Validating Part of the Conceptual Framework of Creative Teaching among RN-BSN Students in Taiwan

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Background: Enhanced student creativity has become a global educational goal. Although the creativity has been examined by many scholars especially in psychology and education, there is few existed model applied in the nursing context.

Objectives: The purpose of this study was to validate the model of factors influencing the motivation of creative process among RN-BSN Students in Taiwan.

Design/Methods: This is a measurement study and the initially hypothesized model containing three factors-characters, abilities, and barriers of the model which were correlated significantly to each other, and could influence the motivation of creative process among RN-BSN students in Taiwan. To confirm the model, the statistical skill of AMOS 21.0 was applied by following Structural Equations Modeling (SEM).

Participants/Settings: The research subjects were 200 RN-BSN students randomly selected from six nursing programs in Taiwan. This study was conducted from August 2012 to July 2013 with the IRB number FYH-IRB-101-07-01-A.

Results: The initially hypothesized model was not validated; however, the refined model (Figure 1) indicated that the abilities (r=.65) and the barriers(r=.60) were moderately correlated to the motivation of creative process among RN-BSN students in Taiwan, but the characteristics were not. However, the characteristics were highly correlated with the abilities (r=.91), but was lowly correlated with the barriers (r=.19), and there is no relationship between the abilities and barriers. The goodness-of-fit of the refined model is shown in Table 1.

Conclusions: According to the findings, motivation was in the central part of model, which was correlated with abilities and barriers, and was affected indirectly by the interaction of characteristics/abilities, and characteristics/barriers. The authors hypothesized that the increasing abilities, at the same time reducing barriers, could model the characteristics, which might inspire the motivation of creative process among RN-BSN students in Taiwan. The refined model was deriving from the nurses’ experiences during their creative process in clinical practice, providing as a guide for nursing curriculum design in creative teaching.

Table 1 The Goodness-of-Fit of the Refine Model (N=200)

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<thead>
<tr>
<th></th>
<th>X²</th>
<th>df</th>
<th>P</th>
<th>GFI</th>
<th>RMR</th>
<th>RMSEA</th>
<th>AGFI</th>
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<tr>
<td>Revised Model</td>
<td>47.06</td>
<td>3.14</td>
<td>*** p &lt; .001</td>
<td>.947</td>
<td>.251</td>
<td>.104</td>
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