

Original Research

An Overview of Self-Motivation among Nursing Students



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Article Info	Abstract
<p>Article history: Received: 3 January 2023 Accepted: 28 April 2023</p>	<p><i>Introduction:</i> Motivation is a reason behind behaviors for acting or behaving to achieve certain goals. Motivation proposes a vital influence on academic performance among nursing students, especially during the clinical program. This study aimed to explore the level of motivation among nursing students.</p> <p><i>Methods:</i> This study was a descriptive study employing a convenience sampling technique. Eligible participants of 255 nursing students from the professional nurse study program in Jember District were recruited in this study.</p> <p><i>Results:</i> Findings reported that the mean score of the participant's motivation level was 28.17 with a minimum-maximum value of 20-36. Specifically, the mean score of indicators of the need for achievement, need for affiliation, and need for power was 9.66 with a minimum-maximum value of 7-12, 13.48 with a minimum-maximum value of 7-16, and 5.02 with a minimum-maximum value of 2-8, respectively.</p> <p><i>Conclusion:</i> Findings discovered a poor level of self-motivation among nursing students. This situation could be managed by constructing a supportive environment to improve their motivation. Their surroundings such as family, educational institutions, and places of practice would contribute major parts in supporting them to maintain their commitment while partaking in the clinical programs.</p>
<p>Keywords: motivation, professional nurse study program students</p>	

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INTRODUCTION

Nurse professional study program is a national clinical curriculum targeting bachelor of nursing students (undergraduate nursing students) that intended to sharpen and improve their skills and knowledge in clinical practices. In the undergraduate nursing program, students are mainly exposed to theoretical-based-knowledge and skills. Subsequently, students are asked to use these concepts in real clinical settings during the period of the professional study program. This one-year program provides them with opportunities to employ basic or advanced competencies as general nurse practitioners in the future. Several competencies, such as basic professional nursing, medical-surgical nursing, community nursing, etc. are mandated to be delivered adequately during this period. Most of the time, during this program, students would be exposed to unique-real issues that only occur in actual practice settings. At some points, this situation could lead to low motivation to engage in the program [1], [2]. Thus, motivation becomes a critical aspect among nursing students. It is important to create professional lives [3], [4]. Motivation is also affecting training competent nurses, creativity, and quality of learning [5]. It is an essential requirement for nursing students to be able to cope with different demands from their patients in clinical settings [3]. Lack of motivation would end in higher stress levels, lower satisfaction, poor mental health, and poor well-being [6]. Moreover, it also could lead to a high resignation rate and poor quality of care [7]-[9].

From a total of 57 nurse professional study program students, a study had identified a low and moderate level of motivation among them (38.6%) [10]. In contrast to this finding, 76.6% of 77 clinical nursing program students at Jenderal Soedirman University reported a high level of learning motivation [11]. Additionally, based on the preliminary study, four out of ten nurse professional study program students expressed their desperation and less motivation to maintain their willingness to consistently learn and explore medical knowledge in real medical settings, especially to discover new information or skills demanded by the program.

Motivation is the energy possessed by an individual to do something. Motives are often described as needs, wants, or demands. There are three types of motivational needs: need for achievement, the need for affiliation, and the need for power. A person with a high need for achievement tends to avoid situations with too low or too high risk. The motivation source from the individual is also called self-motivation [12]. A high need for affiliation shows as the desire to feel accepted by others, while a high need for power manifests as a determination to rule and control others [13]. High motivation level in an individual can affect caring behavior that would improve care satisfaction, especially in nursing and health field [14]. Lack of motivation among the students could be managed by providing adequate support from their surrounding environment, especially from their family, educational institutions, and places of practice. Technology use such as mobile applications could also serve as a proper

supporting learning media to prepare the students for the clinical programs [15], [16]. This study aimed to explore the level of motivation among professional nursing students.

METHODS

This study was a descriptive study enrolling 347 nursing students from the professional nurse study programs in three nursing education institution centers in Jember District: Universitas dr. Soebandi, Universitas Jember, and Universitas Muhammadiyah Jember, as the study population. All students who had been participated in the professional nurse or clinical program, at least for a month, and willing to participate in the study were enrolled as study participants. In two weeks, a convenience sampling technique was applied to recruit 255 eligible participants.

A questionnaire was used to gather the level of motivation among the participants. There were nine question items in the questionnaire that could be majorly classified into three motivation dimensions: need for achievement, affiliation, and power. Seven and two items in the questionnaire were prepared as favorable and unfavorable questions items, respectively. Each item was accompanied by four responses: always, often, sometimes, and never. For favorable question items, the scoring system was: always = 4, often=3, sometimes= 3, and never=1, it was reversed for the unfavorable

items. The data collected then analyzed by calculating the minimum-maximum value, mean score, and median value. As the mean score obtained got closer to the maximum value of each indicator, the better level of motivation was assumed. The validity and reliability test of the questionnaire had been conducted with a value of 0.89 and 0.890, indicating it as a valid and reliable instrument.

Ethical Consideration

The study ethical approval has been granted by The Health Research Ethics Commission (KEPK) of Faculty of Nursing, Universitas Jember, with a letter number 049/UN25.1.14/KEPK/2022. The questionnaire was assured to be distributed to eligible participants in the clinical or community settings after the study ethical approval. Eligible participants were then asked to fill the informed consent form to indicate their voluntary willingness of study participation. The ethical principles of confidentiality (personal data and answers), confidentiality (data storage), and anonymity (the use of participant's initial) were also applied in this study. All study data were stored in the researcher's personal computer using the participant's codes. These data would be deleted after the publication of the study manuscript. In addition, the questionnaire paper would be destructed by the burning method.

Table 1

The Motivational Questionnaire Indicators

No	Indicators	Questions
1	Need for achievement	Measuring the clinical skills capabilities
2	Need for achievement	Evaluating the process of nursing implementation process
3	Need for achievement	Measuring the eagerness to pay adequate attention during explanation/discussion sessions
4	Need for affiliation	Evaluating the willingness to gain appreciation after taking adequate action
5	Need for affiliation	Assessing the eagerness to participate in mentorship sessions, guided by the Clinical Instructors or Academic Supervisors beyond the working shift hours
6	Need for affiliation	Evaluating the skill of communication and interaction with the clinical instructors, nurses, and peers
7	Need for affiliation	Assessing the capability to engage or initiate discussion with peers during difficult times
8	Need for power	Measuring the willingness to be assigned as a team leader
9	Need for power	Measuring the eagerness to partaking the leader position in discussion sessions

RESULTS

Table 2. showed the participant's characteristics distribution. Data revealed that the majority of participants in this study were female and unmarried. Table 3. shows that the mean score of motivation level was 28.17 with the minimum and maximum value of 20 and 36, respectively. Based on Table 4., the dimension of need for affiliation had the highest mean score of 13.48, with the

minimum and maximum score of 7 and 16, respectively. The lowest mean score was discovered on the dimension of need for power with a mean score of 5. The minimum and maximum score in this dimension was 2 and 8, respectively. The mean score of the need for achievement dimension was 9.66 with the minimal and maximum score of 7 and 12, respectively.

Table 2

Participant's Characteristic Distribution Based on the Gender and Marital Status (n=255)

Variable	Amount	Percentage %
Gender		
Male	50	19.6
Female	205	80.4
Marital status		
Married	17	6.7
Unmarried	238	93.3
Total	255	100.0

Table 3

Mean Score of Motivation among Professional Nurse Professional Study Program Students in Jember District (n = 255)

Variable	Mean	Median	Min-Max
Motivation	28.17	28	20-36

Table 4

Dimension of Motivation among Professional Nurse Professional Study Program Students in Jember District (n = 255)

Indicators	Mean	Median	Min-Max
Need for achievement	9.66	10	7-12
Need for affiliation	13.48	14.00	7-16
The need for power	5.02	5.00	2-8

DISCUSSION

Level of Motivation among the Nurse Professional Study Students

According to Table 2., the mean score of the level of motivation was 28.17, with a minimum score of 20 and a maximum score of 36. These results demonstrated that the mean score among the students was closer to the maximum value. However, in contrast to this finding, a study found that most students in their clinical programs reported a high level of motivation during this period, which was equivalent to 76.6% of the total study population [11]. In the field of healthcare, especially in nursing, a high level of motivation among nursing students delivered positive impacts on the health services provided to patients. In the opposite situation, a lower level of motivation could decrease healthcare quality. Caring behavior is a type of

health service presented by the students, the impact on oneself is to increase the risk of burnout syndrome [17]–[19]. Motivation is an essential driving factor to achieve certain goals. Motivation among the students influences the ability to engage in deeper learning, construct critical thinking skills, develop persistence, and present better academic performance [20]. Generally, motivation is categorized into two types: intrinsic and extrinsic. Intrinsic motivation, also known as self-motivation is spontaneous action, pleasure, and interest sourced from the internal self [12]. While extrinsic motivation is encouraged by the fulfillment of rewards or other sources originating from extrinsic forces [21]. Motivation among nurse professional study students is very essential to encourage and maintain their commitment to stay and learn throughout the program. Motivation can generate a sense of joy and energy that influence the learning process and

nursing care delivered. Their surroundings such as family, clinical supervisors, academic supervisors, and others would contribute major parts in supporting them to maintain their commitment while partaking in the clinical programs.

Based on Table 1, the majority of the participants were female. This finding may indicate the influence of gender on the level of motivation. Gender influences the level of motivation, especially in the learning process. Women tend to possess a higher level of motivation in comparison to men. This situation might occur due to the natural qualities owned by women, such as discipline, initiative, and responsibility [22]. Job security, opportunity, and flexibility were reasons identified among female nursing students in pursuing their education in nursing science. Moreover, opportunities for caring for others are also expressed as the major motive among them [23]. Another demographic characteristic that may affect the motivation level is marital status.

Table 1. reveals that the majority of nurse professional study program students were unmarried. Marital status could affect the general performance of an individual. Married students frequently reported being late to classes and showed poor academic performance compared to unmarried students. This may occur due to difficulty in dividing their focus between family and school works [24]. However, regardless of gender and marital status, motivation can affect the learning process during the program. This issue deserves more attention and needs to be addressed immediately, especially by educational institution centers.

Dimension of Need for Achievement

The mean score of the motivational need indicator for achievement was 9.66. This finding indicated that the motivation from the dimension of need for achievement was closer to the maximum score of 12, compared to the minimum score of 7.

Several participants still reported a lack of motivation to find books/references related to relevant clinical skills to increase their knowledge. They also reluctantly applied proper clinical skills according to the standard operational procedures. Most of the time, the participant could not deliver adequate nursing care in the clinical or community settings. The need for achievement is the desire to manage a tough situation and achieve a certain level of accomplishment, outperforming others. The need for high achievement affects the willingness to gain appreciation and status, gaining the respect of being qualified and ambitious. [6]. This dimension has been confirmed as an element that influences academic performance among nursing students in their clinical year program [25], [26]. A study discovered the dominant effect of the need for achievement on academic performance, with an OR value of 7.858 or 8 times, indicating the dimension of the need for achievement was eight times associated with better academic performance [27]. In the context of nurse professional study students, the need for achievement is considered as a willingness to achieve realistic goals and manage challenging processes to deserve the designation of a professional nurse.

Dimension of the Need for Affiliation

According to Table 3., the mean score of the dimension was 13.48, with a median value of 14. This mean score was closer to the maximum score of 14, whereas the minimum was 7.

This finding was parallel to a study that found the majority of participants reported a moderate to the high level of need for affirmation (90%) [28]. The need for affiliation is a dimension that delivered a major influence on motivation [29]. The need for affiliation could be defined as the desire to be appreciated and accepted by others. Frequently, it appears as the ability to cooperate with others [30]. The need for affiliation among students, especially among professional study nurse students, could be noticed through their behavior and attitude in completing their assignments on time and in proper manners, without indication of academic dishonesty [31]. This dimension often refers to the capability of nursing students in the clinical period to deliver nursing care according to predetermined standards [32]. The need for affiliation is very closely related to environmental factors, such as decent support from peers, parents, and institutions or the clinical settings [1], [33]. This dimension is essential due to the high demand for collaboration in clinical settings, primarily with fellow nursing students, preceptors, nurses, doctors, etc. This dimension of motivation is widely suggested to be trained and familiarized as soon as possible, mainly during the undergraduate program.

Dimension of Need for Power

According to the recent finding, the mean score of the motivational need for a power indicator was 5.02. This finding indicated that the level of motivation in this dimension was quite high, as it was closer to the maximum value (8). The minimum value of this dimension was 2, with a median value of 5. This was in line with the previous study that discovered a high level of need for a power dimension among the majority of nursing students (62.3%) [34]. Motivation has been widely mentioned elsewhere as the key to achieving learning goals effectively and brought a major influence on their academic achievement [35]. The dimension of the need for power could roughly be defined as the desire to influence others. Individuals with high power motives can establish a proper vision for their organization and are capable of managing their professional life, thus improving their working performance [36]–[38]. High-level motivation is the main feeding force to present adequate efforts in getting a position or power. In the context of nursing clinical programs, the dimension of power for need drives the students to give their constant efforts to achieve the goal of becoming professional nurses.

CONCLUSION

Findings discovered a poor level of motivation among nursing students during the professional nurse study program. Level of motivation can influence their learning processes, academic performances, and the delivery of nursing care. These findings indicate the need to improve the motivation of

the nursing students that could be conducted through the construction of conducive learning environment. Their surroundings such as family, educational institutions, and places of practice would contribute major parts in supporting them to maintain their commitment while partaking in the clinical programs. Finally, this study provides essential implications for the nursing education system, especially to identify the component of motivation related to caring among nursing students. Further, nursing education system should pay attention and encourage the development of the motivational dimensions that require to be improved, especially the need for achievement and power.

LIMITATION

This study has several limitations. We used a descriptive study design that confined our analysis, since it could not assess the causality between variables. Additionally, we did not specifically recruit the subjects from the same period of professional nurse study, which may generate biases on the findings of the mean score of motivation. We had argued about the possibility of difference motivation level among nursing students in different period of this professional program. Despite these limitations, this study able to present descriptive data related to motivation level among the nursing students.

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CONFLICT OF INTEREST

Authors have no conflict of interest to declare.

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