Motivated Strategies for Learning in Accelerated Second Degree Bachelor of Science in Nursing Students
Research Team

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Second degree students in 12-18 month programs.
Second degree students are
- Independent
- Self-motivated learners
- Higher levels of stress
- Feel less effective in clinical settings
- Spend more time studying
- Engaged in less outside work when compared to traditional students
Literature States...

- High scores on emotional intelligence.

- Second degree students face challenges related to new academic curriculum, learning the profession of nursing, and a fast paced learning environment.
What This All Means

• Faculty need to appreciate second degree students’ life and prior educational experiences.

• Interest in relationship between self-esteem and learning strategies, and learning outcomes.
Research Question

Do Accelerated Second Degree Bachelor of Science in Nursing Students’ (ABSN) learning motivation strategies, self-esteem, and grades differ by age and cohort?
Cross-sectional, Descriptive Study

- Rosenberg Self-Esteem Scale (RSES)
- Motivated Strategies for Learning (MSLQ)
- Demographic Characteristics
- GPA’s

Rosenberg (1965)
Duncan & McKeachie (2005)
Instruments

• MSLQ Scale (81-item; 7-point Lickert scale, 1 “not at all true to me” to 7 “very true to me”) compared relationships across cohort groups

• RSES Scale (10-item; 4-point Likert scale, 1 “strongly disagree” to 4 “strongly agree”) compared relationships across cohort groups
Procedure

- IRB Approval
- SurveyMonkey®
- Anonymous
- 4 Cohorts (n=189; 43% return = 82 students)
Data Analysis

• SPSS v.20

• Descriptive statistics to explore the data.

• Bivariate Analysis: ANOVA and ț-test was used to measure differences between cohort groups.
Demographic Characteristics

Characteristics of the ABSN Students

Gender:
- Female: 87%
- Male: 13%

Age (in years):
- <30: 67%
- >30: 33%

Race/Ethnicity:
- White: 66%
- Minority: 34%
Demographic Characteristics

Family Annual Income
- <$50,000: 24%
- $50,000+: 76%

Marital Status
- Partnered: 54%
- Single: 46%

Parenthood
- With Children: 79%
- Without Children: 21%
Demographic Characteristics

Current GPA

- 3.70-4.0: 29 (35%)
- 3.69 & below: 35 (43%)
- No GPA: 18 (22%)
RSES Results

No differences
• demographic variables
Motivation Scales

MSLQ Total Score
- White students (M=5.42)
- Minority students (M=5.32)
Motivation Scales

Task Value
(important & value of the course)

Extrinsic Goal Orientation
(grades, rewards, & approval)
Motivation Scale

Task Value

- Partnered students (M=6.53)
- Single (M=6.26)
- White (M=6.26)
- Minority (M=6.18)
Extrinsic Goal Orientation

- **Income:**
  - <$50,000 (M=5.31) and >$50,000 (M=5.66)
- **Parenthood:**
  - Without children (M=5.66); With children (M=4.37)
- **Age:**
  - <30 years-old (M=5.65); >30 years-old (M=4.87)
Learning Strategy Scales (9-subscales)

- Elaboration (strategies: paraphrasing, summarizing, etc.)
- Critical thinking (evaluating new ideas & application of them)
- Organizing (course material, outlining tables, etc.)
- Effort Regulation
- Time and Study Environment
Learning Strategy Scale

- **Elaboration:**
  - Gender Male (M=5.71); Female (M=5.68)
  - White (M=5.82); Minority (M=5.81)

- **Critical Thinking:** Male (M=5.15); Female (M=4.74)

- **Organization:** Single (M=5.24); Partnered M=5.50

- **Effort:**
  - Single (M=5.61); Partnered (M=5.50);
  - With children: (M=6.01); Without children (M=5.67);
  - White (M=5.78; Minority (M=5.71);
  - <30 years-old (M=5.62); >30 years-old (M=6.02)

- **Time and study:**
  - White (M=5.70); Minority (M=5.37)
Lessons Learned

- Convenience sample of students within the GWU program was explored.

- Small minority population.

- Small sample size.

- General course feedback, not specific per course.
Implications to Nursing Education

• Second degree students had good self-esteem.
• Demographic characteristics influenced motivation and learning, but did not influence current academic performance.
• Faculty to explore multiple formats for learning.
• Resources to provide students to help them explore learning strategies to help with their success within the program.
References


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