

ORIGINAL ARTICLE

Nursing Student Freshers' Satisfaction of Orientation Education

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Abstract

Objective: The aim of this study is to evaluate the satisfaction of the orientation program which is given to Near East University Faculty of Nursing's freshers.**Methods:** The freshers of the Near East University Faculty of Nursing (N=160) constitute the universe of the research, and the sample of the research consists of volunteer students (n=140). Data were collected through a questionnaire survey form which is composed of 20 questions that include 10 questions pertaining to sociodemographic characteristics and 10 questions pertaining to the orientation training satisfaction level. SPSS 21.0 statistical program was used for statistical analysis and the data were shown as number, percentage, average, and standard deviation and evaluated by the chi-square test.**Results:** The average age of students was $x = 19.7 \pm 1.9$; the research comprises 41.4% of male students and 58.6% of girl students and 82.1% were seen coming from Turkey. About 89.0% of the girl students (n=73) indicated that generally orientation education ($\chi^2 = 6.313$; $p = .012$) was sufficient and 85.4% (n=70) of the girl students specified that Near East University promotion was successful. In addition, 81.7% of the male students (n=67) found the promotion of university facilities ($\chi^2 = 5.707$; $p = .017$) to be sufficient.**Conclusion:** In conclusion, it was determined that the students were highly satisfied with the orientation education and that this education should be continued in the coming years.**Keywords:** Orientation training, nursing, university integration

Introduction

The word orientation, which originates from French, is used in the sense of "orienting, adapting, educating on a subject," according to the Turkish Language Association. The Arabic origin word "adaptation," which is used in the same sense, means "to keep up with the environment or a new condition" (TDK, 2020). Orientation training programs are carried out in different areas such as orientation to a machine, work, institution, school, and hospital (Karakaş, 2014; Tiyek, 2014; Yücel et al., 2013). Orientation programs in the field of education aim to facilitate the emotional, social, and academic adaptation of newly enrolled students in different age groups (Özkan, 2010).

University education coincides with the late adolescence period and creates different expectations in students (Özgüven, 1992). For some students, this process opens the door to the profession or a certain university they dream of from an early age, while for others, it is considered as the road to adulthood and freedom, proving that they can stand on their own feet, away from the family and the environment they are used to (Bülbül & Güvendir, 2014).

While many students may have a successful adaptation process, many may experience loss of academic performance because they cannot adapt to this process. In the studies, it was determined that students who experienced incompatibility encountered problems such as loneliness, depression, and difficulty in establishing social relationships (Erişti & Coşkunserçe, 2017; Sapranaviciute et al., 2011). Another important issue is the problems that negatively affect their economic situation, such as the fees/fees paid to the university, the inability to receive a scholarship, and the high cost of books, courses, and tools (Ceyhan, 2006). Students are concerned about education and training, such as syllabus and content, course/class passing scores, course selection—exemption status, horizontal and vertical transfer opportunities, study environments, and using the library, and they need information about the disciplinary rules and regulations of the university (Akhan et al., 2018; Aladağ, 2009).

Nursing students receive intensive and comprehensive education from their first year at university. In this process, due to the intensity of the theoretical courses, it may seem

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that they do not have enough time to adapt to the university (Beydağ et al., 2008).

On the other hand, students may feel tensed and anxious as they experience new situations such as entering the hospital environment as a caregiver for the first time and participating in patient care, apart from intensive theoretical courses. All these factors may cause nursing students to experience adjustment problems in both academic and clinical environments. For this reason, dropping out of school and absenteeism may occur due to problems such as the problem of adapting to the social environment and lessons, loneliness, and difficulty in establishing social relationships (Ross et al., 2022).

The emergence of these problems may lead to alienation from nursing education or to absenteeism (Atay & Yılmaz, 2011). Therefore, it may lead to not fulfilling the roles expected from nursing students. Nurses are expected to learn the roles and functions that they will use in their professional lives, starting from their student days at the faculty (Erdemir, 1998). The fact that they are sufficiently equipped with the professional consciousness that was founded during their student years will also positively affect the nursing profession (Beydağ et al., 2008).

For the reasons listed above, orientation training enables students to adapt to new conditions more easily, to cope with the difficulties they will encounter, and to make them realize the opportunities of the university, campus, faculties, and the city in a short time and in the early period. It also gives them the opportunity to plan and implement their university life in accordance with their goals and objectives (Kutlu, 2004). These trainings will accelerate the adaptation process of students both living in the city where the university is located and coming from other cities and countries (Akhan et al., 2018; Erişti & Coşkunserçe, 2017).

The aim of this study is to determine the first-year nursing faculty students' satisfaction levels of the orientation training named "Welcome to Our University."

Research Questions

The research questions about the orientation training given to first-year nursing students are as follows:

- What are the satisfaction levels?
- Are demographic characteristics effective on satisfaction levels?

Main Points

- Orientation education facilitates students' adaptation to university.
- Students' early adaptation to university through orientation education affects their success in their courses.
- Freshers have detailed information about social opportunities and courses, thanks to the orientation education.

Methods

Type of Study

This study was conducted as a quasi-experimental study with a post-test design.

Place and Time of the Study

The research was carried out in the first week of October with first-year students who came to the Turkish Republic of Northern Cyprus (TRNC), Near East University (NEU) Faculty of Nursing in the 2019–2020 academic year.

Population and Sample of the Study

The population of the research consisted of freshly enrolled students ($N=160$) in the first year of NEU Faculty of Nursing. In the study, it was aimed to reach the entire universe without sampling selection. The students ($n=140$) who volunteered to participate in the study and were at school that day constituted the sample.

Content and Implementation of the Orientation Training

Before the research, three meetings were held with the participation of the dean of the NEU Faculty of Nursing, the assistant deans, and the researcher. In these meetings, the place, time, content of the training, and the personnel to participate in the training were determined, and the program was finalized.

Orientation Training Content

The program consists of three parts.

First part. This part constitutes the general information about the geography of the TRNC, its administration, its neighbors, and the history of NEU.

Second part. This part constitutes the history of NEU Faculty of Nursing, academic staff, introduction of faculty members, Erasmus opportunities, student clubs, congress, panel participation opportunities, student counseling, academic success of the student, course registration times, attendance, credit calculation, and passing the class.

Third part. This part constitutes, for the social lives and personal needs of the students, transportation to the university, cafeterias, suitable locations in the city for shopping, student accommodation opportunities, how to reach institutions such as the hospital/police in a possible emergency or problem, what to do, traffic differences (TRNC traffic flows from the left), entry permit (immigrant) to the country as a student, and customs/insurance registration (e.g., phone and automobile).

Implementation of Orientation Training

Orientation training was announced to faculty members and students 1 week in advance through student advisors and class representatives. The training was carried out in an environment where all faculty members of the faculty of nursing attended at the specified date, place, and time.

First of all, the dean of the NEU Faculty of Nursing delivered a "Welcome to Our School" speech, which lasted about

10 minutes, to the students. Then, the researcher made a 45-minute barco vision (e.g., slide and video) presentation. At the end of the presentation, an interactive discussion was held for 15 minutes using the “question–answer” method for the subjects that the students were curious about or did not understand.

In the last part of the orientation training, NEU Faculty of Nursing faculty members and assistants introduced themselves personally and professionally, conveying their best wishes to the students and welcoming the profession. It is aimed that students see a member of the nursing profession from all levels (e.g., master, doctorate, lecturer, and dean) as a “role model.” The presentation which is present to students. has been added to the web page of the faculty for the students who could not attend the training for various reasons.

Data Collection

Data were collected through the “Orientation Training Satisfaction Questionnaire.” This form was created by the researcher by examining the literature and consists of two parts (Akhan et al., 2018; Aladağ, 2009; Yücel et al., 2013). The forms were evaluated by the researcher, who was an expert in three fields (one Public Health Nursing associate professor, one specialist, and one surgical nursing professor), and necessary arrangements were made in line with his suggestions. This form consists of two parts:

The first part: It consists of 10 questions prepared to determine the sociodemographic characteristics of the students (e.g. age, gender, and graduated school).

The second part: Orientation Training Satisfaction Questionnaire consists of 10 questions prepared to evaluate the participants about the orientation training; it is aimed to get their information and opinions about the orientation training content, the duration of the training, and the scope of the training. Visual analog line scales (10 cm long straight line, divided into equal intervals of 1 cm, starting point 0 = not satisfied at all, end point was rated as 10 = very satisfied). With this scale, the satisfaction of the students was evaluated as both the average score and the categorical (0–5 points = not satisfied, 6–10 points = satisfied).

The data were collected in the form of “self-report” in approximately 10 minutes at the end of the orientation training.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences package program version 21.0, with 95% CI and 0.05 margin of error. For descriptive data, number, percentage, mean and standard deviation, and chi-square test were used to compare categorical variables.

Ethical Aspect of the Study

Ethics committee approval was obtained from the NEU Scientific Ethics Committee (YDU/2019/73-894) and institutional permission from the NEU Faculty of Nursing. Verbal consent was obtained from the students participating in the study.

Limitations of the Study

The results obtained are limited to the first-year students of NEU Faculty of Nursing.

Results

From Table 1, it can be inferred that the mean age of the students is $x=19.7 \pm 1.9$; 58.6% ($n=82$) are female and 82.1% ($n=115$) are from Turkey. It was observed that 75.5% of the students ($n=105$) lived in the city center for the longest time. When the school they graduated from was examined, it was determined that 56.4% ($n=79$) graduated from Anatolian High School and 95.7% ($n=134$) did not have any health problems.

From Table 2, it can be inferred that 80.7% ($x=7.93 \pm 2.4$) of the students said that orientation training should be done in the coming years, 80.1% ($x=8.11 \pm 2.2$) were generally satisfied with the orientation training. Students; 75.7% ($x=8.53 \pm 2.4$) and NEU 82.1% ($x=8.53 \pm 2.4$) stated that they were satisfied with the promotion of NEU Faculty of Nursing. However, 25.7% ($x=7.93 \pm 2.5$) of the students were not satisfied with the department where the social and academic opportunities of the university were introduced. It was also determined that 88% ($x=7.41 \pm 1.9$) of the students were satisfied with the duration of the orientation training and 88.6% ($x=8.41 \pm 1.9$) with the time of the education.

As can be seen from Table 3, some sociodemographic characteristics of the students (e.g., age, gender, nationality, longest place of residence, and high school from which they graduated) and their satisfaction with orientation training were compared, and a statistically significant difference was found only in the variable of gender and nationality ($p < .05$).

Table 1.
Distribution of Some Sociodemographic Characteristics of the Students Participating in the Orientation Training

		n	%
Age	Mean \pm SD=19.7 \pm 1.9 (minimum=17, maximum=28)		
Sex	Woman	82	58.6
	Male	58	41.4
Nationality	TR	115	82.1
	TRNC	22	15.7
	Other (Kazakhstan, Turkmenistan)	3	2.1
Longest living place	City	105	75.0
	Bay	26	18.6
	Town	9	6.4
Graduated high school	Anatolian High School	79	56.4
	Vocational and Technical Anatolian High School	26	18.6
	Health vocational high school	13	9.3
	Other	22	15.7
Health problem	No	134	95.7
	Yes	6	4.3

Note: TRNC=Turkish Republic of Northern Cyprus; TR=Republic of Turkey.

Table 2.
Evaluation of the Orientation Training Program

Content of Orientation Training		Percentage Values of Education and Average Score			
		n	%	Mean \pm SD	Minimum-maximum
Orientation training should be done	No	27	19.3	8.31 \pm 2.4	0-10
	Yes	113	80.7	7.93 \pm 2.4	0-10
In general, the content of the training is sufficient	No	25	17.9	7.72 \pm 2.2	0-10
	Yes	115	82.1	8.11 \pm 2.2	2-10
The department introducing the university is sufficient	No	34	24.3	7.41 \pm 2.4	0-10
	Yes	106	75.7	8.53 \pm 2.4	3-10
The department introducing the Faculty of Nursing is sufficient	No	25	17.9	8.43 \pm 2.1	2-10
	Yes	115	82.1	8.31 \pm 2.1	0-10
The department that introduces the academic-social opportunities of the university is sufficient	No	36	25.7	7.93 \pm 2.5	0-10
	Yes	104	74.3	7.72 \pm 2.5	0-10
The duration of the training is sufficient	No	16	11.4	8.11 \pm 1.9	2-10
	Yes	124	88.6	7.41 \pm 1.9	0-10
Appropriate time for training	No	16	11.4	8.53 \pm 1.9	3-10
	Yes	124	88.6	8.41 \pm 1.9	2-10

In terms of gender variable, 89.0% ($n=73$) of female students and 72.4% ($n=42$) of male students found the presentation content to be sufficient ($\chi^2=6.313, p=.012$). As for the promotion of the university, 85.4% ($n=70$) of the female students and 62.1% ($n=36$) of the male students found it sufficient ($\chi^2=10.027, p=.002$).

About 84.7% ($n=100$) of the students who are from Turkey and 59.1% ($n=13$) who are from TRNC students stated that orientation training is necessary ($\chi^2=7.840, p=.005$). In addition, 91.5% ($n=108$) of the students from Turkey found the education period to be sufficient, while only 72.7% ($n=16$) of the students from the TRNC found it to be sufficient ($\chi^2=6.473, p=.001$). 92.4% ($n=109$) students from TRNC and 68.2% ($n=15$) of students from Turkey ($\chi^2=8.368, p=.004$) stated that the presentation time was appropriate.

Discussion and Conclusion

In general, orientation training enables individuals to adapt to the new environment in a short time and more easily and aims to protect them against risks (Sevim & Yalçın, 2006). In particular, it helps students who start university in another

city or country to continue their daily and academic lives without any problems as soon as possible (Aladağ, 2009).

NEU is the first private university of the TRNC, which provides education in Turkish and English, and hosts approximately 30,000 students from 118 countries on the same campus (NEU, 2019). The first-year students of the Turkish department of the NEU Faculty of Nursing who participated in this study mostly came from Turkey (82.1%). According to a study, when students' success in the university exam and the type of high school they graduated from are examined, it is seen that private high schools are in the majority, state high schools are in the second place, and vocational high schools are in the last place (Sevim & Yalçın, 2006). More than half of the students who graduate from NEU are from Anatolian High School. Even though they have similar educational backgrounds, students from different socioeconomic and cultural backgrounds on the same campus experience different levels of orientation problems. It is evaluated that orientation training in the content that takes into account the student's characteristics will facilitate adaptation to the university.

In the literature, it is stated that students who come from small cities, towns, and big cities try to get to know the environment by trial and error and experience loss of time and adaptation problems (Sevim & Yalçın, 2006). In Kutlu's study, more than half of the students (64.5%) stated that orientation training is needed in order to get used to the university and its surroundings more easily and to be informed about the dangers, if any, related to the university and the city (74.7%) (Kutlu, 2004). This study, in line with the results of Sevim and Yalçın's study, found that a very high percentage (80.7%) of students found orientation training necessary (Sevim & Yalçın, 2006). With the orientation training in this study, the historical and touristic areas of Cyprus, transportation opportunities to the city, and cafes and shopping centers that are preferred by students in the city are explained. University hospital emergency number (153), police help number, and other emergency numbers were given in case of emergency health problems. This content was created in order to reduce the worries of the students and to provide easy access to the opportunities offered by the environment.

In the literature, students want to open functional "student counseling offices" in their own provinces about their schools (Kutlu, 2004). NEU; with "University Promotion Offices" in the countries where it has taken students and especially in 11 cities in Turkey, students are informed about the university, and even students complete a part of the registration process before they come to the TRNC. In addition, it is ensured that students are met at the airport and come to the campus so that they do not have problems with passport and customs procedures or transportation to the campus during the registration week. This step increases the level of satisfaction as an important and facilitating step in orientation training.

The new and complex nature of the campus life, as well as university life, can pose a problem in students' adaptation

Table 3.
Evaluation of Orientation Training According to Some Sociodemographic Variables

		Sex						Nationality					
		Women		Men				TRNC		TR*			
		n	%	n	%	p*	x ²	n	%	n	%	p*	x ²
Is orientation required?	Yes	67	81.7	46	79.5	.72	0.125	13	59.1	100	84.7	.005	7.840
	No	15	18.3	12	20.7			9	40.9	18	15.3		
Is the presentation content sufficient?	Yes	73	89.0	42	72.4	.012	6.313	17	77.3	98	83.1	.51	0.422
	No	9	11.0	16	27.6			5	22.7	20	16.9		
Is university promotion sufficient?	Yes	70	85.4	36	62.1	.002	10.027	15	68.2	91	77.1	.36	0.805
	No	12	14.6	22	37.9			7	31.8	27	22.9		
Is the introduction of the Faculty of Nursing sufficient?	Yes	68	82.9	47	81.0	.773	0.083	16	72.7	99	83.9	.20	1.578
	No	14	17.1	11	19.0			6	27.3	19	16.1		
Is the promotion of university facilities sufficient?	Yes	67	81.7	37	63.8	.017	5.707	16	72.7	88	74.6	.855	0.033
	No	15	18.3	21	36.2			6	27.3	30	25.4		
Is the presentation duration sufficient?	Yes	74	90.2	50	86.2	.460	0.547	16	72.7	108	91.5	.01	6.473
	No	8	9.8	8	13.8			6	27.3	10	8.5		
Is presentation time enough?	Yes	75	91.5	49	84.5	.201	106	15	68.2	109	92.4	.004	8.368
	No	7	8.5	9	15.5			7	31.8	9	7.6		

*p: chi-square test was applied. *n = 3 other nationalities have been added to TR. Note: TRNC = Turkish Republic of Northern Cyprus; TR = Republic of Turkey.

to the university. In Kutlu's study, students mostly want to be given a layout plan showing the departments and units of the university (94.0%) and a brochure introducing the environment. They want to know the places and directions of important units (Kutlu, 2004). In this study, the university campus, its distance from the city center and the related faculties, departments, places of the university, photocopy, library, and cafeteria were visually introduced to the students and given as a hard copy. The high level of satisfaction of the students with the promotion of NEU (75%) and the NEU Faculty of Nursing (82%) may also be due to other services provided in parallel with the orientation training. Namely, students coming to NEU are welcomed in the student affairs department and are directed to the relevant faculty/unit by giving information about their departments (e.g., location on campus, the name of the department secretary, and phone number). In this study, students coming to the Faculty of Nursing were introduced to their advisors by obtaining their contact information by the faculty secretary. The advisor lecturer, together with the student, decides on course selection and exemptions and provides guidance/consultancy services for individual problems and questions, if any. These services continue until the graduation of the student.

In Şahin et al.'s study, it was stated that university students have high expectations about school, and as they encounter situations that disrupt their adaptation to school, they develop reluctance toward university life, which leads to a decrease in their success (Şahin et al., 2011). Contrary to these results in another study, if orientation training is done at the right time and in the right way, students' adaptation to school increases. Thanks to the education given to them, the

students determined that they could understand the activities of their faculties, that the explanations were sufficient, and that they were satisfied with the education (Sevim & Yalçın, 2006). According to this study, the fact that 80.1% of the students are satisfied with the entire orientation education will positively affect their first impression of the university, thus increasing their satisfaction with the university and its departments.

In this study, the majority of the students partially answered the question, "Did you get enough information about the instructors and courses?" (Sevim & Yalçın, 2006). In another study, students stated the least satisfaction (56.2%) about the history of their schools included in the orientation training, the development since its establishment, and the number of students and instructors recruited to their departments by years (Kutlu, 2004). In this study, it is evaluated that in order to contribute to the career plans of the students and to carry out the activity in a warm environment, the faculty members and staff introducing themselves and their duties in the classroom, communicating with the students face to face and sharing their wishes and expectations, contribute positively to the satisfaction level of the students.

In the study by Aladağ and Tezer, in the orientation training programs, it was stated that students' problems in professional, academic, and interpersonal relations should also be addressed (Aladağ & Tezer, 2007). In this study, the students were satisfied with the fact that, similar to the literature, they did not focus more on social issues such as academic life, course contents and curricula, Erasmus education, and club opportunities. In Özgüven's study, it was stated that orientation training programs should generally be implemented in

the first week of the education period or in the interim times deemed necessary (Özgüven, 2001). In this study, it was observed that both the duration and the time of the orientation training were satisfied at the same rate (88.6%) and similar to the literature (Sevim & Yalçın, 2006). It is considered that the high level of satisfaction is due to the education provided while the students are just enrolled in the school, and its duration is not very long.

In the literature, it has been observed that the gender variable does not make a significant difference in terms of university adjustment (Aktaş, 1997). However, in Öztemel's study, it was determined that the adaptation of Technical Education Faculty students to school life differs according to gender, and the individual adaptation levels of male students are higher than female students (Öztemel, 2010). Similarly, other studies found that male students' personal and general adjustment levels were higher than female students (Aypay et al., 2009; Kızıltan, 1984; Şahin & Tunçel, 2008). In this study, in terms of gender variable, it was observed that female students (89.0%) were more satisfied with the general orientation education and the promotion of NEU than male students, and this result is considered to accelerate the adaptation of female students ($p < .05$).

In the study of Erdoğan et al., when the students' views on the services offered by the university/faculty were examined, the majority stated that the cleaning services were sufficient, while the social activity areas were insufficient (Erdoğan et al., 2005). In the study by Özkan and Yılmaz, the students mostly found the garden and green areas of the school sufficient and the social activity areas insufficient (Özkan & Yılmaz, 2010). In the work by Seher and İlhan, it has been found that the functioning of the information desks, student societies, student affairs, and the promotion of the relevant units and centers of the faculty are insufficient (Sevim & Yalçın, 2006). In this study, female students found the promotion of university facilities sufficient compared to male students (81.7%) ($p < .05$). In addition, the students stated that they were least satisfied (25.7%) with the department where the social and academic opportunities of the university were introduced. This may be due to the fact that students' high expectations about the university are not met, and they have not yet experienced the university opportunities. Students from Turkey are more satisfied with the duration and time of education than TRNC students (89.1%; 92.4%). ($p < .05$).

In the literature, it has been stated that students with low academic success also have high levels of anxiety, less interest in their school, and a high rate of dropping out of university. It was thought that this situation was related to the problem of adaptation to the university (Aladağ, 2009; Sevinç & Gizir, 2014). On the other hand, in the study conducted by Bülbül on university students who dropped out, it was determined that most of the students who dropped out did not experience problems in academic adjustment before university, but they experienced various problems in social adjustment (Bülbül, 2012). In Kutlu's study, it was determined that students coming from outside the province

had higher expectations from orientation training (Kutlu, 2004). In this study, compared to TRNC students, students from Turkey (84.7%) state that orientation training is required at a higher rate and they want it to continue in the coming years ($p < .05$). Orientation education does not only serve to prepare the student for the university environment and the environment, but it is also considered that it will take a step toward leaving the university by reducing their anxiety level and accelerating their academic orientation.

In conclusion, it was determined that the majority of the participants were women from Turkey, and most of the participants stated that orientation training should be done and found the content and duration of this orientation training sufficient. On the other hand, it is understood from the fact that students from Turkey state that they need more orientation training. The majority of the students found the time and duration of the orientation training sufficient, and female students and students from Turkey were more satisfied with the orientation training.

At the end of this study, it is recommended that the rector, faculty deans and faculty members participate in the "orientation week" activities to be held before the academic year. In addition, it is recommended to carry out the activities at necessary intervals and to cover the upper classes, to enrich them with on-site visits to the library, sports facilities and social and cultural areas where students and their families will participate, and to prepare brochures that will inform students throughout the school years by evaluating the orientation training as a process.

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