

Factors Influencing Academic Motivation among Baccalaureate Nursing Students: Systematic Review

Dalal Kawa

Nursing collage, Nursing Science and Research, UQU, Makkah, KSA

Abstract:

Background: Nursing student motivation is an important factor in student retention in nursing programmes. However, the challenges nursing students face could influence their motivation and retention, which could in turn increase the shortage of nurses. Therefore, this systematic review seeks to identify factors that impact nursing students' motivation to continue their nursing studies. Review aimsto explore factors influencing academic motivation among baccalaureate nursing students. Two research questions were used to accomplish this aim: 1- What factors influence baccalaureate nursing students' academic motivation? 2- How do motivation and demotivation impact the non-continuation of baccalaureate nursing students?

Methods: Nursing studies published from 2013 to 2019 and listed in health and human sciences electronic databases, such as CINAHL, ERIC, Pub Med, Wiley Online and Web of Science, were reviewed. Quality research that could answer the research questions was sought. The search resulted in 3,338 total studies published in the English language on this topic. Six studies met the inclusion criteria and underwent a critical appraisal.

Findings: Factors influencing nursing students' motivation were divided into intrinsic and extrinsic motivators. Altruism, self-efficacy, self-esteem, perceptions, and the religious beliefs were categorised as intrinsic factors. Extrinsic factors include teacher- student relationships, parental involvement, educational environment, clinical training and observation, job availability, social attitudes, and national laws. The findings of this review indicate that these intrinsic and extrinsic factors have a significant impact on nursing students' motivation to continue or discontinue their education in nursing.

Conclusion: The intrinsic motivation of nursing students can be impacted by some extrinsic factors such as clinical training. Therefore, working nurses must be aware of the importance of supporting nursing students during clinical practice. Moreover, improving communication among clinical professionals through hospital seminars and adjustments to nursing curricula would have a positive impact on nursing students' motivation to complete their studies. To further improve nursing students' academic motivation, nursing instructors must incorporate interesting and varied methods of instruction. The findings of this review indicate that social media can also have a positive impact on nursing students' motivation, but more research is needed to clarify the influence of social media on nursing students' motivation and on societies' perception of nursing profession.

Keywords: Motivation, inspiration, nursing students, student nurses and attrition.

Date of Submission: 28-10-2020

Date of Acceptance: 08-11-2020

I. Introduction

Nursing education is a schemed schooling strategy that focuses on the students' competency in utilising the information, behaviour, skills and values unique to the nursing profession (Yilmaz, Sabancioğulları and Kumsar, 2016). Motivation is one of the most important principles in nursing education as it drives nurses to attain the skills necessary to produce high-quality care for patients with individual or comorbid conditions (Nasrin, Soroor and Soodabeh, 2012). Human motivation has been widely studied, with psychologists designing assorted theories to describe and explain individuals' motivation (Lambrou, Kontodimopoulos and Niakas, 2010). Notably, in the field of nursing, the literature has adequately demonstrated that the most significant impediments to student learning in clinical training and environments are insufficient eagerness and lack of motivation (Yilmaz, Sabancioğulları and Kumsar, 2016). Research has reported that 30% of nursing students completed their education without enthusiasm or motivation (Koushali, Hajiamini and Ebadi, 2012). The lack of motivation of students during their education could negatively impact their professional self-progression (Koushali, Hajiamini and Ebadi, 2012; Yilmaz, Sabancioğulları and Kumsar, 2016). In contrast, students with high motivation for learning can gain skills that facilitate the acquisition of occupational knowledge, skills and behaviour as well as the internalisation of professional philosophies and beliefs (Yilmaz, Sabancioğulları and Kumsar, 2016). Many factors can persuade students to change their opinion with regards to the completion of their nursing degree (Shakurnia et al., 2015). Lack of information about their future occupation or specialty as well as discomfort in a new environment is essential factors for students leaving their nursing programme

(Lumsden et al., 2005). However, the reasons that motivate students to study nursing could change throughout their progression in a nursing programme (Stomberg and Nilsson, 2010). The worldwide shortage of nurses has been increasingly well recognised, with the total number of nurses needed to be calculated over four million (Cooman et al., 2008). Regarding the nursing shortage in the United Kingdom, The Guardian (2017) points out that 20% more individuals left the Nursing and Midwifery Council (NMC) register than joined it in 2016/17. A total of 34,941 people left the council that year, compared to 23,087 in 2012/13. By 2020, the nursing scarcity in the U.S. alone is expected to reach 1.5 million registered nurses (Villeneuve and MacDonald, 2006). In Saudi Arabia, the annual supply of nursing graduates has been unsatisfactory in meeting the requirements of expanding healthcare settings (Lamadah and Sayed, 2014). Nursing students have confronted challenges in studying nursing so the misconception of Saudi society regard nursing profession lead the students' families to prevent them to studying nursing or some students attempted to change their studying programme. A study of nursing programmes in Saudi Arabia found that the academic factors most frequently considered a source of stress were unexpected teaching content, the social image of nursing, and increased academic workload. Therefore, the present study seeks to identify factors that influence nursing students' motivation and how these factors impact their academic achievement and future profession. This study will also identify factors that lead nursing students to drop out of nursing programmes.

II. Methodology

This study used a systematic literature review, also known as a systematic review, is one of the most used research designs, particularly in medical research. In a systematic review, the researcher must implement a rigorous research methodology to minimis the potential for bias in all aspects of the review (Bettany, 2012).

Systematic reviews are considered one of the most reliable research designs and are listed near the top of the hierarchy of evidence (MacGill, 2019). This is in part because the design offers guidelines for differentiating vigorous, evidence-based research from lower quality research. By supporting researchers in finding and selecting studies with minimal bias, systematic reviews are more likely to lead to precise and reliable conclusions.

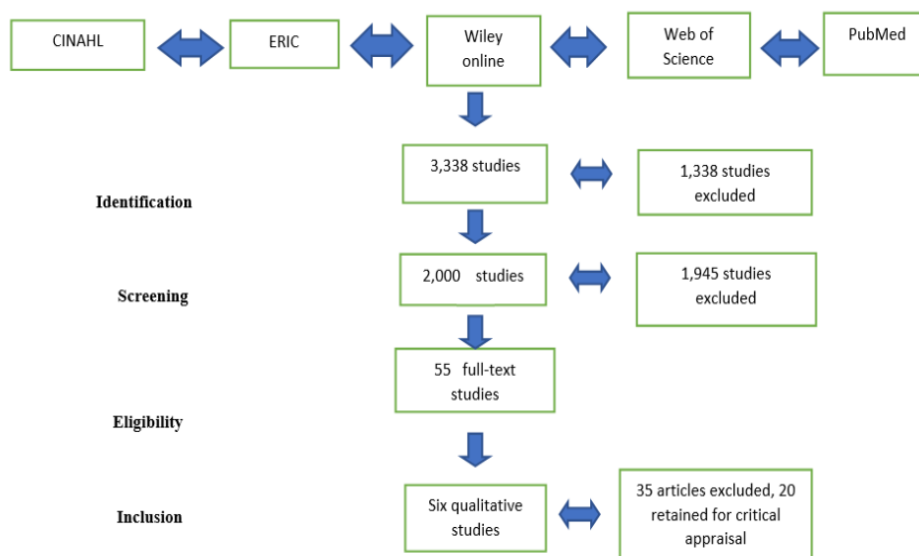
Search Strategy

Relevant published research studies were identified via a search of electronic databases in the health and human sciences, including CINAHL, ERIC, Web of Science, PubMed and Wiley Online.Sources were initially be selected according to the information provided in the title and abstract. The bibliographies of selected publications were also manually checked to find additional studies. The keywords employed were 'motivation', 'inspiration', 'nursing students', 'student nurses' and 'attrition'. Find below Table 1 the Inclusion and Exclusion Criteria for selected studies.

Table 1. Systematic Review Inclusion and Exclusion Criteria. For search phases see PRIZMA diagram below in Figure 1.

| Inclusion Criteria | Exclusion Criteria |
|---|--|
| Published between 2013 to 2019 | Published prior to 2013 |
| English-language | Language other than English |
| Peer-reviewed | Not peer-reviewed (e.g., reports, dissertations) |
| Primary research | Secondary research |
| Qualitative methods | Mixed methods or quantitative |
| Discuss factors influencing academic motivation among undergraduate nursing students, including current/former nursing students and their instructors | Not related to nursing or factors influencing academic motivation among undergraduate nursing students |

Figure 1: Prisma Diagram



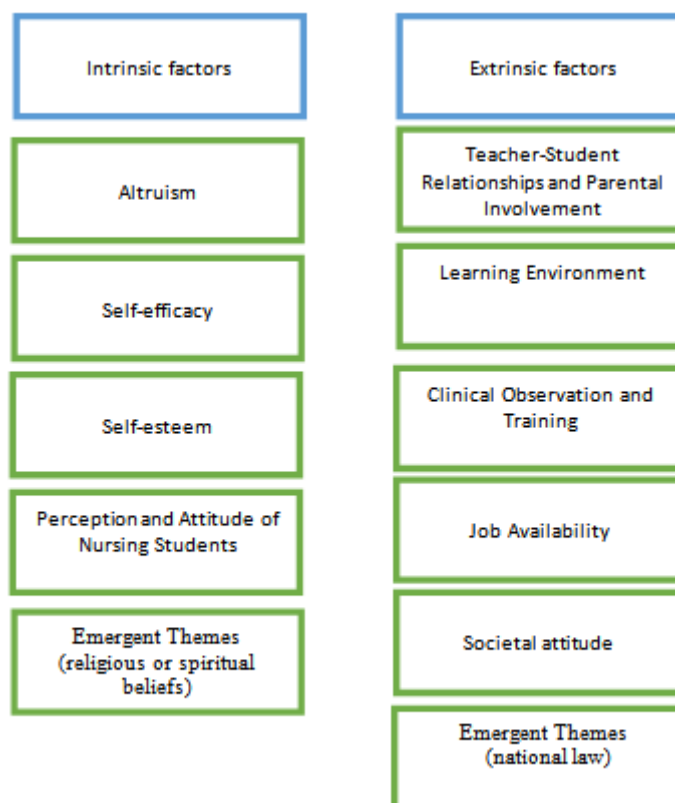
Adapted from: Moher, D., Liberati, A., Tetzlaff, J. & Altman, G. (2009) 'The PRISMA group, preferred reporting items for systematic reviews and meta-analysis: the PRISMA statement'. *PLoS Med.* 6(7), p. e1000097.

Table 2: Search Results

| No. | Author(s) and Date | Study Title |
|-----|--------------------------------------|---|
| A1 | Hantash and Van Belkum (2016) | 'Lived experiences of female undergraduate students, at a nursing college in Abu Dhabi, about nursing as a profession'. |
| A2 | Albloushi et al. (2019) | 'Saudi female nursing students experiences of sense of belonging in the clinical settings: a qualitative study'. |
| A3 | Farahani et al. (2017) | 'Attrition among Iranian nursing students: a qualitative study'. |
| A4 | Hanifi, Parvizy and Joolae (2013) | 'Motivational journey of Iranian bachelor of nursing students during clinical education: a grounded theory study'. |
| A5 | Porteous and Machin (2018) | 'The lived experience of first year undergraduate student nurses: a hermeneutic phenomenological study'. |
| A6 | Alharbi, McKenna and Whittall (2019) | 'Social barriers experienced by female Saudi nursing students while studying nursing: a phenomenological study'. |

The results of selected studies divided to intrinsic and extrinsic factors of motivation. See below Figure 2:

Figure 2:



III. Discussion

Discussion of findings of the included studies in relation to the findings of the literature

Intrinsic Factors of Motivation

Altruism

In A1, the researcher found that nursing students have a desire to help society through the profession of nursing. Concurrently, Radi (2013) clarified altruism as an intrinsic factor that influences people to select suitable educational programmes or jobs to choose a specific aim. The altruism of nursing students is considered as an important factor that increases a sense of self-efficacy and esteem and helps them to develop good perceptions about the nursing profession.

Self-efficacy

A4 and A5 clarified the significance of nursing students' adaptation in nursing and its relation to helping them address nursing education's challenges and training. Similarly, Khalaila (2015) stated that nursing students with high self-efficacy have a better ability to use their time and energy in concentrating on their studies and achieve their degree. Moreover, Yilmaz, Sabancıoğulları & Kumsar (2016) reported that high self-efficacy is related to nursing students who achieved a high grade in high school. Conversely, Dimitriadou et al., (2015) clarified that students who received an inferior degree in high school have low self-efficacy in the nursing programme. These students lack self-confidence in overcoming the challenge and educational pressure of nursing education. Ultimately, nursing students with low self-efficacy tend to withdraw from nursing programmes because they have little academic motivation to face difficulties.

Self-esteem

Yilmaz, Sabancıoğulları and Kumsar (2016) reported that nursing students who complete vocational training in the hospital have high academic motivation and self-esteem. This result concurs with A1, which found many students to be proud of nursing. The self-esteem and motivation of some students during clinical

training improved and increased their motivation to receive their degree. However, some students were unsure about the nursing programme; they began nursing education with excitement, but soon felt unsatisfied with their decision. However, A4 found that nursing students seldom lack willingness in nursing education and decide to change their education.

Moreover, these students lack altruism and passion towards this programme and decline to request support to continue their studies. Previous studies clarified that students' motivation might be influenced by extrinsic factors that impact their internal motivation, positively or negatively, towards the nursing programme. As emphasised by Pramila (2016), the nursing students who had high academic motivation due to their altruism were interested in seeking support to continue in the nursing programme.

Perception and Attitude of Nursing Students

Positive attitudes support nursing students' perception of a profession that motivates students to select nursing as an educational programme and complete their education to work in this profession (Lamadah and Sayed, 2014; Marcinowicz et al., 2016). Concurrent with A1, some students perceive nursing as having a positive image, and believe that nursing is the best career to care for patients. However, many nursing students in this study have a negative perception of the nursing profession. Similarly, Radi (2013) found that students' motivation was influenced by negative attitudes about nursing, which deterred them from entering a nursing programme and contributed to high attrition among nursing students. Moreover, nursing students' perceptions were impacted by staff nurses or affected by other external factors that influenced their motivation to persist in nursing education. According to A4 and Lamadah and Sayed (2014), the nurses who represent the nursing profession positively and are knowledgeable about patient care could motivate students to choose nursing and continue in this profession. Conversely, A3 and Dimitriadou et al. (2015) discovered that when students encounter nurses who have a negative opinion of their job or represent nursing in a negative image, the nurses' attitudes influenced students' motivation to pursue nursing education.

Emergent Themes (religious or spiritual beliefs)

Studies A1, A4 and A6 were conducted in comparable countries sharing the same religion (Islamic Shariah) and found that religious beliefs were an intrinsic factor that influenced students' academic motivation. These studies clarified the association between religion and Maslow's hierarchy of needs, both focused on the fulfilment of the physiological obligations and were motivated at a higher level. Moreover, the findings of those studies clarified that the students with religious beliefs expressed their motivation to help patients to fulfil the Islamic mission as well as to access a higher level of self-actualisation to feel valued or to do beneficial things for others.

Extrinsic Factors

Teacher-Student Relationships and Parental Involvement

According to Radi (2013), positive or negative academic achievement depends on the relationship between academic instructors and nursing students. This result is in line with A1 and A2, which identified faculty support and good relationships with recently enrolled nursing students as ways to improve their motivation to continue nursing education. A4 added that enrolled nursing students who received support and had a good relationship with their instructors had a positive learning environment, and their academic motivation increased. Similarly, a positive relationship with academic educators has a significant role in improving nursing students' motivation towards their studies and the nursing profession after graduation (Rose, 2011; Sanad and Awadhalla, 2016). According to Dimitriadou et al. (2015) and Bronson (2016), academic instructors are motivated to assist nursing students in gaining knowledge and achieving clinical skills. Conversely, A4 and A5 noted that the lack of support from academic educators during the educational journey or in practice influenced students' motivation towards their studies and clinical training. Additionally, A3 and A4 clarified that nursing students' motivation was negatively influenced by inappropriate discussions about the nursing profession by instructors who did not take pride in their work as a nursing educator. Similarly, students' academic motivation was influenced by instructors uninterested in teaching or hearing negative comments from instructors to nursing students with poor academic performance (Yardimci et al., 2017). The six included studies, despite their variance in the research settings, design and methods, had the same findings.

Academic instructors play a crucial role in improving or decreasing students' motivation and enthusiasm towards nursing education to succeed academically and become ready for their future profession. This outcome is concurrent with the study done by Sanad and Awadhalla (2016). Furthermore, the findings of some studies pointed to the influence of parents on students' motivation towards studying nursing. In A1 and A6, nursing students elucidated that their parents had different opinions about their nursing studies. Some students stated that their motivation was influenced by their parents, who disagreed with the decision to enrol in nursing. These students initially failed to persuade their parents about the programme, but after progressing in

nursing education, explaining that this profession is as significant as the medical profession. However, many nursing students who received parental encouragements and support to enrol persist in nursing programmes positively influenced their academic motivation. That outcome is concurrent with Shakurnia et al. (2015) and Dube and Mlotshwa (2018).

Learning Environment

Studies A1, A2, A3 and A5 clarified that poor educational management (e.g. curriculum and instructors) influenced the academic motivation of nursing students. A1 found that the challenges of nursing courses impacted their academic motivation. Additionally, A3 and A5 reported that students' motivation was negatively influenced by the methods used during academic teaching. According to Radi (2013), using attractive techniques is significant when teaching courses that positively impact nursing students' academic motivation. Moreover, nursing students' satisfaction regarding their learning environment as a positive impact on their academic motivation (Bjørk et al., 2014). Furthermore, A3 and A5 also found ambiguity between the theoretical and practical curricula, which influenced the students' motivation. Also, inadequate practical training in college impacted nursing motivation, which reduced their participation during clinical practice (A2). Dube and Mlotshwa (2018) emphasised that academic support strategies are significant to help nursing students to train with their educator before conducting clinical practice. The findings of A3 clarified that the shortage of academic instructors impacted nursing students' academic motivation, and the ineffective teaching environment tends to lead to the attrition of nursing students. Moreover, some students in this study reported that they had intended to discontinue nursing education or change their programme, influenced by previous nursing students.

Clinical Observation and Training

The findings of A2 clarified that the nursing students' sense of belonging and motivation increased in clinical placement when the nurses well communicated with them. This situation is related to Maslow's theory of the sense of belongingness that leads to confidence and motivation to perform. A4 and A5 reported that students' clinical motivation improved when they trained with a competent clinical instructor who supported them during patient care and discussed essential information. This finding is similar to that of Nasrin, Soroor and Soodabeh (2012) and Dube and Mlotshwa (2018). Conversely, A2 noted that some Saudi students who had poor communication with nurses during clinical practice preferred to be with their academic educator during the internship training. This preference was clarified by the students' satisfaction with the academic instructors who gave them the necessary support and encouragement. A3 discusses a similar issue; the Iranian students did not benefit from internship training because they did not receive help from the nurses who were supposed to assist them. In A2, some participants clarified the differences between Saudi nurses and foreign nurses. The Saudi staff welcomed students' willingness to support and train them more than non-Saudi nurses. Their behaviour reflects jealousy towards students who will occupy their position after they graduate, as the students stated. Therefore, nursing students prefer to train with Saudi nurses, who positively influence their academic motivation.

Also, nursing students' academic motivation is influenced by negative attitudes or communication with doctors and other health care providers, as stated in A2, A3 and A4. Additionally, the negative or disrespected communication between doctors and nurses also had a principal role that negatively influenced their academic motivation (A4). Moreover, students perceive that the professional atmosphere is unprofessional because of disrespected communication, which impacts their motivation to work in this career. The findings of A1, A4 and A6 clarified that nursing students' motivation towards this programme or profession increased when patients valued the students' effort during nursing care. Conversely, some students tried to escape from nursing tasks to perform doctors' tasks to gain appreciation from patients who did not value the nurses (A3). This study clarified that nursing students who were not motivated by the nursing profession, or were unappreciated by patients, influenced their motivation negatively. These nursing students try to escape from the job to gain value and acceptance or to change their programme of study. The findings of A2 clarified that the English language was a barrier in the students' communication with non-Arab clinical staff. As English is considered to be the second language in Saudi Arabia, lack of fluency negatively affected their academic motivation. In contrast, the findings of A6 clarified that a lack of English does not seem like a barrier to the students. Studies A2 and A6 were conducted in Saudi Arabia; the studies' participants were female, but participants in A2 in level four while A6 participants in different levels of nursing. These differences in outcomes might be that the participants in A6 received advice and instructions to learn English. However, A2 did not receive support and guidance to improve their language as well as the educational way different from college to others in using English in teaching.

Job Availability

The findings of A1 and A3 clarified that some students enrolled in the nursing programme studied to achieve this programme's grades due to the work opportunities related to nursing. This result is concurrent with

Başkale, and Serçekuş (2015) and Dube and Mlotshwa (2018). However, Yilmaz, Sabancıoğulları and Kumsar (2016) reported that nursing students who enrolled in nursing without considering job availability and salaries were demotivated and tended to leave the nursing programme. Study A6, conducted in Saudi Arabia, found that some students became demotivated by the nursing profession because of the discrepancy between benefits that nursing students received during an internship and the benefits that medicine students received. The variances in benefits and potential salary impacted their academic motivation.

Societal Attitudes

The findings of studies A1, A3, A4 and A6, conducted in several Middle Eastern countries, found that a negative social attitude regarding the nursing profession negatively influenced nursing students' academic motivation. This finding is concurrent with studies done by (Dimitriadou et al., 2015; Ma, Liang and Song, 2014). For instance, the findings of A3 and A4 explained the stereotype of Iranian society towards this profession, which they considered a feminine profession; hence, this society has not accepted men as nurses. This result is similar to (Bjørk et al., 2014). Furthermore, the findings of A1 and A6, conducted in Saudi Arabia and the United Arab Emirates (UAE), respectively, concluded that there were similar issues regarding women studying nursing. Therefore, they believed this job was too difficult for women and that female nurses do not marry. However, educated families within those societies encourage and support their daughters to enrol in the nursing programme and continue their education to be a member of this profession. Study A5, conducted in England, did not mention the views of British society regarding the nursing profession. It may be that the nursing profession is well-established in the UK, and society understands the significant responsibilities of nurses. Nursing students living in dormitories stated that medical students disrespected them, which negatively influenced their academic motivation. Additionally, the academic instructors clarified discrepancies between nursing and medical students in healthcare organisations, which adversely affected nursing students' academic motivation and their social and professional identities (A4). Consequently, social issues reflect the misconception of society regarding the nursing profession and nurses through the attitude of other health care students. The findings of A5 and A6 emphasised the significant role of social media (e.g. Facebook, Skype, Twitter and WhatsApp) in improving nursing students' motivation. Thus, sharing the experiences of nursing students and nurses through these media has positively influenced nursing students' academic motivation.

Emergent Themes (national law)

The findings of A3 clarified that some nursing students received a low-grade point average in high school and were unable to enrol in a medicine programme. Instead, they were forced to enter the nursing programme to ensure university admission, which influenced their academic motivation and ultimately their withdrawal from the programme. Comparable countries, such as the KSA, UAE and Iran, have similar nursing education criteria, such as a four-year bachelor's degree from the general nursing programme and meeting flexible entry requirements to permit students with low grades to register in the nursing programme. Moreover, these resilient entry requirements allow large numbers of students to enrol in nursing to reduce the nursing shortage. However, students without interest in this programme might withdraw from nursing education or nursing jobs when they become nurses. However, the nursing programme in the UK is divided to more than one programme taught in three years, and students who willing to enrol must get a high grade in some subjects, then undergo a selection process to accept appropriate students. The findings of A3 also mentioned that avoidance of military services was another reason to force Iranian male students with low grades to enrol in a nursing programme. Military services are mandatory for male students over the age of 18 years who had not yet enrolled in university. The findings of A1 and A6 do not discuss military issues because these services are not permitted for women, who comprised the studies' participants. A5 also did not mention the influence of military services on the students, which might be due to the rigorous process of selecting nursing students in this country. The findings of A6 found that transportation issues were a factor that influences students' motivation at the time of this study. Recently, the transportation rules in Saudi Arabia have changed to allow driving by women to decrease the family's burden.

IV. Conclusion

The evidence in this research indicates that motivation is essential in influencing nursing students' continuation and retention. When students are motivated, they are more willing to engage in the learning process and achieve good grades, facilitating their transition to practice. A lack of motivation, however, causes most students to leave and seek alternative courses.

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Dalal Kawa. "Factors Influencing Academic Motivation among Baccalaureate Nursing Students." *IOSR Journal of Nursing and Health Science (IOSR-JNHS)*, 9(6), 2020, pp. 28-35.