ORIGINAL RESEARCH ARTICLE

RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC MOTIVATION AMONG NURSING STUDENTS

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ABSTRACT

Background: Self-efficacy and academic motivation are both essential component for nursing profession which have a direct influence on academic success therefore this study aimed to investigate the relationship between Self-efficacy and Academic motivation among Nursing Students of Nepal.

Methods: A cross-sectional study was conducted among 203 Proficiency Certificate Level and Bachelor of Science in nursing students of, Pokhara, Nepal during February 2020. Self -administered Demographic Performa, Jerusalem and Schwarzer Self-efficacy, Modified vallerend Academic motivation was used for data collection. Data were analyzed using Descriptive statistics and inferential statistics.

Results: The study revealed among 203 nursing students. Majority (76.5%) were from age group 16-25 years, mean age was 18.96 ± 1.96, majority (82.8%) were Hindu. Most of all (98.0%) were unmarried, majority (85.7%) were from nuclear family. More than half (57.1%) were from proficiency certificate level student, one third (31.5%) were from third year. The mean self-efficacy score was 30.22±4.2 and mean total academic motivation was 95.19±13.71.

Conclusions: Study findings showed that majority of nursing students have average level of self -efficacy and average level of academic motivation. Self- efficacy was significantly correlated with academic motivation so that nurse educators should help to boost self- efficacy.

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INTRODUCTION

Self-efficacy makes a difference in how people perceive, believe, and do something. People with high levels of self-efficacy select to carry out more demanding tasks.[1] Self-efficacy is essential for nursing students and clinical nurses.[2] They set themselves higher goals and stick to them stating that self-efficacy is the belief in one's potentiality to organize and perform the courses of action required to generate given accomplishments.[3]The individuals with high levels of self-efficacy select to perform more challenging tasks start and continue activities, attain a positive outcome.[4] Nurses with high levels of self- efficacy consider barriers as opportunities rather than threats.[5]Self-efficacy is important for nursing students and clinical nurses.[6] Low self-efficacy may affect the dimension of achievement motivation in difficult situations.[7]self- efficacy is needed in every individual, the number of years of experience in nursing is directly proportional to academic motivations and self - efficacy of nursing students.[8] Self- efficacy is vital to nurses in the clinical setting, nurses with high Self- efficacy set appropriate goals, try different strategies, persevere to complete a task, and will make an easier transition from student to nursing professional.[9] Students with high self-efficacy are more likely to challenge themselves with difficult tasks, intrinsically motivated, likely to achieve their personal goals, on the other hand, students with low Self-efficacy , have little aspiration which may result in poor academic motivation and performances.[10] Thus this study was aimed to assess self-efficacy and academic motivation among Nursing Students of Manipal College of Medical Sciences (Nursing Programme) of Pokhara, Nepal.

METHODS

A cross-sectional study was conducted among Proficiency Certificate Level and Bachelor of Science in nursing students currently studying in Manipal College of Medical Sciences (nursing programme). Census method was used so entire population was taken for sample size which included 203 nursing students. The study was conducted from February14th to 19th February 2020. Here in this study 10% of the sample size was taken for conducting pilot study to find out the feasibility of the study, clarity of language of the tool and to finalize the plan for analysis 10% of the sample size was taken for conducting reliability to find out the reliable of the study. Self-administered questionnaire was distributed to students in the classroom and returned back in the presence of researcher.

Data collection was done with Demographic Performa, General Self-Efficacy Scale "developed by Jerusalem and Schwarzer, was used to assess self-efficacy level.[11]The scale consists of 10 items. Self- efficacy score was further classified into low Self-efficacy (≤mean – standard deviation), average Self-efficacy (mean + standard deviation and mean – standard deviation) and high Self-efficacy (≥ mean + standard deviation). Modified Vallerend Academic Motivation scale[12] was used for Academic motivation. The questionnaire included 28 statements with 5-point Likert questions with the options 'always', 'often', 'rarely' and 'never' in which statements related to assertive behaviour was classified as low, moderate and high. Low Academic motivation Score (≤mean – standard deviation), Average Academic motivation (score within mean + standard deviation and mean – standard deviation) and high Academic motivation (≥ mean + standard deviation). Prior to data collection ethical approval was taken from the Institutional Ethical Committee of Manipal Teaching Hospital. An informed consent was taken from the students after explaining about study and its purpose. Data entry and analysis was done using SPSS version 19. Descriptive statistics and inferential statistics were used for data analysis.

RESULTS

Table 1 revealed among the 203 nursing students majority of the respondents (76.4%) were16-20 years .The mean age of the respondents was (18.96 ± 1.96),majority (82.8%)were Hindu ,All most all (98.0%) were unmarried, majority (85.7%) were from nuclear family.(57.1%) Were from Proficiency certificate level student, (31.5%) were from third year.

Table 1: Socio-demographic characteristics of respondents

n=203

Demographic variables	Number (%)
Age in years	
16-20	155(76.4)
21-25	48(23.6)
Mean (yrs) ± S.D	18.96±1.96
Religion	
Hindu	168(82.8)
Buddhist	31(15.3)
Christian	4(2.0)
Marital status	
Married	4(2.5)
Unmarried	199(98.0)
Family Type	
Nuclear	174(85.7)
Joint	29(14.3)
Level of study	
PCL Nursing	116(57.1)
B.sc. Nursing	87(42.9)
Year of study	
First year	53(26.1)
Second year	62(30.5)
Third year	64(31.5)
Fourth year	24(11.8)

Table 2 showed highest percent of respondent's mothers as well as fathers had obtained secondary education respectively (38.9%), (41.4%) and majority (88.7 %) belongs from urban area.

Table 2: Background of respondents parent's characteristics

(n=203)

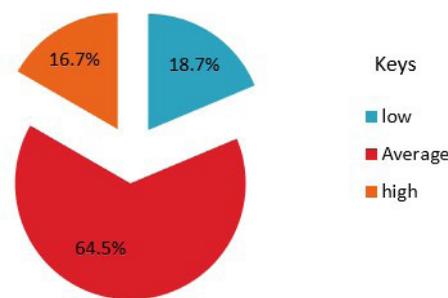| Parent's characteristics	Number (%)
Mother's education	
Illiterate	21(10.3)
Primary School	36(17.7)
Secondary	84(41.4)
Higher Secondary	43 (21.2)
Bachelor & above	19(9.4)
Father's education	
Illiterate	12(5.9)
Primary School	23 (11.3)
Secondary	79(38.9)
Higher Secondary	61(30.1)
Bachelor & above	28(13.8)
Residence	
Rural	23(11.3)
Urban	180(88.7)

Figure 1: Nursing students' self-efficacy

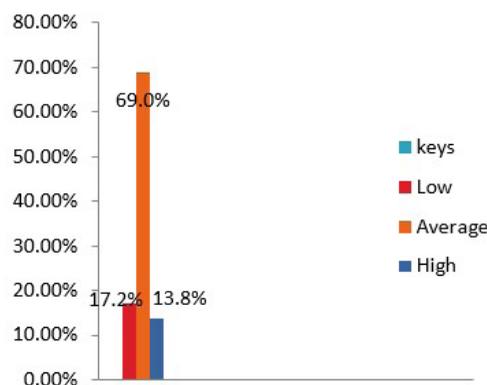Figure 1 present's majority (64.5 %) of the respondents were having average self-efficacy.

Figure 2: Academic motivation of nursing students

Table 3: Numerical index of academic motivation

n=203

Motivation	SD	Mean	Min	Max
Intrinsic motivation (12-60)	7.11	40.58	24	59
External motivation (12-60)	6.72	46.00	27	60
Unmotivated (4-20)	3.14	16.09	4	20
Motivation (28-140)	13.71	95.19	65	148

Overall academic motivation of students was 95.19 in that higher mean 46.00 was on external motivation

Table 4: Relationship between respondents' self efficacy and academic motivation n=203

Variables	r	p-value
Self-efficacy vs. Academic motivation	.360	< 0.001**

**Spearman's rho *Correlation*

Table 4 stated that the correlation between self-efficacy and academic motivation with Spearman's rho correlation found that self-efficacy has positive correlation with academic motivation (at p< .001) level of significance (r= 360**) indicating that if there is high self-efficacy, there will be high academic motivation.

DISCUSSION

This study attempts to assess the relationship of self-efficacy with academic motivation among nursing students. The present study shows that students had average self- efficacy. This result is consistent with previous findings[13] which revealed that nursing students were having average mean score of self-efficacy 67.57± 16.20. The study conducted by Athirav et al in India[14] revealed contradictory results as 53.0 7% of the nursing students were having high self –efficacy whereas study conducted by Zhang et al in China[15] found that students had low self- efficacy.

More than half (69.0%) of student nurses were having average level of academic motivation in present study. Similar findings were reported by other studies by Ghiasvand et al[16] whereas study conducted by Kharameh et al revealed academic motivation mean was high.[17] Under the subscales of academic motivation, external motivation mean is in the highest level i.e. 46.60 which is a part in this questionnaire in present study. This finding is consistent with the study conducted in Sweden by Nilsson et al.[18] and by Kosgeroglu et al.[19] in Turkey revealed mean levels of the items of extrinsic motivation was high 4.17.

The results of this study support that there is a positive correlation among self-efficacy and academic motivation (r=.360).This result is consistent with previous findings as result revealed a positive relationship was found between the academic self-efficacy of the students and their intrinsic and extrinsic motivation levels.[8]In line with this result in their study conducted by Zhang et al in china found positive relationship with self - efficacy and success motivation.[15] Several limitation of the study restricts the generalization of the study findings. The data was collected from only one nursing college. Furthermore, finding was based on a self-reported questionnaire which depends on the honesty of completing it by students.

CONCLUSION

This study found majority of nursing students have average level of self-efficacy and average level of academic motivation. Self- efficacy has positive correlation with academic motivation indicating that if there is high self- efficacy meaning that there will be high academic motivation. Nurse educator should help to improve self- efficacy of the nursing student so they will have more academic motivation and do good in academic performance.

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