

MOTIVATION AND PERSISTENCE AMONG BSN STUDENTS IN NORTHEAST OHIO: A CORRELATIONAL STUDY



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ACKNOWLEDGEMENTS AND CONFLICT OF INTEREST STATEMENT

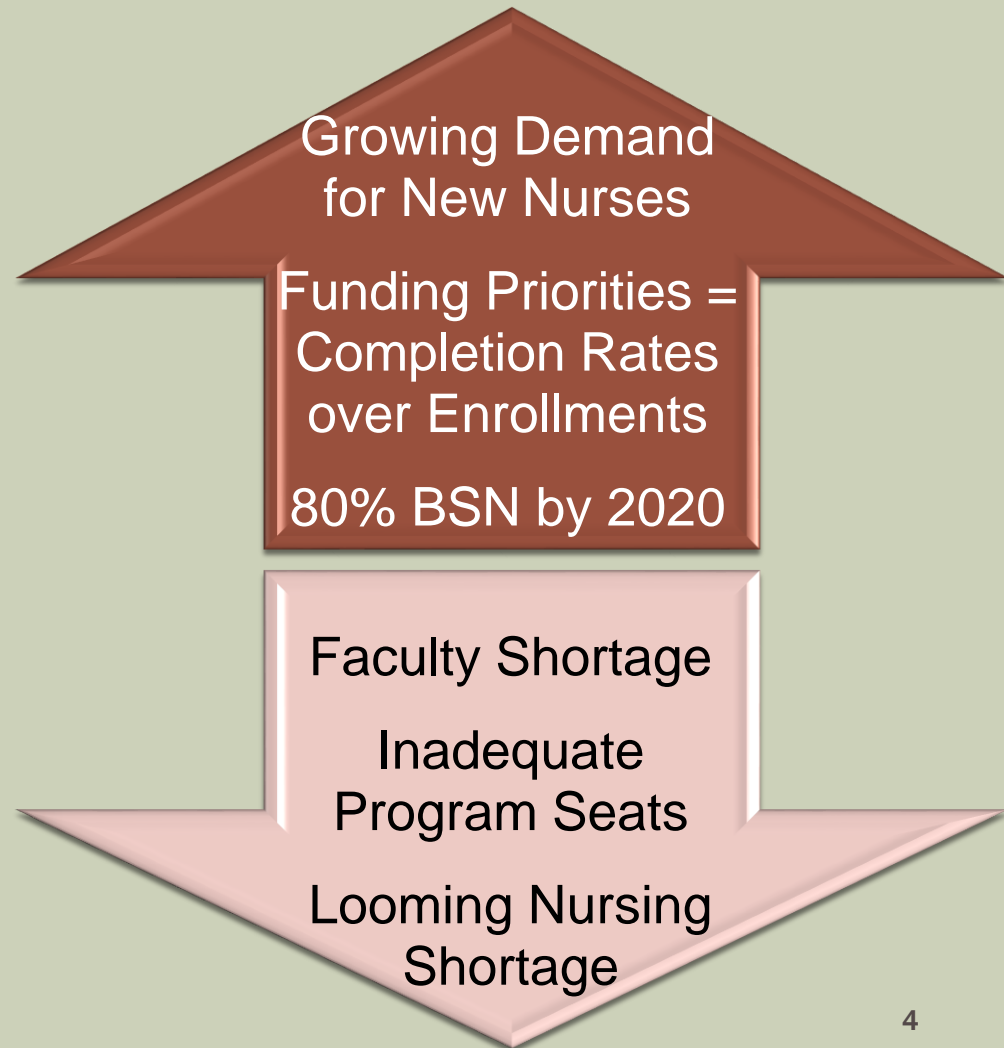
- I would like to express my sincere gratitude to the members of my dissertation committee at the University of Phoenix School of Advanced Studies who made this work possible:
 - Dr. Ela-Joy Lehrman, chair
 - Dr. Karen Armstrong, committee member
 - Dr. Dorothy Hawthorne-Burdine, committee member
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BEHAVIORAL OBJECTIVES

- Objective 1: The learner will be able to describe the types of motivation and persistence behaviors reported by BSN students.
- Objective 2: The learner will be able to identify two key strategies that educators, leaders, or policymakers may use to foster behaviors that may lead to nursing student success.

PURPOSE AND BACKGROUND

- To examine the relationship between academic motivation and persistence behaviors of nursing students enrolled in a baccalaureate nursing program in northeast Ohio



LITERATURE REVIEW

THEME #1: MOTIVATION

- Goal-directed behaviors that are influenced by internal desire and external achievement (King, 1992; Kretchmar, 2008; Schunk, 1991; Murphy, 2006)
- Vital component of student success (Afzal, Ali, Khan, & Hamid, 2010)
- Essential to the learning process (Kretchmar, 2008)
- Indicator of lifelong learning and the pursuit of additional education (Hidle, 2011)

LITERATURE REVIEW

THEME #2: PERSISTENCE

- Contributing factors and influences resultant in behaviors indicative of working towards a goal despite perceived barriers (Welhan, 2000)
- As a measure of nursing program effectiveness (Papes & Lopez, 2007)
- Requires a balance of stressors and moderators (institutional and peer support) (Veal, Bull, & Miller, 2012)
- Inverse of attrition (Jeffreys, 2004)

THEORETICAL FRAMEWORK



RESEARCH QUESTIONS

Primary Research Question:

What is the relationship between student academic motivation and student persistence behaviors in a baccalaureate nursing program?

Subquestion #1:

What is the relationship between intrinsic motivation in baccalaureate nursing students and persistence behaviors in the nursing program?

Subquestion #2:

What is the relationship between extrinsic motivation in baccalaureate nursing students and persistence behaviors in the nursing program?

Subquestion #3:

What is the relationship between amotivation in baccalaureate nursing students and persistence behaviors in the nursing program?

HYPOTHESES

Null Hypothesis H_0 : There is no correlation between academic motivation and persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

- **Alternative Hypothesis H_A :** There is a correlation between academic motivation and persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

Null Hypothesis H_{10} : Intrinsic motivation is not correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

- **Alternative Hypothesis H_{1a} :** Intrinsic motivation is correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

Null Hypothesis H_{20} : Extrinsic motivation is not correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

- **Alternative Hypothesis H_{2a} :** Extrinsic motivation is correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

Null Hypothesis H_{30} : Amotivation is not inversely correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

- **Alternative Hypothesis H_{3a} :** Amotivation is inversely correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

RESEARCH DESIGN & METHODOLOGY

INSTRUMENTATION

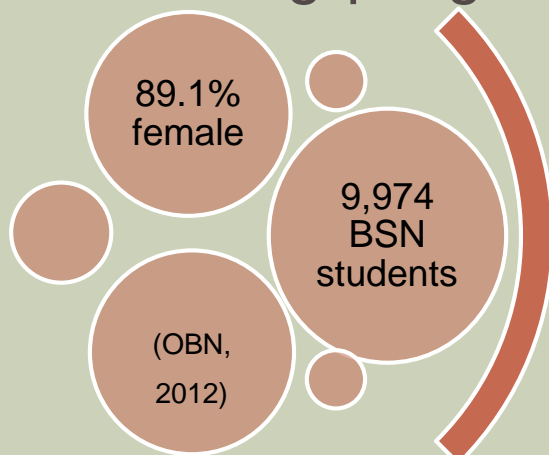
- Non-experimental, quantitative, descriptive, correlational study
- **Research Instruments**
 - 28-item Academic Motivation Scale (AMS)
 - Seven types of motivation and three subscales
 - Overall Self-Determination Index
 - 69-item College Persistence Questionnaire (CPQ)
 - Ten persistence behaviors
 - 7-item demographic survey

RESEARCH DESIGN & METHODOLOGY

SAMPLING FRAME

■ Purposive criterion sample

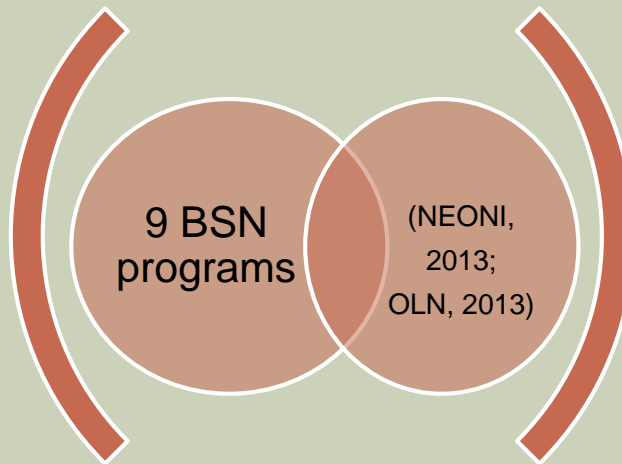
- All years and tracks of the nursing program



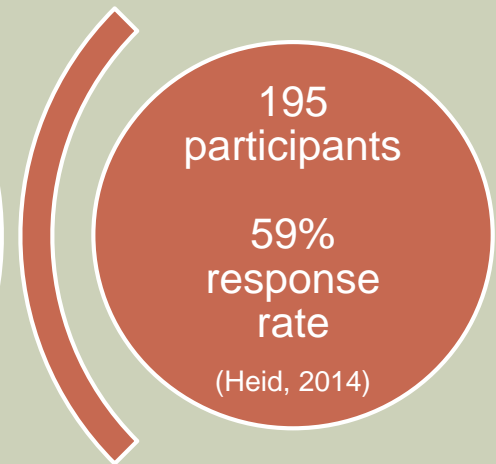
State of Ohio

■ Selection Criteria:

- At least 18 years old
- Not pregnant at time of survey
- Nursing major in Ohio Board of Nursing approved BSN program



Northeast Ohio Region

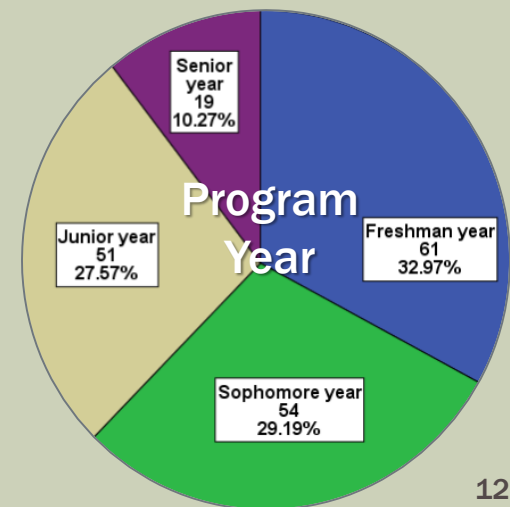
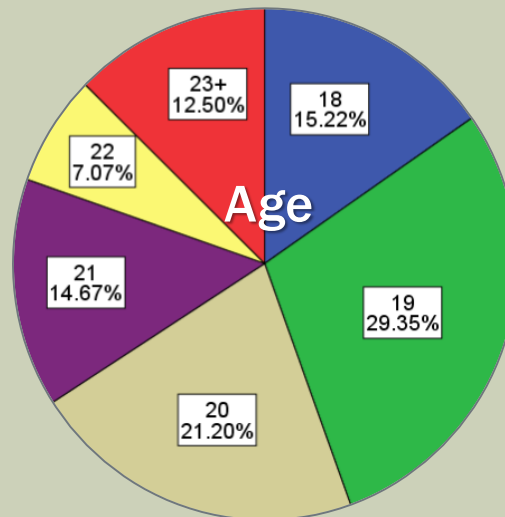
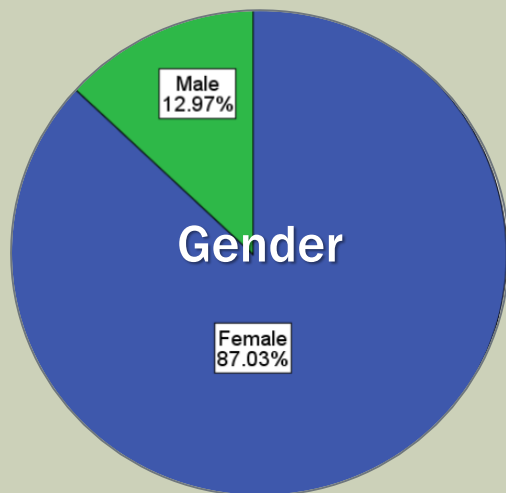


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RESEARCH DESIGN & METHODOLOGY

PARTICIPANT DEMOGRAPHICS

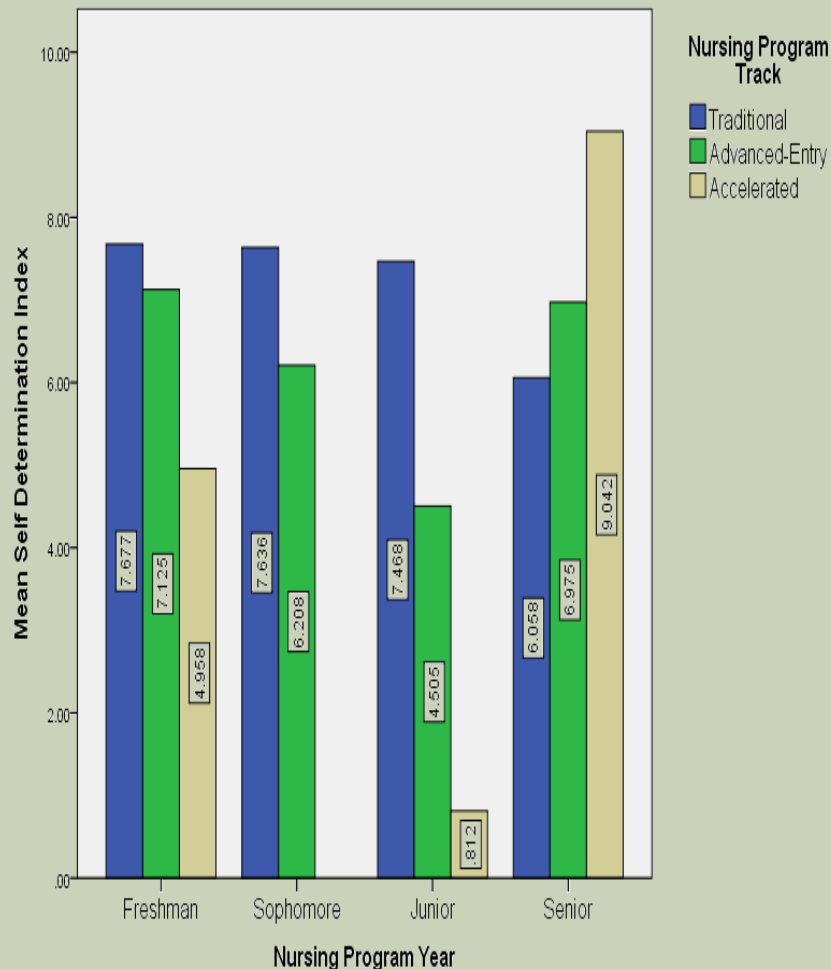
- Predominately female (87%, n=161), Caucasian (92.4%, n=171), between the ages of 18-22 (80.43%, n=171), and enrolled in the traditional track of the nursing program (88.6%, n=164)
- Majority of participants planned to work 1-15 hours/week (42.7%, n=79) and indicated marginal financial difficulty (58.9%, n=109)



RESEARCH FINDINGS

GENDER & PROGRAM YEAR/LEVEL DIFFERENCES

SDI Mean for Nursing Program Year and Track, Spring Semester 2014



- **Males** reported amotivation more frequently ($M = 2.0417$) than females ($M = 1.2764$)
- **Females** reported higher SDI scores ($M = 7.6048$; male $M = 4.7743$)
- SDI scores **decreased** as students **progressed** in the program
- Highest mean SDI scores among **accelerated track** students

RESEARCH FINDINGS

GENDER & PROGRAM YEAR/LEVEL DIFFERENCES

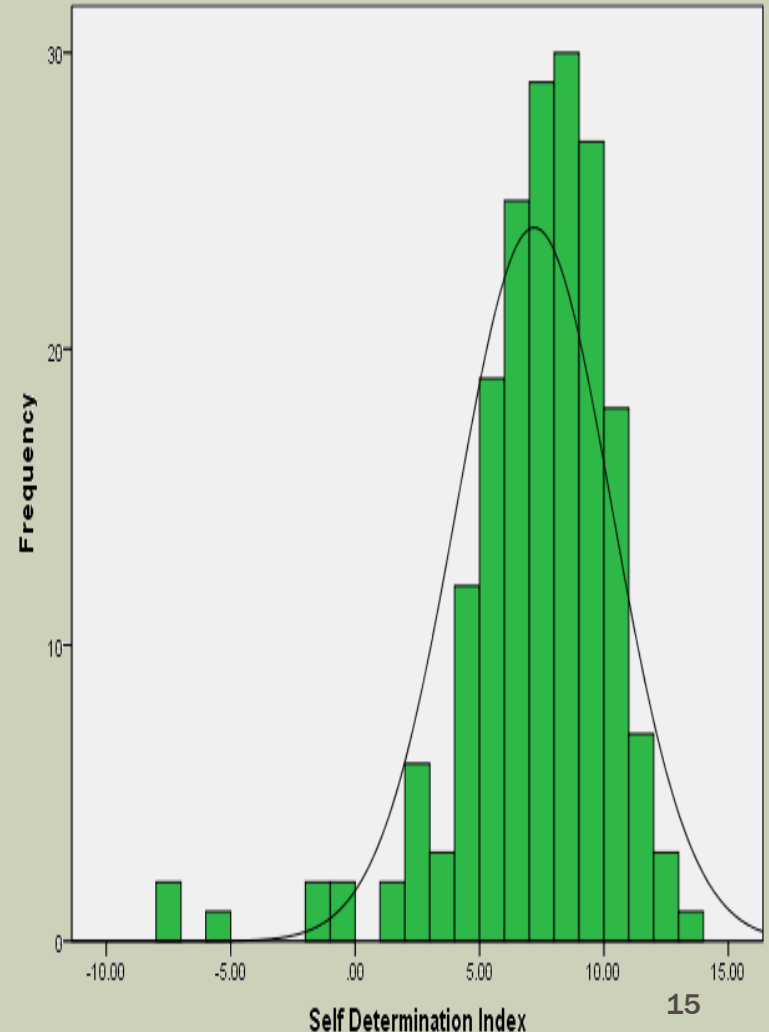
- **Negative scores** for persistence behaviors of *collegiate stress* ($M = -.4562$) and *financial strain* ($M = -.4140$), which increased with program progression
- A **declining trend** was observed for mean scores of *advising*, *academic integration*, *academic efficacy*, and *financial strain* from the freshman to the senior year

CPQ Subscale	Year/Level in Nursing Program			
	Freshman (n=61)	Sophomore (n=54)	Junior (n=51)	Senior (n=19)
Academic Integration	.7730	.7634	.6303	.4831
Academic Efficacy	.3691	.3619	.2752	.2488
Financial Strain	-.2137	-.3643	-.6183	-.6461
Collegiate Stress	-.1758	-.4256	-.7100	-.8080
Advising	.8181	.6520	.3286	.2663

RESEARCH FINDINGS

RELIABILITY AND CORRELATION TESTS

- **Cronbach's alpha** indicated acceptable high reliability for the **AMS** ($\alpha = 0.798$) and the **CPQ** ($\alpha = 0.746$)
- Relationship between academic motivation and persistence behaviors tested using Pearson's product-moment correlation coefficient r
- **Self-Determination Index (SD)**, or overall motivation, ranged between -7.79 and 13.04 with a mean of 7.20 (SD=3.129; N=189)



RESEARCH FINDINGS

STATISTICALLY SIGNIFICANT RELATIONSHIPS

- Overall motivation (self-determination index) and the persistence behaviors:
 - Academic Integration ($r = .491$, $N = 189$, $p < .001$)
 - Social integration ($r = .393$, $p < 0.01$)
 - Advising ($r = .381$, $p < 0.01$)
 - Institutional commitment ($r = .375$, $p < 0.01$)
 - Degree commitment ($r = .325$, $p < 0.01$)
 - Academic efficacy ($r = .298$, $p < 0.01$)
 - Collegiate stress ($r = .213$, $p < 0.01$)
- Three categories of academic motivation (intrinsic, extrinsic, amotivation) and several persistence behaviors in BSN students

SECONDARY ANALYSIS

MULTIPLE REGRESSION MODEL

- Independent variables (AMS motivation subscales):
 - Intrinsic motivation to know, Intrinsic motivation to accomplish, Intrinsic motivation to experience stimulation
 - Extrinsic motivation identified, Extrinsic motivation introjected regulation, Extrinsic motivation external regulation
 - Amotivation
- A predictive model was developed for two persistence behaviors:
 - Academic integration
 - Degree commitment
- Multiple Linear Regression models developed by Dr. Mark Fridline, University of Akron

NEW FINDINGS

MULTIPLE REGRESSION MODEL

- Intrinsic Motivation to Accomplish and Identified Extrinsic Motivation predict Academic Integration
 - More autonomous motivational states lead to a connection between classroom and applied learning
- Identified Extrinsic Motivation is a predictor of Degree Commitment
 - A strong desire to become a nurse was a predictor of commitment to nursing studies.
- Amotivation predicted low Academic Integration and Degree Commitment

CONCLUSIONS

Academic Motivation & Persistence Behaviors in BSN Students

Autonomously motivated and related to goal attainment

Intrinsic motivation to know:

may relate to the reason many enter nursing school, such as for altruistic reasons or to help others

Extrinsic motivation identified and introjected regulation:

may be associated with future employment or achievement of career goals

Motivation associated with academic integration and degree commitment

Personality traits of nursing students

There may be a segment of students who are more interested in doing a skill (external regulation) then in doing it correctly (scholastic conscientiousness)

Integration of classroom (theory) into clinical (practice)

When students see the relationship between what they are learning and a career in nursing, they may have greater success in nursing.

IMPLICATIONS & RECOMMENDATIONS

Recommendations for Faculty and Students

- Learner-centered classroom
- Living-learning communities
- Service-learning activities
- Real-world case studies
- Collaborative (faculty & peer) learning environments
- Provide students choice
- Application to career/ job opportunities

Provide clear, consistent, high expectations; frequent feedback; and autonomy supportive environments

Develop program initiatives to support students (on and off campus)

- Faculty and social support
- Advising and relationship-building
- Inclusiveness activities to foster social connectedness and commitment
- Peer and faculty mentoring
- Tutoring

- Advisement that includes self-regulation and motivation to help designate support services for students with identified needs
- Partnership programs with health centers
- Recruitment events that include faculty

Achieve institutional and program success through self-determined motivation and persistence behaviors in students

Address the demand and encourage continued education

- Incorporate motivation factors in enrollment/ retention data
- Classroom engagement behaviors
- Degree and institutional commitment
- Academic and social interactions
- Psychosocial experiences

Recommendations for Policymakers and Leaders

QUESTIONS?



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