



A study of the relationship between the study process, motivation resources, and motivation problems of nursing students in different educational systems☆



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ABSTRACT

Background: The study process is related to students' learning approaches and styles. Motivation resources and problems determine students' internal, external, and negative motivation. Analyzing the study process and motivation of students yields important indications about the nature of educational systems in higher education.

Objectives: This study aims to analyze the relationship between the study process, and motivation resources and problems with regard to nursing students in different educational systems in Turkey and to reveal their effects according to a set of variables.

Design: This is a descriptive, cross-sectional and correlational study.

Settings: Traditional, integrated and problem-based learning (PBL) educational programs for nurses involving students from three nursing schools in Turkey.

Participants: Nursing students (n = 330).

Methods: The data were collected using the Study Process Questionnaire (R-SPQ-2F) and the Motivation Resources and Problems (MRP) Scale.

Results: A statistically significant difference was found between the scores on the study process scale, and motivation resources and problems scale among the educational systems. This study determined that the mean scores of students in the PBL system on learning approaches, intrinsic motivation and negative motivation were higher. A positive significant correlation was found between the scales.

Conclusions: The study process, and motivation resources and problems were found to be affected by the educational system. This study determined that the PBL educational system more effectively increases students' intrinsic motivation and helps them to acquire learning skills.

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1. Introduction

The study process has an important role in students' lives. It means that each student uses a unique way to prepare, learn, and remember new and difficult information. It can also be expressed as a students' tendency to search for meaning, memorize information, and succeed based on their intention to learn. Some students try to find and form a

meaning, this process can be described as deep learning, while others try to memorize the subject without associating it with other subjects. Still others try to learn with the intention to succeed without finding and forming meanings (Biggs et al., 2001). Studies on this subject show that the study process of students varies according to their intentions (Ekinci, 2009; Richardson, 2003; Mansouri et al., 2006; Snelgrove, 2004). The study process may also include variables such as the students' previous education, features of the teaching and learning environments where they study, their epistemological beliefs, critical thinking, and academic success levels and grades (Andreou et al., 2014; Richardson, 2003; Gijbels and Dochy, 2006; Ekinci, 2009).

Motivation is a key for success and well-being. Motivation provides self-awareness to individuals by stimulating them (Gelona, 2011). It is also defined as a power that activates, maintains and directs goal-

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oriented behavior. Motivation is a prerequisite in the learning process and an important factor in academic success (Acat and Köşgeroğlu, 2006; Köşgeroğlu et al., 2009). Motivation is said to be related to such results as learning, performance, curiosity, and continuity in education. Therefore, educators should determine the relationships among motivation, academic success and learning and the factors that affect those subjects (Yoshida et al., 2008). Motivation resources and problems include internal, external and negative motivation (Acat and Köşgeroğlu, 2006). They can be classified as intrinsic motivation, extrinsic motivation and amotivation according to Ryan and Deci (2000). In intrinsic motivation, the main reason for performing the specific task is the individual's pleasure and satisfaction; whereas in the extrinsic motivation, the individual performs an action to get important results for him/her or for extrinsic award. Motivation problems emerge when individuals are unable to bring about a connection between their situations and the task or activity to be undertaken. This is defined as negative motivation or amotivation. Factors such as experiencing the effort of learning, seeing themselves as inadequate, being under pressure and having a fear of failure cause motivational problems in students. Motivation is one of the preconditions of learning. A student who is not motivated sufficiently is not ready for learning and therefore not using learning approaches (Ryan and Deci, 2000).

2. Background

Problem-based learning (PBL), integrated, and traditional educational programs are used in nursing education. PBL education is based on empirical learning organized around solving and analyzing complex real-life problems. PBL education represents learning based on real-life that requires both the active intellectual participation of individuals and the use of their skills (Hung et al., 2007; Yuan et al., 2011). The integrated model is based on holistic learning. It leads individuals to see the big picture instead of learning small pieces, and associates topics with each other as a subject or problem (Fulmer et al., 2011; Sroczyński et al., 2011). Integrated nursing educational programs are basically structured from the viewpoint of health to illness by including basic knowledge, attitude, and skills of relevant subject fields. This program was intended not only to improve students' nursing-care skills using a systematic and bio-psychosocial approach, but also to help students to acquire skills such as effective communication, empathy, critical thinking, and problem solving (Şengül, 2010). Traditional programs primarily use the classroom lecture format and are usually non-interactive. This allows large amounts of information to be conveyed in a short time (Brown et al., 2008).

Teachers of nurses must have knowledge about the study process of their students. Determining which deep and superficial approaches students use during studying will contribute to creating effective-learning environments. Teachers should have information about the learning approaches which are being used because this will provide an opportunity to take steps toward helping students with superficial-learning approaches to use deep-learning approaches (Yılmaz and Orhan, 2011). The study process includes deep and superficial learning approaches (Snelgrove, 2004; Snelgrove and Slater, 2003). Many studies have addressed the attitudes of nursing students toward learning approaches (Alkhasawneh et al., 2008; Al-Kloub et al., 2014; Andreou et al., 2014; D'Amore et al., 2012; El-Gilany and Abusaad Fel, 2013; Fleming et al., 2011; James et al., 2011; Li et al., 2008; Tiwari et al., 2006). Bengtsson and Ohlsson (2010) studied motivation and determined that students do not know where to concentrate their attention. They suggested educators should use different learning approaches and kinds of feedback for motivation. McLaughlin et al. (2010) found that the personal development of students increases their desire to care and the emotional support of their family helps them achieve academic success and professionalism. Khalaila (2015) found a relationship between motivation and academic success. Braten and Olausson (1998) identified a relationship between students' learning approaches and their

motivational beliefs. These findings suggest that this study can provide important data toward enhancing the quality of nursing education. This study aims to analyze the relationship between the study process, motivation resources, and motivational problems of nursing students in different educational programs in Turkey and to reveal their effects using a set of variables. This objective prompted the research questions:

- Is there a difference between the educational systems, study process, and motivation resources and problems?
- Is there a relationship between the study process, and motivation resources and problems?
- What factors affect the study process, and motivation resources and problems?

3. Methods

3.1. Design and Sample

A descriptive survey design was used to explore the nursing students' perceptions of the study process, and motivation resources and problems and the relationships between them. This study was conducted with three nursing schools that each use one of the following systems: the PBL, the integrated educational system, and the traditional educational system. The sample size was calculated using stratified sampling. The number of samples was homogeneously distributed among the schools and years of study using stratified random sampling. The number of students per department was divided into the number of years of study. The students in three nursing schools in the 2011–2012 academic year who agreed to participate in the study were included in the sample ($n = 330$).

3.2. Instruments

3.2.1. The Personal Information Form

This form was prepared by the researchers and included questions on the students' age, gender, grade, parental education level, parental occupation, income status, liking of nursing profession, their opinion about own academic success.

3.2.2. The Study Process Questionnaire (R-SPQ-2F)

This is a five-point Likert scale developed by Biggs et al. (2001). Its Turkish validity and reliability were analyzed by Bati et al. (2010), and it includes questions on the students' learning approaches and styles. The total score for each approach varies from 10 to 50. The Cronbach's alpha value for the scale was found to be 0.77 for the deep approach and 0.80 for the superficial approach. The scale consists of 20 items: five items for two subscales with two determinants for each. These subscales are the deep approach (DA) and the superficial approach (SA). The DA consists of deep motivation (DM) and deep strategy (DS) determinants. The SA consists of superficial motivation (SM) and superficial strategy (SS) determinants (Bati et al., 2010).

3.2.3. The Motivation Resources and Problems Scale

This is a five point Likert scale developed by Acat and Köşgeroğlu (2006). It has 24 items in three subscales: internal motivation (IM), negative motivation (NM) and external motivation (EM). Internal motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. External motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Negative motivation is the state of lacking an intention to act (Ryan and Deci, 2000). The score for each subscale is calculated by using the arithmetic mean of the scores obtained from the subscale items. The average of the scores obtained for the three subscales yields the participants professional learning motivation scores. The internal consistency alpha coefficient was found to be 0.82. The

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