

to investigate the current practices on clinical mentoring in operating rooms at National Hospital Kandy. The qualitative phase of the study was conducted to explore the experiences on clinical mentoring in operating rooms. Two separate focus group discussions were conducted using an interview guide with seven operating room nurses and six student nurses. Two face-to-face in-depth interviews were conducted with two nursing tutors. Finally, the quantitative findings and qualitative findings were intergrated and presented in a narrative form to gain the deeper understanding of the current clinical mentoring procedure on clinical mentoring of student nurses in operating rooms at National Hospital Kandy.

Results: The reliability of both tools was established by assessing internal consistency by calculating Cronbach's alpha value. It was 0.977 for MCI and 0.917 for OTECT. Operating room nurses were satisfied with their clinical mentoring in operating rooms according to all domains of MCI. Mentoring practice in workplace (mean = 2.26 (0.09)), mentoring practices between the student, teacher and mentor (mean = 2.27 (0.01)), mentor characteristics (mean = 2.37 (0.13)), identifying individual needs of students for mentoring (mean = 2.07 (0.27)), motivation of the mentor (mean = 2.34 (0.10)), supporting the learning process of the student (mean = 2.24 (0.07)), goal orientation in mentoring (mean = 2.19 (0.08)), reflection during mentoring (mean = 2.28 (0.06)), student-centered evaluation (mean = 2.24 (0.05)) and constructive feedback (mean = 2.28 (0.05)).

Student nurses were satisfied with clinical mentoring in operating room according to all domains of OTECT except "presence of negative attitudes towards student" (mean = 2.38 (0.44)). Supervisors' role (mean = 2.78 (0.29)), independent practice (mean = 2.87 (0.14)), assessment and evaluation (mean = 2.80 (0.10)), inter-professional collaboration (mean = 2.98