PERCEPTIONS AND WRITING EXPERIENCES OF NURSING STUDENTS:

A MIXED-METHODS EXPLORATION OF WRITING SELF-EFFICACY

Presented by
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Introduction to the Problem: Challenges with Competent Academic Writing

- Essential academic skill (Giddens & Lobo, 2008)

- Disseminate research and EBP findings (American Association of Colleges of Nursing, 2008; Newton & Moore, 2010)

- Ensure safe nursing practice (AACN, 2008)
Theoretical Framework (Bandura, 1986, 1997)

- Self-efficacy (SE):
  - Belief in one’s capability to manage future situations and accomplish tasks

- Self-confidence: Strength of a SE belief
Theoretical Framework (Bandura, 1977, 1986)
Self-Efficacy Influenced by Reciprocal Determinism

- **Behavioral**: skills and actions
- **Personal**: beliefs, personality, attitudes
- **Environmental**: physical surroundings, family
Self-efficacy: General SE and writing SE

Academic writing in nursing education
  • Writing abilities of nursing students
  • Writing educational strategies and interventions

Gap: Writing SE specific for nursing education
• For prelicensure BSN students: Identify facilitators
• Barriers to competent academic writing
• By examining
  • Writing self-efficacy and
  • Academic writing experiences
Purpose

- Empirically determine writing self-efficacy
- Qualitatively explore academic writing experiences
Methodology

Research Method: Mixed methods

Research Design: Concurrent triangulation

Population: Pre-licensure BSN students, Midwestern U.S

Sample: Same, but in Midwestern state
Quantitative: Non-probability convenience sample
• Demographic Survey—researcher designed
• Writing SE Survey (Shell, Murphy, & Bruning, 1989)

Qualitative: Purposive with interview protocol
• Three focus groups (audio and video taped)
Quantitative Tool: Demographic Survey

- Age, gender
- Nursing student status, employment status
- Primary care provider status
- Evidence of a support system
- Prior level college course, first speaking language
Quantitative Tool:
Writing SE Survey ($\alpha = .95$)
(Bruning, Murphy, & Shell, 1989)

- Spelling and punctuation
- Use parts of speech, write a simple sentence
- Use plurals, verb tenses, prefixes, and suffixes
- Write compound and complex sentences
- Construct a paragraph with a theme sentence
- Construct organized paper with transitions
Research Questions: QUAN and QUAL

QUAN: What is the writing self-efficacy of entry-level BSN students?

QUAL: What has hindered or facilitated past writing experiences of entry-level BSN students? (including events, resources, issues, relationships)
Focused on correlations between
• Eight demographic variables
• Writing SE scores
Data Analysis: Quantitative Component

- Descriptive statistics: $M$, $SD$, median, and range of demographic data and SE scores

- Inferential statistics: ANOVA & Kruskal-Wallis; determined correlations between demographic variables and SE scores
Data Analysis:
Qualitative Component

- Self-transcription of interviews
- Open coding: To find answers to interview questions
- Analytical coding: Detailed coding for interpretation
- Identified categories and themes
- Reciprocal determinism: Determine categories
Results: QUAN Component

Main QUAN Research Question:

What is the writing self-efficacy of entry-level BSN students?
Results:
QUAN Component

- Total mean writing SE score: 67 out of 80 (possible)

- Writing self-efficacy scores for eight writing skills
  - Range 7.989 to 8.945 (10 highest)
  - Lowest score: 7.989, punctuation
  - Highest score: 8.945, write simple sentence
Is there a relationship between entry-level BSN students’ writing self-efficacy and their age?

**Results:** Differences noted but NS
Research Subquestion 2

Is there a relationship between entry-level BSN students’ writing self-efficacy and their gender?

Results: Statistically significant
Females more self-efficacious
Is there a relationship between entry-level BSN students’ writing self-efficacy and nursing student status?

**Results:** One report of part-time student status; unable to do correlation based on this study’s data set.
Is there a relationship between entry-level BSN students’ writing self-efficacy and their employment status?

Results: Differences were noted, but NS
Research Subquestion 5

Is there a relationship between entry-level BSN students’ writing self-efficacy and their primary care-provider status?

Results: Differences were noted, but NS
Is there a relationship between entry-level BSN students’ writing self-efficacy and their support-system status?

**Results:** Only one subject report no access to a support system; correlations could not be determined...
Research Subquestion 7

Is there a relationship between entry-level BSN students’ writing self-efficacy and completion of a prior college-level writing course?

Results: Differences were noted, but NS
Research Subquestion 8

Is there a relationship between entry-level BSN students’ writing self-efficacy and first-speaking language?

Results: Differences were noted, but NS
Main Qualitative Research Question:
What has hindered or facilitated past writing experiences of entry-level BSN students?
Results: Qualitative Component

What events, resources, issues, and relationships do entry-level BSN students perceive to be significant in their nursing education writing experiences?

- Significant resources
- Significant events, issues, and relationships
Sufficient data to answer

• Main research question—What is writing SE….
• Six of the eight sub questions about correlations

Insufficient data to answer two sub questions:
Student status and support-system
Many factors facilitated and hindered competent academic writing of this study’s sample. …

- Environment (physical surroundings): about 1/2
- Personal (feelings, perceptions): about 1/3
- Behavior (skills, actions): about 1/4
Recommendations for Future Research

• Increase sample size, multistate research sites
• Longitudinal study over several years
  • Assess writing SE at enrollment--and
  • At end of each semester until graduation
    • After writing interventions and assignments
Limitations

• Quantitative sample—convenience sample
• Sample distribution—not normal bell-shape, left skewed, participants self-reported high scores
  • Ten perfect writing SE scores of 80
• Misunderstood scoring on writing SE scale
Discussion:
This study’s data may influence nurse educators to--

- Decrease hindrances
- Increase facilitators
- Initiate collaborative writing interventions
- Understand impact of competent academic writing
  - Sustain rigor of nursing profession
Thank you!

Questions
References


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