

Assess level of Motivation to learn and learning stress of Nursing Students of selected Nursing College, Uttarakhand: A pilot study

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Abstract: Background : The most essential aspect for learning students is motivation and teachers have a lot to do with their students' motivational level. Nursing students have the same academic stressors as other college students, such as midterm and final examinations, research papers and other assignments. **Objectives:** (1) To assess the level of motivation to learn and level of learning stress (2) To assess the correlation between Motivation to learn and learning stress **Methodology:** Mixed Research Approach was adopted in the study among 45 second year B.Sc. Nursing students studying in selected Nursing College of Uttarakhand. Samples were recruited by following consecutive sampling technique. Self-structured questionnaires on motivation to learn, learning stress were utilized to collect the data. Validity and reliability of the tools were established. Institutional ethical permission and informed written consent was obtained before the data collection. **Results:** 58% of nursing students were belongs to category of Low motivation to learn, 24% were belongs to category of Moderate motivation to learn. It indicated Nursing students are very less motivated to study. Motivation to solve problems in relation to performance is the major domain in which maximum number of students ie 36(80%) were belongs to low score category of motivation. The mean percentage(26.6%) suggested low motivation to learn(0.8 ± 0.89) among nursing students. 44.4% of nursing students were belongs to category of moderate learning stress and 35.6% were belongs to high learning stress. It indicated that maximum Nursing students have stress in their learning. Clinical related stressors is the main domain which includes stressors related to clinical practice in which maximum number ie 20(44.4%) of Nursing students belongs to category of high score and only 11(24.4%) students were belong to low score category. Mean percentage (78.7%) indicated high learning stress (18.9 ± 2.09) among nursing students. Out of three major domains of learning stress, maximum stressors (78.7%) were observed in clinical related stressors. The relationship between Motivation to learn and Learning stress among Nursing Students is weak positive correlation as $r=0.21$. **Conclusion:** Motivation is a fundamental recipe for academic success. There is lack of intrinsic and extrinsic motivation among nursing students which lead to academic stress and poor academic performance. The pilot study suggested to implement some intervention training among Nursing students there by their motivation to learning will improve and learning stress will reduce.

Keywords: Motivation to learn, Learning stress, Nursing students.

1. INTRODUCTION:

The stressors in the health professions and especially in the education of nurses and doctors have been consistently acknowledged in the literature for more than 50 years. The usual academic sources of stress include examinations, long study hours, assignments and grades, lack of free time and faculty response to student need. Clinical sources of stress include working with dying patients, interpersonal conflict with other nurses, insecurity about personal clinical competence, fear of failure, work overload and concerns about Nursing care given to patients. Psychological distress, poor adjustment and coping can result in poor academic performance [1].

Motivation is a word derived from the Latin “movere”, which means to move, “everything that can move”. Based on this concept, motivation is understood as something personal and individual, according to experiences, culture and needs, and relates to an objective that one wishes to achieve [2].

The most essential aspect for learning students is motivation and teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behaviour and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation[3, 4].

Like every education field, motivation is a critical factor in nursing education[5,6]. It is important for nursing students who are faced with different demands from their patients [5]. To help others during their professional lives, nursing students need long-standing motivation [6]. Providing quality nursing services needs motivated students to acquire a great deal of information and skills and to keep learning and relearning during their professional lives. With

the aging population, the need for professional nurses has increased, and nursing educators must improve academic motivation and achievements in nursing students in order to increase the number of professional nurses [7].

Marie E. Shultz (2011) conducted a study on factors related to stress in nursing students at the University of Central Orlando, Florida. Results shows that nursing students reported increased levels of stress during the academic year. Nursing students reported higher levels of stress in conjunction with elevated external stressors, including increased responsibilities and course requirements. Findings suggested that factors related to stress in nursing students arose from clinical sources, academic sources, and personal sources. Increased levels of stress, combined with poor coping mechanisms, may lead to poor academic performance and burn-out among nursing students[8].

With the personal and professional experience, the investigators felt that there is lack of intrinsic and extrinsic motivation among nursing students which lead to academic stress and poor academic performance. Hence the investigators decided to conduct a small study to identify level of motivation to learn and learning stress among Nursing students.

1.1 Objectives of the study:

- 1.1.1 To assess the level of motivation to learn and level of learning stress
- 1.1.2 To assess the correlation between Motivation to learn and learning stress.

2. MATERIAL AND METHODOLOGY:

2.1 Research Approach and Design:

The research approach considered was Mixed Research Approach, where qualitative data is quantified for measurement approach.

2.2 Research Setting

The present pilot study was conducted in selected Nursing College of Uttarakhand.

2.3 Sample, Sampling Technique, Sample size

The sample subjects of the pilot study were second year B.Sc. Nursing students. Consecutive Sampling technique was adopted in the pilot study. Total 45 samples were recruited in this study. Since it is consecutive sampling, all the students who met the criteria were recruited in the study.

2.4 Inclusion criteria

1. B.Sc. Nursing students who were studying in 2nd year.
2. B.Sc. Nursing students who were available during data collection and those who were willing to participate.

Exclusion criteria

Students who were taking treatment for major physical and mental illness.

2.5 Tools and Techniques

Section I:- Baseline Data of students. It includes age, gender, staying, problem sharing details, monthly income of family, education of parents, and occupation of parents.

Section II:- Self-structured questionnaire to assess level of motivation to learn. A self-structured questionnaire (scenario based) was made to assess level o motivation to learn among students. Eleven domains were developed from the questionnaire such as motivation related to course, self-motivation to study, motivation to solve problems, seeking help from teachers, sense of responsibility, goal directedness, action oriented attitude, commitment, perseverance, bound by assumptions, influence by others.

Section III:- Self-structured questionnaire to assess level of learning stress. A self-structured questionnaire(39 items) was made to assess students level of learning stress. The study habits were measured in the areas such as core self-related stressors, classroom and clinical related stressors.

2.6 Validity and Reliability of the tool

The content validity of the tool was established in consultation with seven experts. Reliability of the tool was assessed using split half method and calculated by Pearson Product Moment correlation. The reliability of the tools were checked by Spearman brown formula. Reliability values of motivation to learn was 0.90, learning stress was 0.91.

2.7 Ethical Consideration

Ethical permission was obtained from the Research Advisory Committee of Shri Venkateshwara University, Gajrola, Ref No-SVU/PhD/RAC/2018 dated on 05/03/2018. Prior to data collection, written permission was obtained from the Principal of selected Nursing College, Uttarakhand and informed consent was taken from students who are participating in the study.

2.8 Pilot study Data Collection

The pilot study data was collected from 15.03.21 to 17.03.21.

3. RESULTS :

Section 1: Description of baseline data of Nursing Students

Percentage wise distribution of baseline data shows that highest percentage (53.3%) of students were belongs to 19-20 years. Maximum (95.5%) were female students. Majority (71.1%) of the students were staying with parents. Maximum(33.3%) of the students responded that they shared their problems to friends. None of them shared their problems with teachers. 26.7% of them had monthly income of more than Rs.20000. Maximum (51.1%) of their mothers had no any formal education. Majority (51.1%) of their fathers had education only up to 10th standard. 71.1 % of their mothers were housewives. 33.3% of their fathers were doing business.

Section 2: 2.1 Assessment of Motivation to learn among Nursing students

Motivation related to course (in general)

As shown in the Table No. 1 regarding Motivation related to course, 19(42.2%) Nursing students belongs to category of low score and only 7(15.6%) students were belong to high score category. Mean percentage(43.3%) indicated moderate motivation to learn(1.3±1.18) among nursing students.

Self-motivation to study

This is an important component of motivation to learn in which highest number [22(48.9%)] of students were belong to low score category whereas only 4(8.9%) were in high score. The remaining were in moderate score. Mean percentage(36.6%) indicated low motivation to learn(1.1±1.13) among nursing students.

Motivation to solve problems in relation to performance

Motivation to solve problems in relation to performance is another domain in which maximum number of students ie 36(80%) were belongs to low score category of motivation whereas only 3 (6.7%) were in high score category. The mean percentage(26.6%) suggested low motivation to learn(0.8±0.89) among nursing students.

Motivation to seeking teachers help in difficulty related to clinical learning and classroom learning

This is another important domain in which maximum ie 34(75.5%) of Nursing students were falls in low score category of motivation to learn. Only 4(8.9%) of Nursing students were in high score category. Mean percentage (23.3%) indicated low motivation to learn (0.7±1) among nursing students.

Sense of Responsibility

In this domain, highest number ie 20(44.4%) of students were belong to moderate category whereas only 6(13.3%) were in high score. Mean percentage(48%) indicated moderate motivation to learn(7.2±2.3) among nursing students.

Goal Directedness

Goal Directedness is another domain in which maximum number of students ie 31(68.8%) were belongs to low score category of motivation whereas only 1 (2.2%) student was in high score category. The mean percentage (57.7%) suggested moderate motivation to learn(5.2±1.69) among nursing students.

Action oriented attitude

27(60%) Nursing students belongs to category of low score and only 7(15.6%) students were belong to high score category. Mean percentage (50%) indicated moderate motivation to learn(4.5±1.54) among nursing students.

Commitment

Commitment is another important domain in which maximum ie 24(53.3%) of Nursing students were falls in low score category of motivation to learn. Only 2(4.4%) of Nursing students were in high score category. Mean percentage (52%) indicated moderate motivation to learn (2.6±1.13) among nursing students.

Perseverance

Perseverance is another domain in which maximum number of students ie 26(57.7%) were belongs to low score category of motivation whereas only 9 (20%) students were in high score category. The mean percentage (40%) suggested moderate motivation to learn (4.8±3.38) among nursing students.

Bound by assumptions

26(57.7%) Nursing students belongs to category of low score and only 9 (20%) students were belong to high score category. Mean percentage (36.6%) indicated low motivation to learn (2.2±1.8) among nursing students.

Influence by others

In this domain, highest number ie 17(37.8%) of students were belong to moderate category whereas only 12(26.7%) were in high score.. Mean percentage (50%) indicated moderate motivation to learn (1.5±1.23) among nursing students.

Table No. 1: Range, Frequency, Percentage, Mean, SD, Mean percentage distribution of Nursing students according to domains of Motivation to Learn

Sr. No	Domains of Motivation to learn	Max. Score	Range	Low score f (%)	Moderate score f(%)	High score f(%)	Mean	SD	Mean %
1	Motivation related to course (in general)	3	0-3 (3)	19(42.2%)	19(42.2%)	7(15.6%)	1.3	1.18	43.3%

n=45

2	Self-motivation to study	3	0-3 (3)	22(48.9%)	19(42.2%)	4(8.9%)	1.1	1.13	36.6%
3	Motivation to solve problems in relation to performance	3	0-3 (3)	36(80%)	6(13.3%)	3(6.7%)	0.8	0.89	26.6%
4	Motivation to seeking teachers help in difficulty related to clinical learning and classroom learning	3	0-3 (3)	34(75.5%)	7(15.6%)	4(8.9%)	0.7	1.0	23.3%
5	Sense of Responsibility	15	3-13 (10)	19(42.2%)	20(44.4%)	6(13.3%)	7.2	2.3	48%
6	Goal Directedness	9	4-9 (5)	31(68.8%)	13(28.8%)	1(2.2%)	5.2	1.69	57.7%
7	Action oriented attitude	9	3-8 (5)	27(60%)	11(24.4%)	7(15.6%)	4.5	1.53	50%
8	Commitment	5	1-5 (4)	24(53.3%)	19(42.2%)	2(4.4%)	2.6	1.13	52%
9	Perseverance	12	0-11 (11)	26(57.7%)	10(22.2%)	9(20%)	4.8	3.38	40%
10	Bound by assumptions	6	0-6 (6)	26(57.7%)	10(22.2%)	9(20%)	2.2	1.8	36.6%
11	Influence by others	3	0-3 (3)	16(35.6%)	17(37.8%)	12(26.7%)	1.5	1.23	50%

Figure 1 shows that 58% of nursing students were belongs to category of Low motivation to learn, 24% were belongs to category of Moderate motivation to learn and 18% were falls in High motivation to learn. It indicated Nursing students are very less motivated to study.

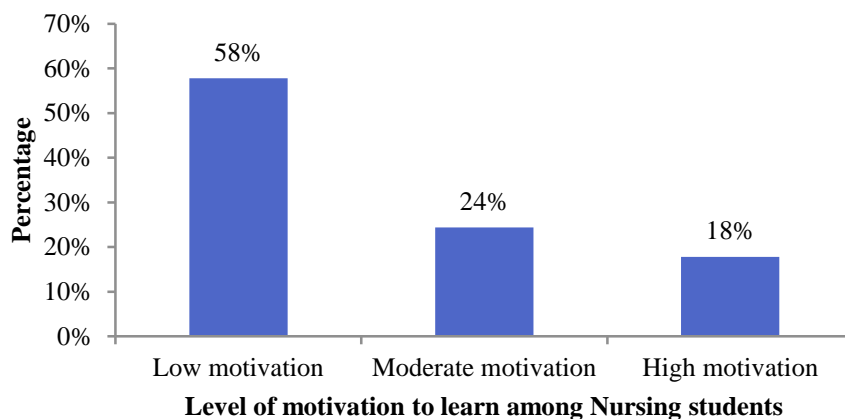


Figure No. 1: Level of Motivation to learn among Nursing students

2.2 Assessment of learning stress among Nursing students

Table No. 2: Range, Frequency, Percentage, Mean, SD, Mean percentage distribution of Nursing students according to domains of Learning Stress

Sr. No	Domains of Learning Stress	Max. Score	Range	Low score f (%)	Moderate score f (%)	High score f (%)	Mean	SD	Mean %
1	Self- related stressors	30	15-28 (13)	10 (22.2%)	17 (37.7%)	18 (40%)	22.9	3	76.3%
	1.1 Self-image	6	1-6 (5)	6 (13.3%)	18 (40%)	21 (46.6%)	4.08	1.32	68%
	1.2 Regularity in studies	6	2-6 (4)	9 (20%)	21 (46.6%)	15 (33.3%)	5.08	0.84	84.6%

1.3	Language	4	0-4 (4)	6 (13.3%)	14 (31.1%)	25 (55.6%)	3.11	1.24	77.7%
1.4	Studying	4	0-4 (4)	9 (20%)	19 (42.2%)	17 (37.7%)	2.35	1.49	58.7%
1.5	Assignments	4	0-4 (4)	12 (26.6%)	14 (31.1%)	19 (42.2%)	3.06	1.03	76.5%
1.6	Understanding	4	2-4 (2)	16 (35.6%)	12 (26.6%)	17 (37.7%)	3.02	0.86	75.5%
1.7	Concentration	2	0-2 (2)	3 (6.7%)	13 (28.9%)	29 (64.4%)	1.57	0.62	78.5%
2	Classroom related stressors	24	13-23 (10)	6 (13.3%)	20 (44.4%)	19 (42.2%)	18.8	1.92	78.3%
2.1	Comprehending	6	1-6 (5)	5 (11.1%)	18 (40%)	22 (48.8%)	4.46	0.99	74.3%
2.2	Load in studies	6	3-6 (3)	1 (22.2%)	6 (13.3%)	38 (84.4%)	5.15	0.73	85.8%
2.3	Method of teaching	12	6-12 (6)	4 (8.9%)	22 (48.8%)	19 (42.2%)	9.26	1.45	77.1%
3	Clinical related stressors	24	13-22 (9)	11 (24.4%)	14 (31.1%)	20 (44.4%)	18.9	2.09	78.7%
3.1	Teacher related	10	5-10 (5)	7 (15.5%)	26 (57.7%)	12 (26.6%)	7.7	1.22	77%
3.2	Practice related	14	8-14 (6)	6 (13.3%)	17 (37.7%)	22 (48.8%)	11.1	1.53	79.2%

Self-related stressors

Self-related stressors are major domain in learning stress. It contains stressor related to self-image, regularity in studies, language, studying, assignments, understanding and concentration. As shown in the Table No. 2 regarding self-related stressors, 18(40%) Nursing students belongs to category of high score and only 10(22.2%) students were belong to low score category. Mean percentage (76.3%) indicated high learning stress (22.9 ± 3) among nursing students.

Classroom related stressors

Classroom related stressors are another domain which includes stressors related to comprehending, load in studies and method of teaching. 19(42.2%) Nursing students belongs to category of high score and only 6(13.3%) students were belong to low score category. Mean percentage (78.3%) indicated high learning stress (18.8 ± 1.92) among nursing students.

Clinical related stressors

Clinical related stressors are another domain which includes stressors related to clinical practice in which maximum number ie 20(44.4%) of Nursing students belongs to category of high score and only 11(24.4%) students were belong to low score category. Mean percentage (78.7%) indicated high learning stress (18.9 ± 2.09) among nursing students. Out of three major domains of learning stress, maximum stressors (78.7%) were observed in clinical related stressors.

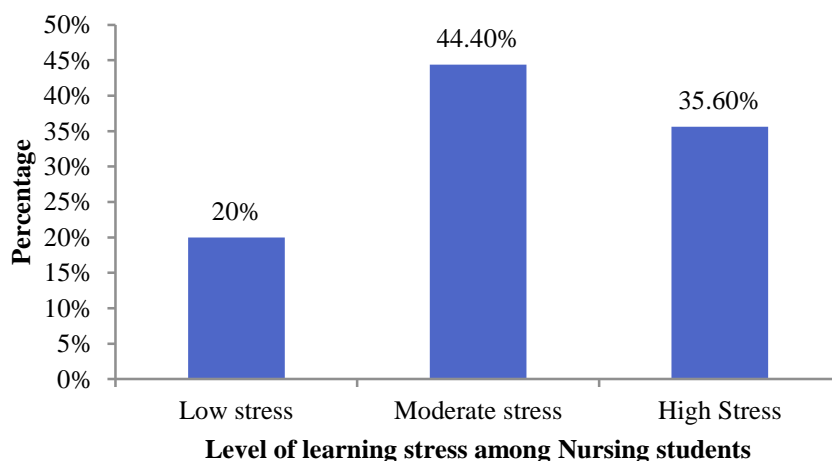


Figure No. 2 : Level of learning stress among Nursing students

Figure 2 shows that 44.4% of nursing students were belongs to category of moderate learning stress and 35.6% were belongs to high learning stress. Only 20% were falls in low learning stress. It indicated that maximum Nursing students have stress in their learning.

Section 3

Correlation between Motivation to learn and Learning stress

Table No. 3: Correlation between Motivation to learn and Learning stress

n=45

Motivation to learn	Range	Learning stress			Pearson Correlation Coefficient p<0.05
		Low	Moderate	High	
Low		8	9	9	0.21
Moderate		0	8	3	
High		1	3	4	

Table No.3 shows that, although technically a positive correlation, but the relationship between Motivation to learn and Learning stress among Nursing Students is weak positive correlation as r=0.21.

4. DISCUSSION :

This study gives an understanding about motivation to learn and learning stress among Nursing students. Our study suggested that 58% of nursing students were belongs to category of Low motivation to learn, 24% were belongs to category of Moderate motivation to learn and 18% were falls in High motivation to learn. It indicated Nursing students are very less motivated to study. The study was partially supported by a study conducted by Dalir Z (2011) to identify the motivation of nursing and midwifery students toward their field of study selection, found that the total mean scores of motivating factors were 33.46±6.43 that was in the average level. Intrinsic motivating factors score was higher than extrinsic. According to Pearson correlation test, the higher semester (P=0.009) and age (P=0.008), the less intrinsic motivation. According to results, the motivation of students toward field of study selection was in average level and intrinsic motivation decreased during course study [9].

Our study results shown 44.4% of nursing students were belongs to category of moderate learning stress and 35.6% were belongs to high learning stress. Only 20% were falls in low learning stress. It indicated that maximum Nursing students have stress in their learning. The study results were supported by study conducted by Chinnulydia, Joyn Mercy, Anchala, Hemamalini (2016) to assess the academic stress among 80 nursing students at SRM College of Nursing , Kattankulathur concluded that majority of the students (82.5%) had moderate level of academic stress and (7.5%) students had severe academic stress .Among the participants, 67.3% reported examinations/assessments as a major stressor. Additionally,(57.5%) reported fear of failing the course as a major stressor[10].

5. CONCLUSION :

Motivation is a fundamental recipe for academic success. In India, majority of the students forced by their parents to choose a course regardless of their interest and capabilities. Many students choose Nursing profession on base of their parents decision. The tight schedule of the courses, the subjects and the stigma related to the Nursing courses pose a threat and affect the attitude towards learning. To have interest in the course, maintain the interest and proceed with the course is challenge to the students. This indicates an urgent need to address this issue. There is lack of intrinsic and extrinsic motivation among nursing students which lead to academic stress and poor academic performance. The pilot study suggested to implement some intervention training among Nursing students there by their motivation to learning will improve and learning stress will reduce.

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