



# EVALUATION OF NURSING STUDENT MOTIVATION IN THE TRADITIONAL CLINICAL LEARNING ENVIRONMENT

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# Background

- Motivation is required for academic success
  - Requires regulation of effort and cognition (Pintrich, 1988)
- Needs to occur for nursing students in traditional clinical setting
- Motivation includes five subcomponents
  - intrinsic goal orientation
  - extrinsic goal orientation
  - task value
  - control of learning
  - self-efficacy
- Understanding motivation allows for adaptations in teaching learning strategies

# Purpose

Examine the relationship between student motivation and clinical growth in baccalaureate degree nursing students in the traditional clinical learning environment

# Methods

## Design:

- Multisite
- Prospective
- Correlational
- Pre-test/post-test

## Sample:

- Nonprobability (clinical groups)
- Convenience
- Three Schools of Nursing
- 7<sup>th</sup> and 8<sup>th</sup> semester students
- Minimum 80 clinical hours

# Instrument

- Motivated Strategies for Learning Questionnaire (MSLQ)
  - Self-report instrument, assesses motivational orientation and learning strategies
  - 15 scales can be used together, independently, or modularly
  - Seven-point Likert-type scale 1 “not at all true of me” 7 “very true of me” (Pintrich, 1991)
- Current Study:
  - 26 items alpha = .91 on both the first (Time 1) and last (Time 2) day students from value and expectancy components of motivation section
  - Cronbach's were assigned to deliver patient care

# Results

- Two subcomponents of motivation were statistically significant  
task value and intrinsic goal orientation  $p < .05$

Essential to the growth of a nursing student in the traditional clinical learning environment:

- **Task Value:** Value placed upon learning
- **Intrinsic Goal Orientation:** Reason for engaging in learning

# Implications for Educational Practice



- Understanding student motivation allows educators to alter instructional activities
  - **Task Value:**
    - Self-reflection
    - Thinking out loud approach
  - **Intrinsic Goal Orientation:**
    - Goal-setting
    - Self-monitoring

# Limitations

- Convenience sample preassigned to clinical groups
- Study design did not include blinding
- Self-assessment

# Conclusions

- Understand a student's motivational scores and select appropriate teaching strategies

## Task value scores:

- Strategies to focus on the importance or utility of the information
  - Self-reflection
  - Thinking out loud approach

## Intrinsic goal orientation scores:

- Strategies to optimize learning and enhance engagement
  - Self-monitoring
  - Goal setting

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# Questions