Original Article

THE MOTIVATING FACTORS FOR STUDYING NURSING: STUDENTS' PERCEPTION

Rabia S. ALLARI[1], Amr H. ZYOUD[2], Maha ATOUT[3], Abd Al-Hadi HASAN[4], Eman ALSALEH[5], Malek Khalil[6], Anas Khalifeh[7], Mallak Alzyoud[8]

[1]Ph.D., RN, Associate Professor, Faculty of Nursing, Al-Ahliyya Amman University/ Jordan.
Email: r.allari@ammanu.edu.jo
ORCID 0000-0003-0892-346X
[2]Ph.D., RN, Assistant Professor, Faculty of Nursing, Al-Ahliyya Amman University/ Jordan.
Email: a.alzyoud@ammanu.edu.jo
ORCID 0000-0003-3876-3727
Phone number: +9620777302060
[3]Ph.D., RN, Associate Professor, School of Nursing, Philadelphia University/ Jordan.
Email: m.atout@philadelphia.edu.jo
ORCID 0000-0002-6290-9100
[4]Ph.D., RN, Assistant Professor, Fakeeh College for Medical Sciences, KSA, Jeddah.
Email: aalhasan@fakeeh.care
ORCID 0000-0003-0892-346X
[5]Ph.D., RN, Assistant professor, School of nursing, Philadelphia University, Amman.
Email: ealsaleh@philadelphia.edu.jo
ORCID 0000-0002-2962-1068
[6]RN, Ph.D., Assistant Professor, Faculty of Nursing, Zarqa University, P.O. Box 132222, Zarqa, 13132, Jordan.
E-mail: mkhlail@zu.edu.jo, tarifi_11684@yahoo.com
ORCID 0000-0001-5206-5816
[7]RN, Ph.D., Assistant Professor, Zarqa University, Faculty of Nursing, P.O. Box 132222, Zarqa, 13132, Jordan.
E-mail: akhalifeh@zu.edu.jo; anaskhalifeh@yahoo.com
ORCID 0000-0002-5649-5124
[8]RN, MSc, Department of Nursing, Ministry of Health, Amman, Jordan.
E-mail:malak1260@gmail.com
ORCID 0000-0002-8820-2357
Corresponding author: Rabia S. ALLARI

DOI: 10.47750/pnr.2023.14.02.363

Abstract

Background: Nursing education is a challenging process that merges knowledge and practices to prepare nurses to deal with life and death situations in a complex and challenging environment. Therefore, nursing students need to be motivated to progressively advance their academic and professional performance to meet the demand of the nursing profession.

Objectives: This study aimed to investigate how students perceive the motivational level during their studies and the correlation between motivation and students' academic performance profiles in Jordan. **Methods:** Descriptive correlational research was used. A convenient sample of 335 students was recruited from selected nursing colleges in Jordan to answer a self-administered questionnaire. A self-administered questionnaire, "Effect of motivation on the health of College Students," was used to answer the research questions. Statistical analyses were performed using SPSS (version 22). Frequency or percentage was used to analyze the demographic profile, and Spearman's rho correlation test was used to determine the correlations. **Results:** The overall mean of motivational factors among students was high, 3.69, and the highest five motivators were When the student finds the material to be stimulating and practical, the class is easy, and the student can get high scores, the midterms and finals are imminent, the average in the class is high, and when the student like the professor, with means of 4.65, 4.43, 4.37, 4.37, and 4.22 respectively. There was a significant positive correlation (significant 0.04) between the student's academic performance and motivational factors**. Conclusion:** This study helps administrators of

colleges of nursing and health to identify motivating factors and practice implementing them to support psycho-academic conciliators. Accordingly, it may help create an academic environment that initiates students' efficiency, competency, and professionalism.

Keywords: Academic, Motivation, Nursing, Perception, Students.

INTRODUCTION

The nursing shortage is a universal phenomenon that makes healthcare organizations face many severe challenges in providing high-quality healthcare. Moreover, the growing demand for healthcare and nursing services has been growing exponentially globally (Salvage & White, 2020); this has resulted in high enrollment rates in nursing programs around the world (Pittman et al., 2019). However, with the increase in the entrance to nursing school, students may choose to pursue a nursing profession not only for the sole purpose of helping others but in return for business and security advantages (Dos Santos, 2020). The forces motivating nursing career choice, nursing students' demographic changes, and nursing student motivation to study may pose a challenge to teachers in nursing schools. The challenge that teachers will face as nursing acceptance rises is how to increase student motivation for nursing education among highly diverse nursing students. Satisfying students' motivation during their studies is a matter of energy, for example, initiating and sustaining processes and aiming for their learning behaviour (Saeedi et al., 2019).

Nursing education is a complex process that blends theoretical and clinical knowledge and practice in nursing. Nursing students agree to acquire knowledge, abilities, skills, experience, and attitudes to shape them to provide high-quality health care to patients in a complex work environment (Jamshidiet al., 2016). Therefore, the education process requires advanced academic and professional performance. Accordingly, it is crucial to investigate how students view motivational factors for study and to discover what factors are related to their motivation and what will increase them. Indeed, enrolling students in a nursing education program is a remarkable achievement. However, making academic progress in a program of study is another thing. Many elements are necessary for advancement in nursing education programs. In fact, motivation is one of those crucial elements; Furthermore, this paper focuses on Jordanian nursing students' perception of their motivations during nursing education programs.

BACKGROUND

Motivation includes many closely related beliefs, perceptions, traits, interests, and activities. According to Beck (2004), motivation is an abstract theoretical concept that people use to explain why they engage in certain actions at specific times. While Schunk, Pintrich, and Meece (2008) define motivation as the way in which goal-directed activity is initiated and maintained. In other literature, motivation was defined as the trait that motivates a person to do or not do something (Broussard & Garrison, 2004; Hassankhani et al., 2014). Educational psychologists have long recognized the importance of motivation to support student learning. However, many teachers may not be familiar with methods for assessing and encouraging motivation. Therefore, offering interesting lessons related to students' needs, creating a positive role model in their minds, and encouraging a language of independence can design and develop motivation among students (Dornyei, 2007; Hassankhani et al., 2014; Law, Geng, & Li, 2019; Token & Imakulata, 2019). Without sufficient motivation, even individuals with outstanding abilities cannot achieve long-term goals during their education journey. Previous studies have highlighted the relationship between students' learning, academic performance, and motivation to study. In fact, students' learning process depends on their prior knowledge, goals, strength, and motivation to study (Biggs, 2003; Mäenpää et al., 2018; Messineo, Allegra, & Seta, 2019; Tokan & Imakulata, 2019).

The literature has indicated that students' motivations can be separated into extrinsic and intrinsic influences, but these types of influences are interrelated. Extrinsic motivation arises from outside the student, for example, a college degree or financial compensation, the respect and approval of others, such as their family members

(Messineo et al., 2019), or escape from unwanted reinforcement (Bigs, 2003). Student intrinsic motivation arises from the students themselves and motivates them to work a job for them (Messineo et al., 2019). Usually, the intrinsic encouragement may be, for example, complacency or a sense of victory. Furthermore, self-motivated students will study for personal desires and enjoy autonomy regarding their educational path (McKeachie, 2002; Messineo et al., 2019; Tokan & Imakulata, 2019).

Moreover, this indicates a change in why students participate in academic tasks rather than what they do and the time they spend doing so(Liu, 2021; Rueda & Myron, 1995). Motivation has been shown to influence study strategy positively, academic performance, and students' well-being in learning other than medical education(Tokan & Imakulata, 2019) (Tokan & Imakulata, 2019; Vansteenkiste et al., 2005; Zhang & Cui, 2018). The motivating factors for human behavior relate to the intrinsic nature of the act but are not essential to the surrounding environment. Motivating factors include autonomy, achievement, progression, independence of accountability, and personal and work growth (Bernardino et al., 2018). Studying motivation factors, especially among nursing students, is vital because nursing education differs from general education in many aspects. One difference is the intense study, the commitment to completing clinical work and study, and the need to follow certain competencies to practice as registered nurses. In several studies, the positive relationship between motivation and performance has not been strongly demonstrated in nursing education, as different studies have contradictory results (Kusurkar et al., 2013; Messineo et al., 2019; Zhang & Cui, 2018). Educators consider intrinsic motivation more necessary and produce better learning outcomes than extrinsic motivation (Bernardino et al., 2018). A study of self-efficacy, intrinsic and extrinsic motivation as predictors of student engagement in academic work showed that self-efficacy and intrinsic motivation were associated with improved academic performance and were predictive of deeper cognitive engagement. Moreover, extrinsic motivation was an indicator of superficial cognitive participation in learning (Ito & Umemoto, 2022; Singh et al., 2022; Tindle et al., 2022). Nowadays, the global vision of higher education focuses on improving the quality of higher education and graduating students with competence in the labor market (Lauder & Mayhew, 2020). Thus, the results of this research will help nursing programs to develop their practice with students and graduate students more efficiently. The study also measured how the motivation factors of students deserve attention and effort because the motivations of nursing students, in turn, are reflected in the student's performance. Students do not focus on motivation. Therefore, universities do not know the student's motivations and how they will affect their efficiency and academic performance.

This study helps nursing program administrators to identify gaps and root solutions to avoid falling into the problem of low student motivation as it affects their competence and academics, resulting in low performance and insufficient competencies during the education process. This study may also aid nursing practice by understanding the relationship between motivation and educational attainment, making students feel their own and meet their needs, identifying trends, and performing their voluntary role with high morale and satisfaction while interacting with the surrounding environment. In addition, it enhances the awareness of society toward the student's profession by increasing positive motivation, which leads to the consolidation of trust between patients and students through exemplary student performance. Therefore, this research aims to identify the motivating factors for studying nursing students and to evaluate the association between students' motivation and demographic data (age, academic year) and academic performance (GPA).

MATERIALS & METHODS

Study design, setting, and participants

A descriptive correlation design was used to obtain information describing nursing college students' motivations. The study was conducted from February 2018 to February 2019 in the nursing colleges of three randomly selected public universities in Jordan. It includes students enrolled in the nursing program, and the total population is 2,452. Using Raosoft (referring to the full-year reference) to estimate the sample size with a margin of error of 5% and a confidence level of 95%, a sample size of 333 of the three nursing programs is needed. A convenient sampling method was used, that relies on collecting data from colleagues from a

population readily available to participate in the study. Inclusion criteria included students enrolled in the nursing program from all academic years.

Instruments

Data were collected from students by the researchers using self-reported questionnaires that were distributed to all of the study participants on-site at their universities. This survey is composed of the following questionnaires:

Demographic data. It includes age, academic year, and academic performance (GPA).

College Students' Motivation to Study. It is developed by Beth Castiglia from Felician College (2015). It is divided into 30 questions on motivation to study. The questionnaire uses a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The levels of motivation are categorized by mean, 5-3.5 high motivational factors, 3.4-2.5 moderate motivational factors, and 2.4-1 low motivational factors.

The tool has been translated forward-backwards from English to Arabic to avoid misunderstandings (Beaton et al., 2000). A professional translator and a nurse whose mother tongue is Arabic performed two forward translations from English to Arabic independently. A bilingual translator who was blinded from the original English version performed backward translation. Although the instrument had been tested for validity and reliability by the tool developer, it was submitted to a panel of experts after translation from English into Arabic. The panel was composed of three faculty members in the faculties of Nursing. This process was achieved to validate the face and content validity of the instrument and to assess the appropriateness of research instrument items to Jordanian culture. A few changes have been suggested by the panel of experts concerning rephrasing some words, and changes have been incorporated into the final version. The pilot study was conducted to determine the research instrument's psychometric properties, the research design's feasibility, reading and comprehension difficulties, and the length of time required to complete the tool. Ten students who were not included in the main study were included in the pilot study. Cronbach's alpha reliability was 0.91.

Data Collection Procedure

The researchers obtained the consent of the research participants before distributing the questionnaires. Questionnaires were sent by email or distributed in person at nursing faculties at a time convenient for the respondents. The researchers explained to the respondents the nature and purpose of the study. Any benefits or risks were also informed to the participants. Respondents were told they could withdraw at any time from the study without repercussions. The confidentiality and privacy of the participants and the information collected were considered. This study caused no harm to the respondents because only general information was taken. Regarding the use of the tool, it has been published freely online, so there is no need to get permission from the developer.

Ethical considerations

The Institutional Review Board (IRB) approvals were obtained from the Nursing College to conduct the study. Also, the understudy universities' Colleges of Nursing IRB approvals were obtained. The purposes, benefits, and risks were clarified to each participant. The principle of confidentiality was assured through the participants were asked to avoid writing any identifiers and any reported identifiers were eliminated from the final report. Each participant provided informed consent before beginning the study.

Data analysis

Data were presented in graphic and narrative form, and statistical analyses were performed using Statistical Package for Social Sciences (SPSS) (version 22); frequency and percentage were used to analyze the demographic profile of the respondents. Spearman's rho correlation test was conducted to determine the relationship between motivation, academic performance, and student profile. A p-value of < 0.05 is considered significant, and all the tests were two-tailed tests.

RESULTS

Demographic Data

The total sample size was 335. Table 1 shows that most of the sample (72.5%) ranged between 21 and 24 years old. The majority of participants' GPA was between 3.2-3.5 and 3.51-4.0 (34.9%, and 31.9%; respectively). The Fourth year represents 31.6% of the total sample, followed by the Third year with 29%.

Table 1. Demographic characteristics (n = 335)

Demographic data		Frequency	Percent
Age	17-20	5	1.5
	21-24	63	18.8
	25-27	243	72.5
	+28	24	7.2
GPA	2.0-2.5	5	1.5
	2.51-3.0	31	9.3
	3.1-3.5	117	34.9
	3.51-4.0	107	31.9
	4.1-5.0	75	22.4
Academic Year	First	26	7.8
	Second	54	16.1
	Third	97	29.0
	Fourth	106	31.6

Table 2 shows the motivational factors. The overall mean of motivational factors was 3.69 out of 5, reflecting high motivation among students. The highest motivational factor was: " When I find the material to be interesting and practical " with a mean of 4.65.

Whereas the de-motivators were: "when the students have no time to study because of work and family obligations" with a mean of 2.98.

Table 2. The motivational factors (n=335)

I study more…	Strongly agree	Agree	Not sure	disagree	Strongly disagree	mean	Standard Deviation

When I find the material to be interesting and practical	Count	242	77	11	3	2	4.65	.647
	%	72.2%	23.0%	3.3%	0.9%	0.6%		
When I like the professor	Count	173	99	33	25	5	4.22	1.000
	%	51.6%	29.6%	9.9%	7.5%	1.5%		
When the class is difficult and I'm afraid of failing	Count	168	112	40	12	3	4.28	.876
	%	50.1%	33.4%	11.9%	3.6%	0.9%		
When the class is easy and I can get an easy A	Count	194	104	26	10	1	4.43	.786
	%	57.9%	31.0%	7.8%	3.0%	0.3%		
When my average in the class is high	Count	174	126	23	10	2	4.37	.790
	%	51.9%	37.6%	6.9%	3.0%	0.6%		
When my average in the class is low	Count	164	108	34	24	5	4.20	.987
	%	49.0%	32.2%	10.1%	7.2%	1.5%		
When midterms and finals are approaching	Count	186	108	22	16	3	4.37	.872
	%	55.5%	32.2%	6.6%	4.8%	0.9%		
I am motivated to study…								
Because I have paid so much for my courses	Count	37	42	86	86	84	2.59	1.289
	%	11.0%	12.5%	25.7%	25.7%	25.1%		
Because studying makes me feel good	Count	86	146	64	29	10	3.80	1.013
	%	25.7%	43.6%	19.1%	8.7%	3.0%		
Because I want to get good grades	Count	146	154	28	7	0	4.31	.713
	%	43.6%	46.0%	8.4%	2.1%	0.0%		
Because I actually want to know the material	Count	133	159	33	8	2	4.23	.770
	%	39.7%	47.5%	9.9%	2.4%	0.6%		
Because I believe I can apply what I learn to my present/future job	Count	155	145	29	3	3	4.33	.747
	%	46.3%	43.3%	8.7%	0.9%	0.9%		
Because excelling in school can help me get a promotion at work	Count	149	158	25	3	0	4.35	.658
	%	44.5%	47.2%	7.5%	0.9%	0.0%		

Because I want to graduate with Honors.	Count	139	138	41	15	2	4.19	.859
	%	41.5%	41.2%	12.2%	4.5%	0.6%		
Because I want to make the Dean's List	Count	121	141	45	24	4	4.05	.943
	%	36.1%	42.1%	13.4%	7.2%	1.2%		
Because I don't want to disappoint my family	Count	129	160	29	13	4	4.19	.838
	%	38.5%	47.8%	8.7%	3.9%	1.2%		
Because I don't want to lose my athletic/academic scholarship	Count	126	134	29	31	15	3.97	1.113
	%	37.6%	40.0%	8.7%	9.3%	4.5%		
Because I want to prove something to myself	Count	130	157	25	16	7	4.16	.906
	%	38.8%	46.9%	7.5%	4.8%	2.1%		
Because I want to outdo my classmates and friends	Count	97	98	59	63	18	3.58	1.235
	%	29.0%	29.3%	17.6%	18.8%	5.4%		
My top reasons for not studying are…								
I have no time to study because of work and family obligations	Count	48	69	99	66	53	2.98	1.270
	%	14.3%	20.6%	29.6%	19.7%	15.8%		
I have no time to study because of sports and school activities	Count	25	66	99	91	54	2.75	1.164
	%	7.5%	19.7%	29.6%	27.2%	16.1%		
I would rather go out or hang out with my friends	Count	37	78	96	71	53	2.93	1.232
	%	11.0%	23.3%	28.7%	21.2%	15.8%		
The facilities at school are not conducive to study	Count	33	76	73	94	59	2.79	1.252
	%	9.9%	22.7%	21.8%	28.1%	17.6%		
My house/dorm is always noisy	Count	49	81	60	92	53	2.94	1.318
	%	14.6%	24.2%	17.9%	27.5%	15.8%		
I can get just fine without studying	Count	29	62	71	92	81	2.60	1.272
	%	8.7%	18.5%	21.2%	27.5%	24.2%		
I would not do well in the	Count	26	54	83	79	93	2.53	1.264

course anyway	%	7.8%	16.1%	24.8%	23.6%	27.8%		
I'll never even remember or use the content of the course later on	Count	29	56	62	100	88	2.52	1.278
	%	8.7%	16.7%	18.5%	29.9%	26.3%		
I hate the course or topic	Count	37	97	74	65	62	2.95	1.291
	%	11.0%	29.0%	22.1%	19.4%	18.5%		
My professor is "cool" or "easy"	Count	28	73	76	86	72	2.70	1.258
	%	8.4%	21.8%	22.7%	25.7%	21.5%		
Studying bores me and is a waste of my time	Count	24	56	53	109	93	2.43	1.253
	%	7.2%	16.7%	15.8%	32.5%	27.8%		
I never get any kind of recognition for doing well anyway	Count	44	72	59	93	67	2.80	1.335
	%	13.1%	21.5%	17.6%	27.8%	20.0%		
Overall Mean				**3.69**				

Spearman's correlational test was conducted to examine the strength and the direction of relationships between student profiles, academic performance and motivation factors.

Table 3 shows no significant correlation between the students' profile and motivational factors at PNU(P-value=0.967). It further shows a significant positive correlation (P-value=0.04) between the student's academic performance and motivational factors.

Table 4. The correlation between the students profile, academic performance and motivation factors at PNU (n= 335)

			Motivation	**Students' profile**
Spearman's rho	level of motivation	Correlation Coefficient	1.000	-.002
		Sig. (2-tailed)	.	.967
		N	335	335
	students' profile	Correlation Coefficient	-.002	1.000
		Sig. (2-tailed)	.967	.
		N	335	335
			Motivation	**Academic performance**
	Motivation	Correlation Coefficient	1.000	0.79

		Sig. (2-tailed)	.	0.04*
		N	335	335
	academic performance	Correlation Coefficient	0.79	1.000
		Sig. (2-tailed)	0.04	.
		N	335	335

*Significant at 0.05

DISCUSSION

This study intended to determine the motivational factors of the Jordanian Colleges of Nursing students and assess the correlation between students' motivation, demographic data, and academic performance. The overall mean of motivational factors was 3.69, considered a high score though expected and congruent with Dyer (2006) and Tokan & Imakulata, (2019). This is explained by that students have perceived achievements, abilities and perceived competence which support the desire to learn. Moreover, this is likely to be from students in nursing faculties for several reasons; The three selected universities represented by Colleges of Nursing are based on a well-thought-out approach similar to the advanced Western approach where students are encouraged by the motivation to produce graduate students of high competence. Higher education in Jordan is a pioneering ministry for universities to strive for excellence due to academic accreditation. Therefore, Jordanian nursing colleges are keen to improve the quality of education and encourage students by increasing motivation and raising students' competencies.

Among the top motivators for studying was that "Material is being interesting and practical" previous studies support this finding (Gbollie & Keamu,2017; Fishbein & Ajzen,2010). However, since they do not like traditional study methods, they may get bored and unwilling to study. Nursing college curricula are based on the fact that they are exciting, especially in the practical aspect, the more interesting and practical the material, the higher the student's performance. Moreover, this is what is applied in the selected nursing colleges. “The class is easy, and I can get an easy A" was ranked 57.9% for strongly agree, which is supported by past studies(Pintrich,2003; Messineo et al., 2019; Tokan & Imakulata, 2019), this is a very motivating factor for the student because the more transparent the material, the greater the motivation for him to get a high GPA. "When I like the professor" agrees with Afe (2001), Liu (2021), and disagrees with Gbollie and David (2014). When the student likes the professor, it means that the teaching facilitator of education is a critical factor in the student's study, and the student seeks to demonstrate the excellence and high performance of the faculty member.

High-class averages and upcoming exams are the reason to motivate students to study, supported by AlZoubi and BaniYounes (2015), however contradicting Gbollie and David (2014). The higher the grades, the better the GPA, and the greater the students' chance of receiving honors and financial rewards and the greater the chance of receiving employment and scholarships. Forty-seven percent of all students were motivated to study most for excellence in school, which could help them promote themselves in their work.

The top reason mentioned for not studying was, "Work and family obligations take away study time", and this comes in agreement with Fuligni's (2002) study results and disagrees with the results of Halawah's (2006) showing that most students cannot manage their time effectively. Failure to manage time is a very negative factor for student motivation as it leads to a backlog of course material and poor achievement or work done. As participants stated, the second most significant reason for not studying is, "I hate the course or topic".

It was ranked 29.0% for neutral and supported by Nilsson and Stomberg (2008); Stomberg and Nilsson (2010). It emphasizes that the more practical the material, the more exciting and motivating it is. The third reason was, "My house has always been noisy", which suggests that some students do not like to study in a noisy place; this agreed with other researchers such as Battle and Coates (2004).

Since it is normal to have difficulty concentrating in a noisy environment that lacks calm, distraction negatively affects performance and reduces the person's desire to study or work. Hence, a noisy environment is an inhibitory factor. A fourth reason for not studying was "I would rather go out or hang out." which was similar to Lujan and DiCarlo's (2006) study results and disagreed with Goethals (2001). Gbollie and Keamu's (2017) study results indicate that going out without previous plans or without completing academic tasks causes an accumulation of tasks and weakens the student's performance.

Many investigations have shown a negative correlation between academic performance and exaggerated entertainment (Michikyan, Subrahmanyam, & Dennis, 2015; Valkenburg & Peter, 2011). The fifth reason for not studying was, "I never get any kind of recognition for doing well anyway", which agreed with other research studies (Goldhaber, 2002; Marcou & Philippou, 2005; Stomberg& Nilsson, 2010). The result of this study corresponds with that of others to ascertain that encouragement, whether from teaching instructors, peers, or the student himself, plays a significant role and importance in academic performance and stimulates the student to study more.

There was no significant correlation between the student's profile and motivational factors. Nevertheless, there was a significant positive correlation between the student's academic performance and motivational factors, consistent with many research studies (Pintrich, 2003; Marcou & Philippou, 2005; Khanam & Ahmed, 2014; Gasco, Goni, &Villarroel, 2014). The presence of stimuli helps the student study, so the motivational factors drive the students to attain excellence. Accordingly, as recommendations, providing a quiet home environment to facilitate students' study is required, and for the students who have problems at home, College administrators should provide social counseling for them and train them on how to manage their time. In addition, encouragement for Faculty members to use motivational methods for student nurses must be considered to improve members' awareness regarding the types of motivations.

Authorship statement

We confirm that all listed authors meet the authorship criteria, All authors have made substantial contributions to all of the following: (i) conception and design, or analysis and interpretation of data; (ii) drafting the article or revising it critically for important intellectual content; and (iii) final approval of the version to be published.

All authors approved the final version for submission.

Acknowledgments

Not applicable

Conflict of Interest Statement

There are no competing interests associated with this study.

Funding

No funds were received from any agency or institution.

CONCLUSION

This study aimed to identify the motivating factors of nursing students and assess the correlation between students' motivation, demographic data, and academic performance. The result showed that the overall mean of motivational factors was highly positive. In addition, the essential factor that helps the students succeed and raise their level of performance is when they find the course material exciting and practical. Therefore, universities and nursing colleges should encourage students through course materials, as it is also part of improving the quality of education. In short, the more excellent the motivating factors, the higher the academic performance.

REFERENCES

1. Al-Zoubi, S., & BaniYounes, M. (2015). Low Academic Achievement: Causes and Results. *Theory and Practice in Language Studies*, 5 (11), 2262-2268. DOI: http://dx.doi.org/10.17507/tpls.0511.09
2. Afe J.O. (2001).*Reflections on Becoming a Teacher and Challenges of Teacher Education*. Inaugural Lecture Series. 64.The University of Benin, Benin City: Nigeria.
3. Barbara A. Greene (2015) Measuring Cognitive Engagement with Self-Report Scales: Reflections From Over 20 Years of Research, *Educational Psychologist*, 50(1), 14-30, DOI: 10.1080/00461520.2014.989230.
4. Battle, J., & Coates, D. L. (2004). Father-only and mother-only, single-parent family status of black girls and achievement in grade twelve and at two-years post-high school. The *Journal of Negro Education*, 73, 392–407.
5. Beaton, D.E., Bombardier, C., Guillemin, F., et al. (2000). Guidelines for the process of cross-cultural adaptation of self-report measures.*Spine*, 25, 3186-3191.http://dx.doi.org/10.1097/00007632-200012150-00014
6. Beck, R.C. (2004) Motivational Theories and Principles, 5th edn, New York: Pearson.
7. Bernardino, A. D. O., Coriolano-Marinus, M. W. D. L., Santos, A. H. D. S., Linhares, F. M. P., Cavalcanti, A. M. T. D. S., & Lima, L. S. D. (2018). Motivation Of Nursing Students And Their Influence In The Teaching-Learning Process1. *Texto&Contexto-Enfermagem*, *27*.
8. Beth Castiglia, Felician College (2015); FACTORS DRIVING STUDENT MOTIVATION.
9. Biggs, J., 2003. Teaching for Quality Learning at University. Open University Press,London.
10. Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children.*Family and*
11. *Consumer Sciences Research Journal*, 33, 106-120. doi:10.1177/1077727X04269573
12. Buchan, J., &Calman, L. (2005). Skill-mix and policy change in the health workforce: nurses in advanced roles.
13. Burns, N & Grove, SK (2003). *The practice of nursing research: Conduct, critique and utilization*. Toronto: WB Saunders.
14. Deci E., Koestner R., & Ryan R. (1999). A Meta-Analytic Review of Experiments Examiningthe Effects of Extrinsic Rewards on Intrinsic Motivation.*Psychological Bulletin*,125(6), 627-6.
15. Dornyei, Z. (2007) "Creating a Motivating Classroom Environment." In Cummins, J.and Davison, C. (ed.) International Handbook of English Language Teaching.New York: Springer. 719 – 731.
16. Dos Santos, L. M. (2020). I want to become a registered nurse as a non-traditional, returning, evening, and adult student in a community college: A study of career-changing nursing students. International Journal of Environmental Research and Public Health, 17(16), 5652. https://doi.org/10.3390/ijerph17165652
17. Dyer (2006). Examining the "family effect" on firm performance.*Fam. Bus. Rev.*,19, 253-273.
18. Fishbein, M. &Ajzen, I. (2010).*Predicting and changing behavior: The reasoned action approac*h. New York: Psychology Press.
19. Fuligni, A. (2002).Family obligation and the academic motivation of adolescents from Asian, latinamerican, and european backgrounds.*New direction for child and adolescent*, 94,61-76. https://doi.org/10.1002/cd.31
20. Gasco, A. Goñi, and J. D. Villarroel, (2014). Sex differences in mathematics motivation in 8th and 9th grade,"*Procedia—Social and Behavioral Sciences*, 116, 1026–1031.
21. Gbollie, C., and David, M. (2014). Aligning expansion and quality in higher education: animperative to Liberia's economic growth and development. *Journal of Education and Practice*, 5(12), 139–150.
22. Gbollie , C., and Keamu, H. (2017). Student Academic Performance: The Role of Motivation,Strategies, and Perceived Factors Hindering Liberian Junior and Senior High School Students. Learning.*Education Research International*.https://doi.org/10.1155/2017/1789084
23. Goethals G. R. (2001). Peer effects, gender, and intellectual performance among students at a highly selective college: A social comparison of abilities analysis. Williams Project on the Economics of Higher Education. DP-61, 1-20.
24. Goldhaber, D. (2002). The Mystery of Good Teaching.*Education Next*, 2(1), 50-55.
25. Halawah, I. (2006). The Effect of Motivation, Family Environment, and Student Characteristics on Academic Achievement.*Journal of Instructional Psychology*, 33, (20).
26. Hassankhani, H., Aghdam, A. M., Rahmani, A., & Mohammadpoorfard, Z. (2014). The relationship between learning motivation and self-efficacy among nursing students. *Research and Development in Medical Education*, *4*(1), 97-101.
27. Ito, T., & Umemoto, T. (2022). Examining the causal relationships between interpersonal motivation, engagement, and academic performance among university students. *PLOS ONE*, *17*(9). https://doi.org/10.1371/journal.pone.0274229
28. Jamshidi, N., Molazem, Z., Sharif, F., Torabizadeh, C., &NajafiKalyani, M. (2016). The challenges of nursing students in the clinical learning environment: A qualitative study. *The Scientific World Journal*, *2016*.

29. Khanam, M, & Ahmed, O. (2014). The translated Bangla version of the MotivatedStrategies for Learning Questionnaire. Department of Psychology: University of Dhaka.
30. Kusurkar, R., Cate, T., Vos, C., Westers, P., &Croiset, G. (2013). How motivation affects academic performance: a structural equation modeling analysis. Retrieved February 16, 2018, from https://www.ncbi.nlm.nih.gov/pmc/articl es/PMC3569579/
31. Lauder, H., & Mayhew, K. (2020). Higher education and the Labour Market: An Introduction. Oxford Review of Education, 46(1), 1–9. https://doi.org/10.1080/03054985.2019.1699714
32. Law, K. M. Y., Geng, S., & Li, T. (2019). Student enrollment, motivation and learning performance in a blended learning environment: The mediating effects of social, teaching, and cognitive presence. Computers and Education, 136, 1–12. https://doi.org/10.1016/j.compedu.2019.02.021.
33. Liu, W. (2021). Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation. *Frontiers in Psychology*, *12*(June). https://doi.org/10.3389/fpsyg.2021.713978.
34. Lujan, H. L., & DiCarlo, S. E. (2006). Too much teaching, not enough learning: What is the solution*? Advances in Physiology Education*, 30, 17-22.http://dx.doi.org/10.1152/advan.00061.2005
35. Mäenpää, K., Pyhältö, K., Järvenoja, H., &Peltonen, J. (2018). Nursing students' motivation regulation and its relationship with engagement and burnout. Nordic Journal of Nursing Research, 38(3), 143–150. https://doi.org/10.1177/2057158517731719
36. Marcou, A., and Philippou, H. (2005). Motivational beliefs self-regulated learning and mathematical problem solving. *Group for the Psychology of Mathematics Education*, 3, 297–30.
37. McKeachie, W.J., 2002.McKeachie's Teaching Tips, Strategies, Research, and Theoryfor College and University Teachers. Houghton Mifflin Company, Boston.
38. Messineo, L., Allegra, M., & Seta, L. (2019). Self-reported motivation for choosing nursing studies: a self-determination theory perspective. *BMC medical education*, *19*(1), 1-14.
39. Michikyan, M., Subrahmanyam, K., & Dennis, J. (2015). Facebook use and academic performance among college students: A mixed-methods study with a multi-ethnic sample.*Computers in Human Behavior*, *45*, 265–272. https://doi.org/10.1016/j.chb.2014.12.033
40. Nilsson, K.E., WarrénStomberg, M.I. (2008). Nursing student's motivation toward their studies: a survey study.*BMC Nurs* ,*7*(6). doi:10.1186/1472-6955-7-6
41. Noels, K., Clement, R. and Pelletier, L. (1999) Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation. The Modern Language Journal, 83/1, pp. 23 – 34
42. Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, *95*(4), 667-686.http://dx.doi.org/10.1037/0022-0663.95.4.667
43. Pittman, P., Bass, E., Han, X., & Kurtzman, E. (2019). The growth and performance of nursing programs by ownership status. *Journal of Nursing Regulation*, *9*(4), 5–21. https://doi.org/10.1016/s2155-8256(19)30011-0
44. Rose, S. (2011). Academic success of nursing students: Does motivation matter? *Teaching and Learning in Nursing*, *6*(4), 181-184.
45. Rueda, R. &Dembo, M. H. (1995).Motivational processes in learning: A comparative analysis of cognitive and sociocultural frameworks.*Advances in Motivation and Achievement*, 9, 255-289.
46. Saeedi, M., Rafii, F., & Parvizy, S. (2019). Academic motivation in nursing students: A hybrid concept analysis. *Iranian Journal of Nursing and Midwifery Research*, *24*(5), 315. https://doi.org/10.4103/ijnmr.ijnmr_177_18
47. Singh, M., James, P. S., Paul, H., & Bolar, K. (2022). Impact of cognitive-behavioral motivation on student engagement. *Heliyon*, *8*(7). https://doi.org/10.1016/j.heliyon.2022.e09843
48. Schunk, D. H., Pintrich, P. R., &Meece, J. L. (2008). *Motivation in education: theory,research, and applications (3rd ed.)*. Upper Saddle River, N.J.: Pearson/Merrill Prentice-Hall.
49. Squires, A., Jylhä, V., Jun, J., Ensio, A., &Kinnunen, J. (2017). A scoping review of nursing workforce planning and forecasting research. *Journal of nursing management*, *25*(8), 587-596.
50. Stomberg, M., & Nilsson, K. (2010). Nursing Students' Self-Graded Motivation to Complete their Programme of Study. Retrieved February 16, 2018, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3043268/
51. Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. South African Journal of Education, 39(1), 1–8. https://doi.org/10.15700/saje.v39n1a1510.
52. Tindle, R., Abo Hamza, E. G., Helal, A. A., Ayoub, A. E., & Moustafa, A. A. (2022). A scoping review of the psychosocial correlates of academic performance. Review of Education, 10(3). https://doi.org/10.1002/rev3.3371
53. Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks.*Journal of Adolescent Health*, *48*(2), 121–127. https://doi.org/10.1016/j.jadohealth.2010.08.020
54. Vansteenkiste, M., Zhou, M., Lens, W., &Soenens, B. (2005). Experiences of Autonomy andControl Among Chinese Learners: Vitalizing or Immobilizing? *Journal of Educational Psychology*, 97(3), 468-483.http://dx.doi.org/10.1037/0022-0663.97.3.468
55. Weiner, B. (1994). Integrating Social and Personal Theories of Achievement driving. *Review of Educational Research*, 64(4), 557-73. https://doi.org/10.3102/00346543064004557Salvage, J., & White, J. (2020). Our future is global: nursing leadership and global health. *Revista latino-americana de enfermagem*, *28*, e3339. https://doi.org/10.1590/1518-8345.4542.3339.
56. Zhang, J., & Cui, Q. (2018). Collaborative Learning in Higher Nursing Education: A Systematic Review. Journal of Professional Nursing, 34(5), 378–388. https://doi.org/10.1016/j.profnurs.2018.07.007