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Views of generation Z nurse candidates on their willingness to work in featured services in hospitals: A qualitative study

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Abstract

The aim of this study is to identify the willingness of generation Z nursing students to work in the specialized units, as well as their views about these units, and to find answers to issues such as which units they want to work in and why. In this study, the phenomenological design of the qualitative research method was used. The purposive sampling technique was preferred in the sample selection of the study. The sample consisted of 16 students who completed their internal medicine nursing course and continued their education in the second year at Adiyaman University Faculty of Health Sciences. A semi-structured 13-item interview form was used as a data collection tool. The content analysis technique was used to analyze the data. Following the analysis, seven sub-themes were obtained. In the study, seven sub-themes were determined including explaining the reasons for specialized units, willingness to work in specialized units, choosing a particular specialized unit, getting support in deciding on the specialized units, the contribution of nursing education to deciding on the specialized units, research for specialized units, and physical opportunities in the specialized units. In accordance with the determined sub-themes, it was concluded that Z-generation nursing students desired to work in specialized units due to their professional development, improved patient care, more economic income, less violence towards healthcare workers in these units, as well as being informed by the lecturers, and sufficient physical opportunities.

Keywords: Generation Z, nursing, student, risky units, specialized units, qualitative study

Introduction

As the most significant services in the delivery of health care, hospitals are at the heart of the service. Hospitals are among the health facilities where healthcare professionals, mostly nurses, work extensively and in shifts since they provide continuous health care services. Nurses may work in a service at the request of hospital administration or a supervisor, in a service where the nursing workforce is insufficient, in a service that is suitable for their professional experience, in a service where their certificate is legitimate, or in different services upon their own demands. Nurses, as is well known, play a crucial role in the delivery of health care services. Furthermore, both physician and patient play the sole intermediate role within the scope of health care services [1]. Nurses in the health system are not only competent in determining the requirements needed in the present system,

but they also raise the quality of health care services, train the patient or employee, and have the functions of consultant, coordinator, and researcher. These competencies indicate that nurses concentrate primarily on the philosophy and function of care although they may also focus on different fields. This instance demonstrates that nurses may fulfil their duties in quite different work areas [2]. Nursing, as is well known, is the most significant and fundamental component of health care and the health team. In this context, it is critical to offer nursing services in an effective and efficient manner [3]. In this scope, the first specialization steps toward nursing were taken in 2011 as a consequence of technological advancements in health services and innovations in health systems in Türkiye [4]. In this respect, the abundance of services where nurses as a qualified workforce would be employed necessitates hospital administrations to

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make a certain planning. Surely, planning with the workforce, performance, experience, and legal regulations is effective in boosting the efficiency of hospital and improving the service quality. In Türkiye, featured services are defined by regulation in order to make optimal use of nurse manpower [4]. These services primarily include emergency rooms, intensive care services, and operating theatres.

Among the generations, the generation Z individuals who have just begun or will soon begin their business life comprise a generation that was born in 1995 and later and is defined as “I-Generation,” “Internet Generation,” “Next Generation,” and “Network Generation” [5]. Dolot, on the other hand, defined the generation Z as people born after 2000 who grew up with high technological opportserviceies [6]. In the literature, there are studies that define the generation Z as people born in 2003 and later [7]. When the life-styles and views of the people from the generation Z are examined, the individuals of that generation were reported to be born and grow up in technology, to be collaborative, to spend the majority of their time at home, to dislike crowds to favor technological tools. Computers to books, and to prefer writing to talking in communication [8].

Determining the wishes of nursing students who are currently continuing their education within the scope of generation Z to work in special services and their views on these services is of critical importance for this generation of employees who will just start their working life. This generation of nurses is expected to make significant contributions to the planning of nurse manpower in the future by determining willingness to work in featured services, as well as answers to questions such as which services they want and why. Furthermore, it was aimed to conduct different studies with different sample groups based on the findings of this study.

Objectives

The aim of this study is to identify the willingness of the generation Z nursing students to work in the featured services, as well as their views about these services, and to find answers to issues such as which services they want to work in and why.

Material and Methods

Design

Qualitative research method was used in this study. This study was conducted with in-depth interview.

Sample group

Purposive sampling has been preferred more for in-depth examination of the persons or events that participated in the study rather than generalizing the findings of qualitative studies to the population [9]. In this study, the purposive sampling technique was preferred in accordance with the nature of the qualitative study. The sample group comprised 16 students who completed their internal medicine nursing course and continued their education in the second year at Adıyaman University, Faculty of Health Sciences in Türkiye. The students were selected by randomization. A planning was designed to interview one out of

every five students on the student list. The students who declined to participate in the study were excluded. Since the sample size is described in the literature for qualitative studies as the repetition of data and the degree of saturation in data collection, data collection was maintained in this study until data repeated. The sample consisted of 16 students including 12 female students and 4 male students.

Setting and time of the study

The interview technique, which is one of the qualitative data collection methods, was used to collect the data. Participants were interviewed between 01 February 2022 and 30 March 2022 to collect data. All of the interviews took place at the meeting hall of X University Faculty of Health Sciences and lasted for around 40 minutes.

Data collection tools

"Semi-structured interview form" was used as the data collection tool in this research. In order to prepare the semi-structured interview form, literature was investigated [10-12]. The form has a total of 13 questions. During the preparation stage, attention was made to ensure that the questions were clear and easy to understand.

The deficiencies of the interview form were resolved based on feedback from experts in order to ensure the validity of the interview forms in terms of comprehensibility and adequacy. In order to clearly understand the thoughts of the participants, questions, such as “why, how, what exactly did you mean, explain” were included in addition to the interview form questions (Table 1).

Table 1. The interview questions of the study

Question-1	Can you explain the characteristics of risky services/special services in the hospital?
Question-2	When you start nursing, why do you desire to work in featured services?
Question-3	Could you explain?, When you start nursing, in which featured services do you desire to work?
Question-4	Could you explain?, Who motivated you in deciding on the featured services you desire to work in?
Question-5	What contributions have these people made to you?
Question-6	Can you explain how the nursing education you received contributed to your decision on the featured services you desire to work in?
Question-7	Do you do research to improve yourself for the featured service in which you desire to work? Could you explain?
Question-8	What physical opportserviceies would you want to have in the featured services you desire to work in? Could you explain?

Data analysis

Content analysis is the technique of systematically summarizing and categorizing words or phrases that represent the content of a text on a topic and creating codes within the rules previously established by the researchers [13]. The content analysis method was used to analyze the answers given by the participants to the

questions on the interview form in the study [14]. The interviews were first transcribed. After listening to the interviews, the transcripts were read to get an idea about the content. A service of analysis consists of transcripts of speech whose semantic services include words, sentences, and paragraphs. Semantic services are groups of words or sentences. Sentences that give the same meaning or are somehow related to the same concept are coded by condensing semantic services. The codes are compared with each other and divided into more abstract categories according to their similarities. Finally, the categories were compared with each other and divided into higher categories [15].

The researchers transcribed the collected data following the interview. The collected data were analyzed using the content analysis technique. The content analysis technique is described into six stages. These are 1- practicing with the data, 2- creating the initial codes, 3- searching for the themes, 4- reviewing the themes, 5- defining and naming the themes, and 6- producing the report.

The researchers reviewed all of the interviews after the data was transcribed to attain a sense of the general content of the text. The text in each content is divided into services as meaning. Each service consists of many words, phrases, or paragraphs that are linked by content and context. Services having the similar meaning were labelled and coded. The codes were interpreted to compare differences and similarities, yielding seven sub-themes. Finally, the theme of “The effects of nursing education of the generation Z nurse candidates on working in featured services” was established by merging the categories.

Ethical considerations

An institutional permission from Adiyaman University Faculty of Health Sciences Nursing Department and ethics committee approval from Adiyaman University Social and Human Sciences Ethics Committee were obtained to conduct the study. Furthermore, consent was sought from each person to participate in the study and to be audio recorded throughout the interview after explaining the objective and significance of the study to each participant prior to the interview. The confidentiality principle was respected in the presentation of data collected from the participants, and a code beginning with “P” was employed as an abbreviation of the word “person” for each participant without disclosing a name. The participants were assigned P1, P2, ..., P15, and P16 codes, respectively.

Results

In this section, categories were developed based on the responses to the questions posed to nursing students. Table 2 shows the findings related to the personal characteristics of the students. “What effect does nurse education have on the willingness to work in the featured services in generation Z nurse candidates?”. is the question of the research. Based on this question, the theme "The effects of nursing education on working in featured services of generation Z nurse candidates" was obtained. Table 2 shows the socio-demographic data of the participants. Table 3 shows the findings of the questions posed to the participants.

Table 2. Socio-demographic characteristics of the students nurses

		N
Age		20±0.966
Gender	Female	12
	Male	4
Motivation to choose the nursing department	No	9
	Yes	7
Satisfaction with studying nursing	Satisfied	14
	Dissatisfied	2
Knowing the specialized units in the hospital	Yes	16

Table 3. The effect of education given to the students on working in specialized units

Sub-themes	Code	N
*Explaining the reasons for specialized units	Presence of people with serious illness	9
	Presence of an infectious disease	2
	Presence of the risk of infection	8
Motivation to work in specialized units	Professional development	10
	Improved patient care	3
	Economic reasons	2
	Less violence towards healthcare workers	1
	Operating theatre	2
Choosing a particular specialized unit	Inpatient psychiatry service	1
	Intensive care	5
	Angiography unit	2
	Palliative medicine	1
	Emergency room	4
	Organ and tissue transplantation unit	1
	Delivery room	1
	Neonatal unit	1
	Internet	2
	Teaching staff	4
Getting support in deciding on the specialized units	A nurse working in the specialized unit	7
	Social media	1
	Internship in the specialized unit	1
	Physician	2
	Individual research	1
Contribution of nursing education to deciding on the specialized units	Having knowledge of the operation of the specialized unit	6
	Better learning the working system of specialized units	3
*Research for specialized units	Internet	10
	Social media	9
	Library	1
	Attendance in the symposiums	4
Physical opportunities in the specialized units	Material support	10
	Sterility assurance	4
	Safety	2

*Multiple options were selected

Explaining the reasons for featured services

Half of the students responded in this category, which was intended to assess nursing students' ability to describe the reasons for featured services, stated that the disease infection risk of patients treated in these services is high. P-14 said following expressions for this matter: *"It is critical for each service to protect the ill person from risks such as infection. However, in terms of transmission route, this service is one of the settings that might be deemed riskier for both patients and healthcare personnel than others. Patient care takes precedence above all other departments."* Furthermore, almost half of the students stated that patients in featured services suffered from serious illnesses. P-4 expressed her/his viewpoint as follows: *"...since it accommodates patients with more serious conditions, needing more care, and more severe patients compared to the patients of other services in the hospital."* Based on this, it appears that nursing students are aware of the significance of the services provided in featured services. Furthermore, some students (P-7, P-11) claimed that featured services are featured due to the presence of patients with infectious illnesses.

Willingness to work in featured services

The theme of "willingness to work in featured services" was established with regard to the question, *"When you start nursing, why do you desire to work in featured services?"* *"Could you explain?"* The codes "professional development, improved patient care, economic reasons, and less violence towards healthcare workers" were prepared under this category.

The majority of participants claimed in this category, which was established to determine why nursing students would choose featured services after starting the profession, that they would develop professionally. While P-1 said following expressions for this matter: *"I believe these services can help me develop professionally."* *"Because these services are harder to accomplish and provide more career opportunities than other services. The harder I succeed, the easier it will be in other services."*, P-12 expressed following views, *"First and foremost, I believe that all nurses should work in one of these services at some point in their careers. They are services that should be worked, particularly at a young age. Working at a young age is beneficial for both the nurse and the patient since there are overcrowded and bustling services."* Furthermore, some of the students expressed that they could provide better care to patients in these locations. P-13 stated following views in this regard: *"These services are important for me to further improve myself as well as to be able to provide closer care to patients."* Another reason is that violence towards healthcare professionals, which has increased recently, is either less or hardly ever in featured services." The statements of the students suggested that the featured services have specific working conditions, which significantly contributed to the students' choice of these fields. Furthermore, some of the students stated that for economic reasons, they would prefer featured services. P-11 stated following views, *"This is the*

period of economy, livelihood. A featured service will incur extra earnings. In addition to the extra payment, I was aware of these departments when preferring nursing."

Choosing a particular featured service

The category of "choosing a particular featured service" was established with regard to the question, *"When you start nursing, in which featured services do you desire to work?"* *"Could you explain?"*. The codes "Operating Theatre, Inpatient psychiatry service, Intensive Care, Angiography service, Palliative medicine, Emergency Room, Organ and tissue transplantation service, Delivery room, and Neonatal service" were obtained under this category.

Some of the participants claimed in this category, which was established to determine which featured services nursing students would prefer after starting their profession, that they desired to work in the emergency room and operating theatre. In this regard, P-15 expressed following opinion, *"Since the emergency room is where the first intervention is undertaken, it offers a positive experience setting for nurses. For example, it is critical to offer the best care possible to a patient who has been injured in a traffic accident in a timely manner. Based on her experience, a nurse working in an emergency room implements the best method to act in such a case. Therefore, I desire to work in the emergency room."*, while P-7 made following remark, *"The operating theatre. Because blood, which most people are terrified to see, appears more often in the operating theatre. I want to overcome my fear of blood and observe how damage to people's organs is repaired; I believe the operating theatre will help me with this since even the slightest detail teaches a lot, from a simple procedure to major surgeries in the operating theatre atmosphere."* Based on this, it appears that the services in which students desire to work are those that provide care to different patients.

Getting support in deciding on the featured services

The category of "getting support in deciding on the featured services" was established with regard to the question, *"Who motivated you in deciding on the featured services you desire to work in? What contributions have these people made to you?"*. The codes "Internet, Teaching staff, Nurse working in the featured service, Social media, Internship in the risk service, Physician, and Individual research" were established under this category. When they decided to work in the featured service, around half of the students got support from the nurses who worked there. P-2 expressed following thoughts in this regard, *"The COVID-19 pandemic, in addition to the significance and complexity of the duties of the nurses working in the intensive care service, particularly in the context of this pandemic, were effective in deciding on this service. A further justification for my decision is that intensive care nursing requires a significant number of duties, authority, and responsibilities, and therefore not preferred much."* In addition, the teaching staff influenced some of the students when they decided to work in the featured

service. P-5 expressed following thoughts in this regard, *"During the time that our lecturer spent in the internal medicine course discussing nursing care for the heart and circulatory system, I became even more interested in and curious about this topic. I had already had a particular interest in this service; for instance, I was affected by videos of surgical procedures on the heart and circulatory system that were posted on social media when I sometimes watched them."*

Contribution of nursing education to deciding on the featured services

The category of *"contribution of nursing education to deciding on the featured services"* was established with regard to the question, *"Can you explain how the nursing education you received contributed to your decision on the featured services you desire to work in?"* The codes *"Having knowledge on the operation of the featured service, and Better learning the working system of featured services"* were established under this category.

Some of the students claimed in this category, which was established to determine the contribution of nursing education to deciding on working in the featured services, that this education had made a significant contribution to their knowledge of the featured service. P-3 expressed following thoughts, *"...I learned how to respond to situations I met for the first time, as well as about the diseases prevalent in the department."* Furthermore, some of the students claimed that the education they received as a result of their decision to work in the featured service contributed to their better understanding of the working systems. P-10 explained following thoughts in this regard by saying, *"Of course, we hear it in our minds just as much as we do from our lecturers, but since we experience it one-on-one during the internship, we are better able to anticipate their challenges and why they are risky. In summary, we can visualize in our minds what might happen with the education that we receive."* It appears that the education received by the students in the courses influenced their willingness to choose featured services.

Research for featured services

The category of *"research for featured services"* was established with regard to the question, *"Do you do research to improve yourself for the featured service in which you desire to work? Could you explain?"*. The codes *"Internet, social media, library and attendance in the symposiums"* were established under this category.

The majority of students claimed that they conducted their research on featured services using the internet and social media. P-2 explained following thoughts in this regard by saying, *"... use the publications related to this service, some nursing pages, web pages of hospitals and health-related information on these pages, resources that I can use from libraries and these resources in my research in order to see especially nursing practices in social media, and review and read published articles about diseases that I am curious about..."* while P-8 expressed following

thoughts, *"I began my research on the internet, and then, after I began studying nursing, I got information from people around me who were working as nurses."* Furthermore, some students claimed that they got informed by attending the symposiums. P-9 expressed following thoughts in this regard by saying, *"...There were occasions when I attended online seminars hosted by the Association of Student Nurses, as well as following Facebook and Instagram pages, and I received certificates as a consequence."* According to this data, given the generation of the students, it appears that they typically do research on internet-based apps.

Practical opportserviceies in the featured services

The category of *"practical opportserviceey in the featured services"* was established with regard to the question, *"What practical opportserviceies would you want to have in the featured services you desire to work in? Could you explain?"* The codes *"Material support, sterility assurance, and safety"* were established under this category.

The majority of the students stated that there should be material support in featured services. P-6 explained following thoughts on this subject, *"...I would like to have more material possibilities and a more comfortable working environment. Because the job you undertake might frequently exhaust you out, you may need an environment where you can rest comfortably. Furthermore, you should always have the means to practically ensure sterility..."* Furthermore, some participants stated that sterility and safety should be maintained in featured services. P-16 mentioned following opinions, *"...Large sanitary elevators should be installed at locations that are not often accessed by various persons. Precautions should be taken based on the risks associated with each service. For example, appropriate mask precautions, high protective gloves, etc. should be supplied for the covid pandemic clinics. There should be button-shaped structures closer to the patient beds, partitioned based on the patient's problem."* Based on this, it was observed that the students had concerns about the lack of materials and sterility in the featured areas.

Discussion

The present study, entitled *"Views of generation Z nurse candidates on their willingness to work in featured services in hospitals: A qualitative study,"* was planned as a qualitative study to determine the desires of the students of the generation Z, who continue their nursing education, to work in the featured services, as well as their views on these services. Under the study, 16 students were interviewed and their views were taken under six sub-themes.

Explaining the reasons for featured services

It was observed that most of the students defined featured services as places where patients with serious diseases are present (n=9). This statement of the students accords with especially the definitions and features of intensive care services, emergency services, and palliative care services. Activities related to the

treatment and care of critically ill patients, who often have multiple organ failure, experience various symptoms at the same time, and are sometimes on the verge of death, are carried out in these services. It is known that quality patient care is even more important for critically ill patients who are presumed to die in intensive care, palliative care and reanimation services [16-18].

The study by Özçetin et al., reported that the intensive care service had the highest infection rate (24.7%), and the primary causes of this condition were the multi-organ involvement of the patients who were treated and cared for in the intensive care service, their need for respiratory and circulatory support, and the lack of invasive procedures for these patients compared to those in other services [19]. A publication on the surveillance results of Firat University Hospitals in 2006 reported that the Anesthesia and Reanimation Intensive Care Service was the most frequently infected service, with a rate of 57.1%. The Anesthesia and Reanimation Service was followed by the Cardiovascular Surgery Intensive Care Service (16.3%) [20]. In these studies, infection rates were observed to be high in services that performed multiple medical interventions with multiple organ failure/involvement, as well as those that treated and cared for critically ill patients. While describing the features of these services, our students also mentioned that the risk of infection was high.

In the present study, the data were collected following the internal medicine nursing course. There is a topic for featured services with internal medicine features within the scope of the course. Furthermore, students had the opportunity to see the relevant services during the practice of the course. In general, students who have rotated through the relevant services in practice provided similar feedback to the responsible lecturer of the course. It was determined that the data obtained in the study were also based on the observations of the students.

Willingness to work in the featured services

Based on the responses of students to the theme of willingness to work in the featured services, the codes of professional development (n=10), improved patient care (n=3), economic reasons (n=2) and less violence towards healthcare workers (n=1) were established in the present study.

In a qualitative study on operating theatre nurses, the nurses interviewed perceived being away from the patient/patient relatives as a positive aspect of working in the operating theatre. Given the rising incidence of violence in healthcare, it can be thought that nurses and/or other healthcare workers prefer to be away from patients' relatives and with limited communication with them, which is a desirable option in terms of both employee and patient safety.

There were expressions in the present study that emphasized the significance of students working in featured services with more complicated patients, the need of working in these services for development, and the importance of succeeding in these

services. The students believed that after they have mastered these services, they will be able to work easily in other services.

A study examining the effect of the palliative care course on the knowledge of students in this field reported that 57.7% of the students wanted to provide care to palliative care patients following the palliative care course [21]. Our students claimed that they could provide improved patient care in featured services based on their knowledge of the subject, and hence they wanted to do so.

According to the legislation, featured services, such as emergency rooms and intensive care services, are the services where health personnel incur an extra wage and hence earn relatively higher than other services [22]. The wage is an important indicator of satisfaction in employee satisfaction. In the present study, it was determined that students perceived those services as beneficial in terms of paying additional fees.

Choosing a particular featured service; Getting support in deciding on the featured services

In the present study, it was observed that students preferred intensive care (n=5) and emergency room (n=4) more under the theme of choosing a particular featured service. A limited number of students, on the other hand, responded as the angiography service (n=2), operating theatre (n=2), psychiatric ward (n=1), organ and tissue transplantation service (n=1), delivery room (n=1), and neonatal service (n=1). In this study, data were collected following internal diseases nursing course in the second year. Within the framework of the course, there is a topic for the services with internal medicine features, and also the students had the opportunity to observe the relevant services during the clinical practice of the course. Emergency rooms, intensive care, palliative care, hemodialysis, and bone marrow transplantation services are examples of featured services discussed in the scope of internal diseases nursing course. This finding is supported by the field and persons from whom the student's received support/information in deciding on the featured service in the study. A great majority of the students reported that they obtained information from the nurses in the relevant services and the lecturers.

Contribution of nursing education to deciding on the featured services

In the present study, some of the participants (n=9) described the effect of nursing education in deciding on the featured service under the codes of having knowledge about the operation of the service and better learning its working system.

As noted in the categories of choosing a particular featured service and getting support in deciding on a featured service, the students got informed on these services in the courses they took and in the clinical practices. Students, in particular, stated the significance of clinical practice at this point (P-10). Unfortunately, not all students were given the opportunity to participate in clinical observation and practice in the featured services due

to the reduction of the practice groups as well as the rotational planning on them during the ongoing pandemic period, and the non-admission of students to some services. Therefore, fewer students (frequently practising in related services) expressed their views in this field.

Research for featured services

As it is known, “Generation Z” is defined as individuals who are born in 1995 and later in some studies, whereas other studies define “Generation Z” as those who are born in 2000 and after [5,6]. The characteristics of the generation include growing up in a technological environment, frequently preferring technological tools such as computers and having a tendency of attaching importance to the usage of the internet and social media [8]. A study on smartphone addiction in the generation Z in Türkiye was conducted to investigate how it varies by gender, education level, and socio-economic class. The study reported that university students had greater levels of smartphone addiction than high school students and women had higher levels of smartphone addiction than men [23].

In the present study, the questions were asked to the students with regard to featured services, “*Do you do research to improve yourself for the featured service in which you desire to work? Could you explain?*”, and the codes “Internet, social media, library and attendance in the symposiums” were established under this category. Most of the participants responded that they got information from the internet (n=10) and social media (n=9). It was determined that the nursing students, who participated in the study in parallel with both the generational characteristics and the literature, got information from the internet and used their phones.

Physical opportservicey in the featured services

Patient and employee safety, a critical concept especially in hospitals, is defined as the elimination of factors that jeopardize the safety of employees, patients, and their families in institutions or organizations where healthcare services are delivered, as well as the measures taken by health institutions [24-26]. Examining the patient safety cultures of the employees is a critical stage in the construction and development of the patient safety culture among the employees of the institution [27,28]. Nurses have an active role in the delivery of health services and are in continual communication with patients since they make significant contributions to the establishment, development, and maintenance of patient safety [26,29]. It is possible to believe that the codes established in the category of physical opportservicey in the featured service are to determine the limits for the fundamental issues that may pose a risk in terms of patient and employee safety in the service where the students will work with full safety, sterility, and material support.

Conclusion

In the study in which the desires, expectations, and views of generation Z nursing students to work in the featured services

were investigated, seven sub-themes were determined including explaining the reasons for featured services, willingness to work in the featured services, choosing a particular featured services, getting support in deciding on the featured services, contribution of nursing education to deciding on the featured services, research for featured services, and physical opportservicey in the featured services. In accordance with the determined subthemes, it was concluded that generation Z nursing students desired to work in featured services due to their professional development, improved patient care, more economic income, less violence towards healthcare workers in these services, as well as being informed by the lecturers, and sufficient physical opportserviceies.

Conflict of Interests

The authors declare that there is no conflict of interest in the study.

Financial Disclosure

The authors declare that they have received no financial support for the study.

Ethical Approval

Ethical approval was received from the Adiyaman University Social and Human Sciences Ethics Committee (30/12/2021 & 181) for the carrying out of this study. By explaining the purpose and benefits of the study, written and verbal consents of all the participants were obtained.

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