
Non-Academic Factors and Outcomes on the National Council Licensure Examination for RN's Among Non-Traditional Learners.

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INTRODUCTION

- ❑ Background of the Problem
 - ❑ The population of students pursuing further education has become much more diverse in terms of their demographic, cultural, and ethnic aspects.
 - ❑ Increasing number of new nursing programs
- ❑ Who are Non-Traditional Adult Learners?
 - ❑ Over 25 years old, who did not pursue higher education immediately after graduating from high school.
 - ❑ May or may not continue college studies, and have returned to continue further studies in higher education.
 - ❑ Have family and work responsibilities, financial obligations, are financially independent, have children, spouse, single-parents and/or head of household.
- ❑ Two research questions:
 - ❑ To what extent do the characteristics of the non-traditional learners graduated from an Associate Degree in nursing program predict NCLEX-RN performance.
 - ❑ Is there a relationship between performance on the NCLEX-RN and the characteristics of the non-traditional learners graduated from an Associate Degree in nursing program?

PROBLEM STATEMENT AND PURPOSE

Problem statement

- The need to examine the relationship and predictive effects of the demographic, environmental and psychological factors presented after graduation, in the characteristics profile of the non-traditional adult graduates from an ADN program, and the NCLEX- RN outcome.

Purpose

- The purpose of this study is to quantitatively analyze how the personal, environmental and psychological factors observed after graduation, in the characteristic profile of the non-traditional learner, from an ADN program have a predictive effect in their NCLEX-RN outcome.

Philosophical Underpinning

Theoretical framework

- **Positivism Paradigm**

- *Epistemological terms:*

- knowledge is subject to verification,
- affirmation of theories which can only be performed through the application of the scientific method

- *Ontological terms:*

- referred to as a realistic or commonsense view
- Described by the andragogy theory (Knowles, 1980)

- **Andragogy: Adult Learning Theory (Knowles, 1980)**

- Four (4) principles which are assumed to describe the non-traditional adult student's characteristic profile.
- Maturation
- Self-direction

Theoretical and Conceptual Framework

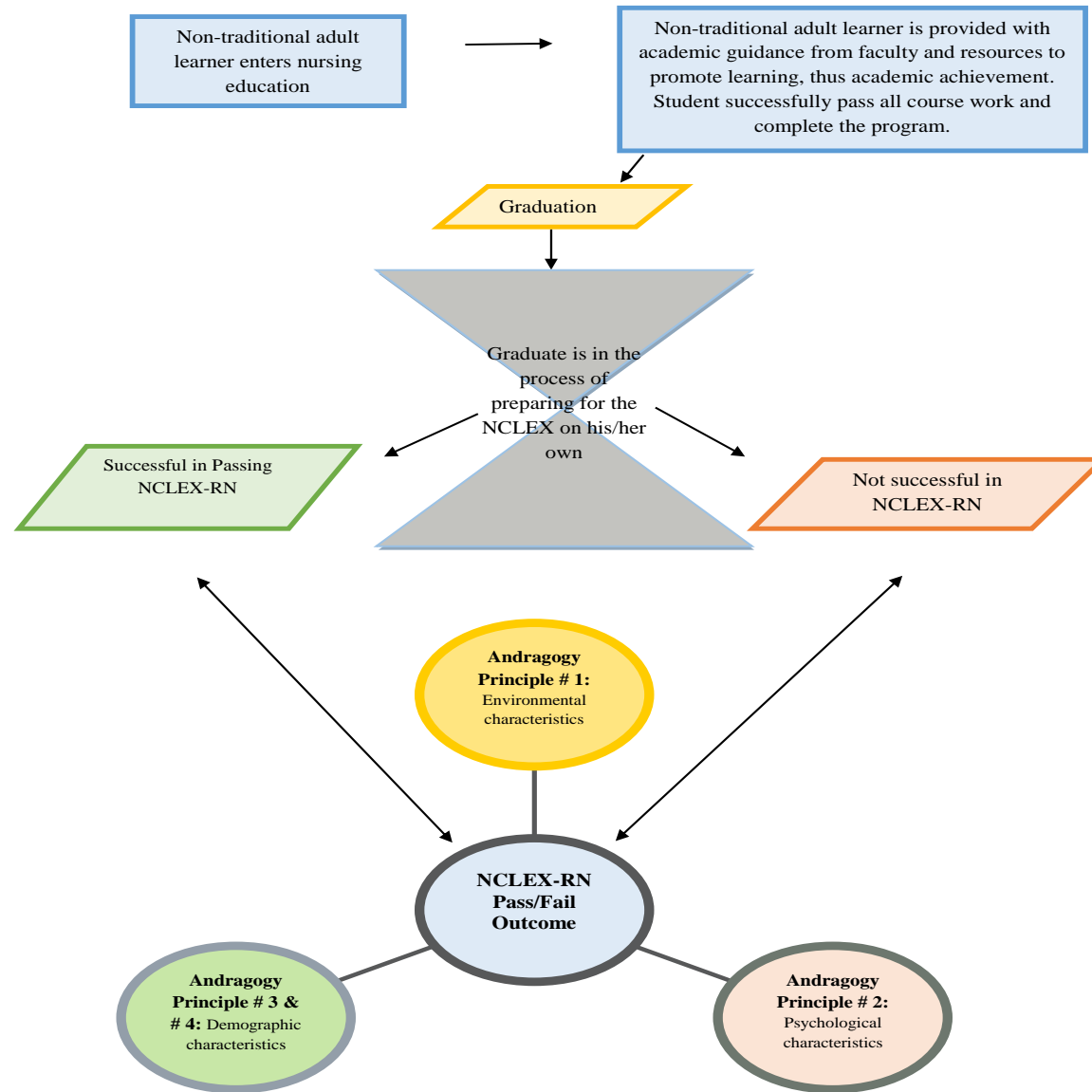


Figure 1- Conceptual model of andragogy applied to the characteristics of Non-traditional adult graduates as predictor of NCLEX-RN performance.

REVIEW OF THE LITERATURE

- Nontraditional Adult Learner Profile in Nursing Education
- Perceived Issues Contributing to Academic Success in the Associate Degree in Nursing Program, but not in the NCLEX-RN
 - Academic Factors Leading to Success
 - Nonacademic Factors
- Factors Affecting First-Time Passing of the NCLEX-RN for Nontraditional Students
 - Demographic Factors
 - Social Factors
 - Psychological Factors

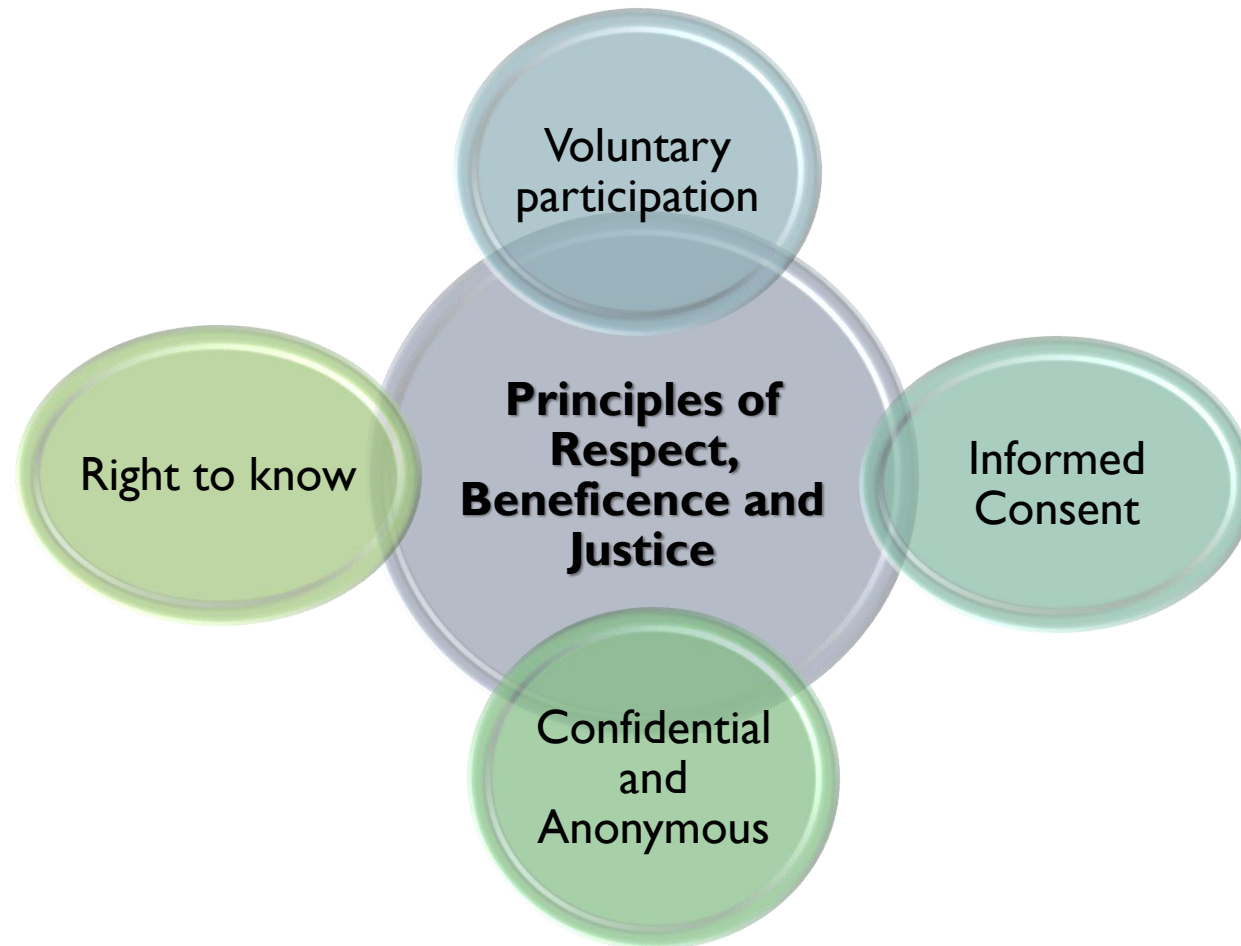
METHODOLOGY OF THE PROPOSED STUDY

■ Quantitative Analysis

- Correlation and Regression design
- Convenience sampling
 - Proposed a N=128 subjects for a 95% of confidentiality index
- Inclusion Criteria
 - Non-Traditional adult learners, graduated from an approved ADN program
 - Characteristics presented in the definition of non-traditional learner.
 - Graduates between January 2016 and August 2018.
- Exclusion Criteria
 - LPN/LVN graduates who are enrolled in ADN program.
 - Participants who does not meet the traits depicted in the definition of non-traditional learner.



PROTECTION OF HUMAN SUBJECTS



INSTRUMENTATION FOR DATA COLLECTION

Student's Perception Appraisal –Revised 2 (SPA-R-2) (Jeffreys, 2007)

Validity

- Used in number of research studies by the application of different research methodologies and statistical strategies,
- Validity performed by subject experts

Reliability

- Cronbach alpha for internal consistency ($\alpha.82$)

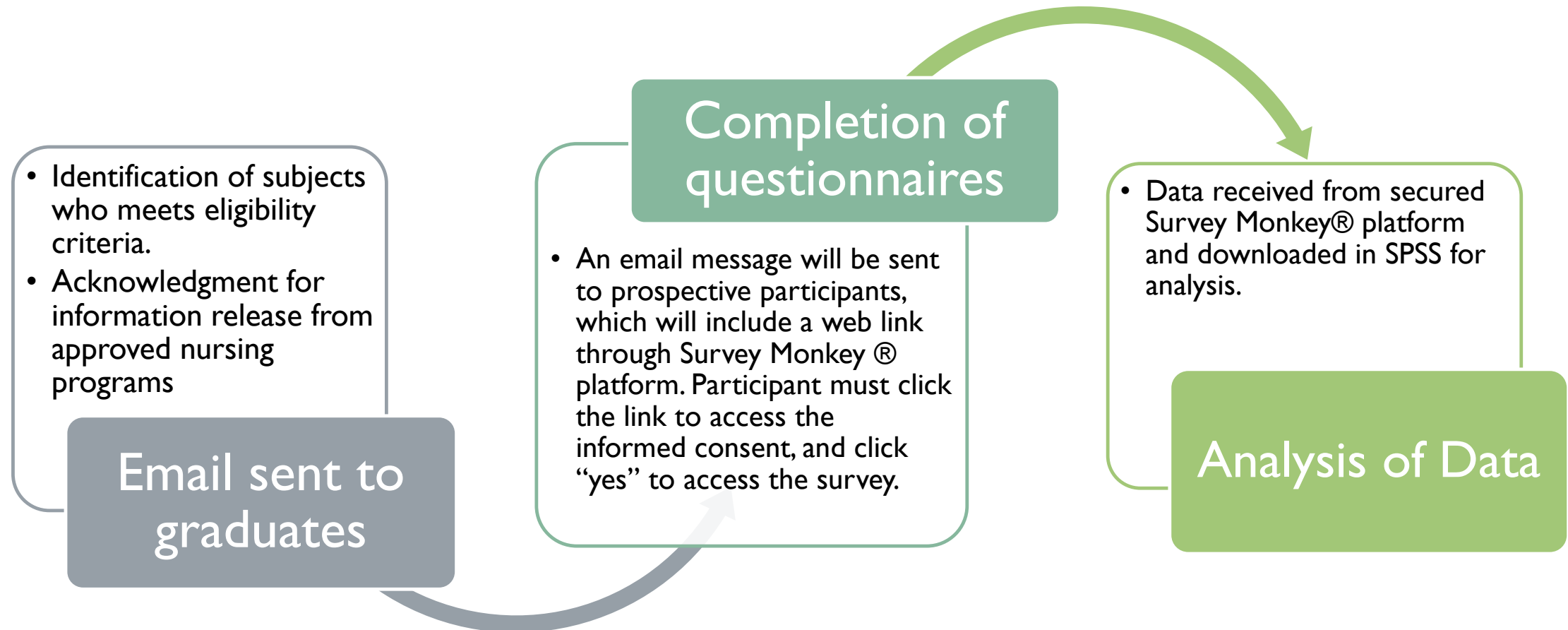
Scoring:

- Likert scale

Non-Traditional Adult Learner Demographic Questionnaire

- Demographic information
- NCLEX-RN outcome

PROCESS FOR DATA COLLECTION



PROCESS FOR DATA ANALYSIS

Descriptive statistics

Reliability Testing

- Cronbach alpha of .7, with a statistical significance of $p \leq 0.05$ will be acceptable to determine internal consistency.

Hypothesis # 1

- Correlation analysis
- $r \leq 0.5$ will be considered significant

Hypothesis # 2

- Regression analysis

SIGNIFICANCE OF THE PROPOSED STUDY TO NURSING

- **Nursing education:** The Institute of Medicine made an important recommendation to increase the number of professional health care workers. In the nursing educational landscape, this recommendation may contribute to an increase of number of students with different characteristic profile, thus faculty and educators must become proficient in understanding and managing the characteristics of a more mature student body with different learning needs. The results of this proposed study will contribute significantly to current knowledge of nursing education concerning the admission process, early identification of factors predicting academic success, program completion and NCLEX-RN success.
- **Nursing Practice:** congruently with the significance in education, the results of this propose study will provide nursing schools with useful information about retention and successful program completion as well as effective methods of providing educational support during preparation for the NCLEX-RN. As more graduates pass their NCLEX-RN, the diversity of the workforce will increase, thus the shortage of nursing issue decreases.
- **Nursing Research:** The results of this proposed study may contribute to enhance the current knowledge about pre-admission preparedness, identification of factors that influence students' academic performance during and after successful completion of the course work, and their preparation for the NCLEX-RN. At the same time this information will stimulate further research, including exploration of post-graduation support for non-traditional students, and provide insights into factors associated with NCLEX-RN performance in a non-traditional student environment.
- **Public policy:** will provide empirical data to provide a foundational revision of the current public policies in academia, and developing innovative strategies towards to a more learner-center approach.

DISCUSSION

- The increase of non-traditional students is considered a significant trend amongst the group of learners enrolling in nursing academia, as well as for educators, scholars, practitioners, and policymakers. In this study, nontraditional adult learners graduated from an ADN program were examined to assess association between their demographic, social and psychological factors with their NCLEX-RN performance.
- The outcomes of this research work support the current knowledge about this occurrence in nursing academia, as well as to contribute with empirical information to develop innovative approaches that could aim faculty and academic institutions to improve first-time NCLEX-RN outcomes.
- Andragogy deals with the assumptions of the adult learning process, by emphasizing the concept of maturation as the key for self-direction. Maturation is known as one's ability to actively participate in their own needs as well as to assess their learning experience. The final findings from this study demonstrated a statistical significance that could support the relationship of these theoretical principles with the NCLEX-RN performance.
- The preparation of qualified nurses to provide competent and safe care is a shared task, which follows a hierarchy of events with its foundation in academia. Consistently, the implications of this occurrence pose challenges for the academic sector in regards to the recruitment and retention of qualified students, which produce a ripple effect to the areas of nursing practice, research, and public policy. However, scholarly work geared to explore and explain the aspect embedded in these areas seems to be intertwined to providing a valuable contribution to the standards of the nursing profession.

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