**Baccalaureate Nursing Students' Attitudes Toward Nursing Education Research and Pedagogical Research Participation**

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**Purpose:** Nursing students generally have positive attitudes toward research and appreciate the value of research for professional practice, but no studies have explored students' attitudes toward education research or participation in pedagogical research. The purposes of this study were to: 1) explore nursing students’ attitudes toward research in general, education research, and participation as subjects in pedagogical research; 2) describe the relationships among these attitudes; and 3) identify associated factors.

**Methods:** The mixed-methods, descriptive, cross-sectional study was conducted at a mid-sized, private university in the mid-Atlantic Region of the United States. One-hundred and ninety-five baccalaureate nursing students were recruited using convenience sampling techniques to participate in this study. Three instruments that demonstrated adequate validity and reliability were used to measure nursing students' attitudes toward: a) nursing research in general (Nursing Students’ Attitudes and Awareness of Research and Development in Nursing questionnaire), b) nursing education research (Nursing Students’ Attitudes toward Nursing Education Research Questionnaire), and c) pedagogical research participation (Nursing Students’ Attitudes toward Participating in Nursing Education Research Survey). Additionally, barriers and facilitators to research participation were identified through the use of a researcher-developed, literature-supported, survey that included both select-all-that-apply and open-ended items. Quantitative data were analyzed using descriptive statistics, t-tests, Pearson’s correlations, and analysis of variance (ANOVA). Qualitative data were analyzed using conventional content analysis. Katz’s Functional Attitude Theory served as the theoretical framework for this study.

**Results:** Nursing students’ attitudes about research in general, education research, and participation in pedagogical research were predominantly positive and directly correlated. Age was significantly associated with attitudes about education research and research participation; whereas, year in program was only associated with participation in pedagogical research. The most prevalent factors that students identified as promoting participation in nursing education research were: extra credit, potential to improve practice, and interest in the research topic. The most common barriers to participating in research included: academic obligations, extracurricular activities, and employment, which all affected the amount of time available to participate in pedagogical research.

**Conclusion:** Study findings provide valuable insight into nursing students’ attitudes toward research that may be used to design study protocols to enhance student participation in pedagogical research. This study should be replicated on a larger scale.
in more geographically diverse areas and with different types of pre-licensure degree programs to improve generalizability of the findings.

**Title:**
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**Keywords:**
Attitudes, Nursing Education Research and Nursing Students

**Abstract Summary:**
This presentation will discuss the results from a mixed methods study exploring nursing students’ attitudes toward nursing education research and participation in pedagogical research. Study findings provide valuable insight into nursing students’ attitudes toward research that may be used to design study protocols to enhance student participation in pedagogical research.

**References:**
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