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

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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.
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)


- 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

Jeffreys’ (2004) Nursing Undergraduate Retention and Success Model

Deci and Ryan’s (1985) Self-Determination Theory

King’s (1992) Theory of Goal Attainment

Motivation
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?
Alternative Hypothesis HA: There is a correlation between academic motivation and persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.

Null Hypothesis H0: There is no correlation between academic motivation and 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 $H_{1o}$: Intrinsic 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 $H_{2o}$: Extrinsic motivation is not 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.

- Null Hypothesis $H_{3o}$: Amotivation is not inversely correlated to persistence behaviors in nursing students in baccalaureate nursing programs in Ohio.
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

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

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- **State of Ohio**
  - 9,974 BSN students
    - (OBN, 2012)
  - 89.1% female

- **Northeast Ohio Region**
  - 9 BSN programs
    - (NEONI, 2013; OLN, 2013)

- **AU Schar CONHS**
  - 195 participants
  - 59% response rate
    - (Heid, 2014)
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)
Males reported amotivation more frequently \((M = 2.0417)\) than females \((M = 1.2764)\).

Females reported higher SDI scores \((M = 7.6048; \text{ male } M = 4.7743)\).

SDI scores decreased as students progressed in the program.

Highest mean SDI scores among accelerated track students.
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.

### Year/Level in Nursing Program

<table>
<thead>
<tr>
<th>CPQ Subscale</th>
<th>Freshman (n=61)</th>
<th>Sophomore (n=54)</th>
<th>Junior (n=51)</th>
<th>Senior (n=19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integration</td>
<td>.7730</td>
<td>.7634</td>
<td>.6303</td>
<td>.4831</td>
</tr>
<tr>
<td>Academic Efficacy</td>
<td>.3691</td>
<td>.3619</td>
<td>.2752</td>
<td>.2488</td>
</tr>
<tr>
<td>Financial Strain</td>
<td>-.2137</td>
<td>-.3643</td>
<td>-.6183</td>
<td>-.6461</td>
</tr>
<tr>
<td>Collegiate Stress</td>
<td>-.1758</td>
<td>-.4256</td>
<td>-.7100</td>
<td>-.8080</td>
</tr>
<tr>
<td>Advising</td>
<td>.8181</td>
<td>.6520</td>
<td>.3286</td>
<td>.2663</td>
</tr>
</tbody>
</table>
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 ($SD=3.129; N=189$).
- 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
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
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
## Academic Motivation & Persistence Behaviors in BSN Students

<table>
<thead>
<tr>
<th>Autonomously motivated and related to goal attainment</th>
<th>Motivation associated with academic integration and degree commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic motivation to know:</td>
<td>Personality traits of nursing students</td>
</tr>
<tr>
<td>Extrinsic motivation identified and introjected regulation:</td>
<td>Integration of classroom (theory) into clinical (practice)</td>
</tr>
</tbody>
</table>

- **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.

- **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

- 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

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

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 behaviors
- Academic and social interactions
- Psychosocial experiences

Recommendations for Policymakers and Leaders
QUESTIONS?
REFERENCES


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