysis. *European Journal of Personality*, 32(3), 151-166. <https://doi.org/10.1002/per.2134>
- Morrell, N. & Ridgway, V. (2014). Are we preparing student nurses for final practice placement? *British Journal of Nursing*, 23(10), 518–523. <https://doi.org/10.12968/bjon.2014.23.10.518>
- Oyan k, M. (2021). Afet y netimi  rencilerinin empati d zeyleri ile ki ilik  zellikleri arasındaki ili kiler: G m  hane  niversitesi  rne i. *The Journal of International Scientific Researches*, 6(2), 123–136. <https://doi.org/10.23834/isrjournal.896696>
-  zkan, F. (2022). Covid-19 salgını s recinde int rn hem relerde genel  zyeterlilik ve mesleki hazırolu luk durumu. *Journal of Social Research and Behavioral Sciences*, 8(16), 79–92. <https://doi.org/10.52096/jsrbs.8.16.5>
-  zt rk, P.  ., Dil, S. & Yildırım, T. (2022). Hem relikte farklı e itim sistemlerinin stres, mesleki hazırolu luk ve mobil  renme a ısından kar ıla tırılması. *Balıkesir Sa lık Bilimleri Dergisi*, 12(3), 611-619. <https://doi.org/10.53424/balikesirsbd.1071311>
- Sart k, H. & Ballı, A.  . K. (2020). Ki ilik  zelliklerinin kariyer uyum yetene ine etkisi:  niversite  rencileri  zerine bir ara tırma. *Osmaniye Korkut Ata  niversitesi İktisadi ve İdari Bilimler Fak ltesi Dergisi*, 4(1), 68-86.

- Schmitt, D. P., Allik, J., McCrae, R. R. & Benet-Martínez, V. (2007). The geographic distribution of Big Five personality traits: Patterns and profiles of human self-description across 56 nations. *Journal of Cross-Cultural Psychology*, 38(2), 173-212. <https://doi.org/10.1177/0022022106297299>
- Song, M., Zhang, L., Ji, Q., Ji, P., Xu, J., Chen, Y. & Guo, L. (2024). Nursing students' emotions, educational concerns, and the impact of study careers and professional futures during the COVID-19 pandemic: a cross-sectional study. *BMC Medical Education*, 24(1), 278. <https://doi.org/10.1186/s12909-024-05231-6>
- Soto, C. J., John, O. P., Gosling, S. D. & Potter, J. (2011). Age differences in personality traits from 10 to 65: Big Five domains and facets in a large cross-sectional sample. *Journal of Personality and Social Psychology*, 100(2), 330-348. <https://doi.org/10.1037/a0021717>
- Suprpto, S., Linggi, E. B. & Arda, D. (2022). Personality characteristics of nursing students with stress perception in clinical practice in the era Covid-19 pandemic. *Journal of Positive Psychology and Wellbeing*, 6(1), 534–538.
- Tarhan, M. & Yıldırım, A. (2021). Development of Nursing Professional Readiness Perception Scale. *Sağlık ve Hemşirelik Yönetimi Dergisi*, 8(1), 1-11. <https://doi.org/10.5222/SHYD.2021.05025>
- Wolff, A. C., Pesut, B. & Regan, S. (2010). New graduate nurse practice readiness: Perspectives on the context shaping our understanding and expectations. *Nurse Education Today*, 30(2), 187–191. <https://doi.org/10.1016/j.nedt.2009.07.011>
- Yazıcı, A. Ş. (2021). Öğretmenlerin kişilik özellikleri ile mesleki profesyonelliği arasındaki ilişki. *MANAS Sosyal Araştırmalar Dergisi*, 10(4), 2107-2122. <https://doi.org/10.33206/mjss.908249>
- Yıldız, E. & Karagözoğlu, Ş. (2024). Determination of professional readiness and perceived stress levels of graduation nursing students mainly taking distance education: A descriptive study. *Türkiye Klinikleri Journal of Nursing Sciences*, 16(1), 178–186. <https://doi.org/10.5336/nurses.2023-99938>