

Nursing Students' Attitude toward Nursing Profession and its Relationship with their Achievement Motivation

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Abstract

Background: Nursing students are key assets of nursing profession and their attitude has a great influence on their achievement motivation and the future quality of nursing. **Aim of the study:** was conducted to investigate nursing students' attitude toward nursing profession and its relationship with their achievement motivation. **Research design:** a descriptive design was utilized to convey the present study. **Setting:** The study was conducted at Beni-Suef technical health institute. **Subjects:** all available 300 nursing students were participated from academic years (2019-2020). **Tools of data collection:** Two tools were used for data collection. Tool (I): The attitude toward nursing profession scale. Tool (II): The achievement Motivation scale. **Results:** more than half (58%) of nursing students had perceived their attitude toward their profession. Also, more than half (63%) of nursing students at first year had Achievement motivation. There were positive statistically significant correlations among all dimensions of attitude toward nursing profession of studied nursing students, and among all dimensions of achievement motivation of studied nursing students. **Conclusion:** The nursing students' attitude toward nursing profession was positively significantly correlated to their achievement motivation. **Recommendations:** conducting conferences for newly admitted students by nursing educator to guide them on the nursing profession, nursing history, nursing education programs.

Key words: Achievement motivation, Attitude, nursing profession, Nursing students

Introduction:

Nursing is a field that is concerned with taking care of ill or injured persons and providing preventive health care to healthy persons. The basic perception is still remotely the same. Today, the nursing profession has changed drastically. There are extensive training programs, more diversified staff, and a level of prestige associated with this area of the medical field that was not there before. The knowledge required has become greater with advancing science and technology. Although the drastic change occurred in the nursing profession, the perception of nursing students toward nursing profession remains the same (Lewis, 2017).

Nursing is an emerged, spirited and multifaceted health care profession that requires a significant transition as the new graduate nurse evolves into a competent nurse, which is focused on the care of the individuals of all age and with diverse cultural

experiences who are well and ill in a holistic manner based on the individual's physical, emotional, and psycho-social needs, in order to attain, maintain, or recover an optimum health. As well, nursing is a job-oriented course which will prepare the professional nurse to serve the mankind so that, they can accomplish a high health level (Hashish, 2019).

The image of the nursing profession is influenced by other dynamics such as media, government image, social prestige, nurses themselves, other medical professions, school preparations, role models, nursing teachers, and the risk of violence and exposure to health risks. Nowadays, the image of nursing in Arab countries is changing to the best, and it is considered one of the treasured and recommended professions. Admission to nursing faculties in Arabian countries became a competition determined by high academic grades. Moreover, nursing students choosing nursing profession for many motivators as a

desire to help others, a personal or family experience in healthcare, career aspirations, and a love of science and health (Marzouk, 2019).

Nursing students' attitude towards the profession plays an important role not only in fulfilling student success but also in the development of the profession. Attitude plays a main role in guiding human behavior towards achieving goals, awareness of its consequences, and increasing achievement motivation that's considered one of the psychological factors which would greatly impel them to work and study hardy and determine the student success (Anaker, et al., 2021).

Success and achievement in any work requires a positive attitude to it and its future. Likewise, nursing students' attitude toward the profession impacts on the retention and recruitment of students' funding for nursing education and research, relationships with healthcare administrators and other healthcare professionals at all levels of government, and ultimately the profession's self-identity. Attitude can be defined as a predisposition or tendency to respond positively or negatively towards certain idea, object, person, or situation (Yohannes, et al., 2017).

Achievement motivation is one's determination to succeed in academic studies. It includes academic aspiration and attitude towards institute. Achievement motivation refers to a pattern of actions and feelings connected to striving to achieve some internalized standard of excellence in performance. It ensures that a student uses all his time and energy to achieve the standard objectives set before him (Adegboye, 2018).

The individual motivation can be based on emotions and goals related to achievement, the need for self-achievement has been linked to entrepreneurial behavior. Someone with high achievement motivation is able to change themselves and have a positive attitude in providing benefits to the environment. High motivation in an effort to form a creative and innovative mentality will produce people who have potential and productive behavior, and are strong in achieving the expected goals as a

characteristic of entrepreneurial attitudes. The achievement motivation is influenced by students' wishes for what they want to achieve, their interest, experiences, personal values, gender, and socio-economic status. It is essential for nurse educators to identify motivating factors for students to complete their nursing education programs and get positive outcomes (Eliyana, et al., 2020).

Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person- intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Hence, achievement motivation is a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship. As academic achievement is not a function of cognitive variable alone the emphatic stress on the contribution of the psychological variable is imperative. As such which of the psychological variable is of prime importance, what percentage of proportion variance is attributable by them towards the criteria, needs elaboration and quantification (Robeck & Wallace, 2017).

Motivation is able to positively and significantly influence attitudes, attitudes can have a positive and significant impact on achievement, and motivation can positively and significantly influence achievement. The indirect effect of attitude variables is also known to affect the relationship between motivation and achievement. regarding the importance of elements of entrepreneurial attitudes to predict entrepreneurial tendencies, which are reliable predictors of action that should be found in the element of entrepreneurship. So that the predictors of motivation and attitude variables in this study are known to be helpful and become an important element in the success of a person who is running a business (Do & Dadvari, 2017).

The motivated individual desires in acting entrepreneurship, the findings of this explanation describe a positive relationship to

the motivation for success in entrepreneurial behavior, the behavior of the results of the influence of this motivation will affect the entrepreneur's attitude in doing his business. Entrepreneurs who have motivation as an encouragement to achieve success will behave in a supportive manner towards achieving the need for success for entrepreneurship, so that it will produce a positive attitude towards the object or activity that is planned. Motivation has a significant effect on attitudes. Motivation is based on emotions and goals related to achievement, the need for self - achievement has been linked to entrepreneurial behavior (Lee & Lo, 2017). (Ajiwibawani & Subroto, 2017).

Psychological literature of the 1970's purported a "theory of reasoned action" which, in simplified terms, states that one's beliefs shape one's attitudes which in turn can predict one's behavior toward which the belief and attitude are directed. A professional attitude could be defined as a predisposition, feeling, emotion, or thought that upholds the ideals of a profession and serves as the basis of professional behavior. Therefore, understanding of what nursing students' attitudes is of their profession and at the same time the fact that they are interacting to get relevant knowledge about their profession, will enable the executors and nursing politicians to enhance nursing preparing activities and on the other hand, nursing students' psychological needs will be recognized and work on.

Furthermore, an understanding of students' attitude can assist nurse educators in evaluating the educational programs' strengths and weakness. This understanding can enhance curriculum development towards a caring and holistic paradigm of nursing. Moreover, it will add to the body of knowledge of nursing education, especially in relation to admission processes, by examining specific personal factors that influence students' attitude and motivation. therefore, the present study will be carried out for investigating the relationship between students' attitude toward nursing profession and achievement motivation.

Aim of the study:

This study aims to investigate nursing students' attitude toward nursing profession and its relationship with their achievement motivation.

Research question:

What is the relationship between students' attitude toward nursing profession and their achievement motivation?

Subjects and Method

Research design:

A descriptive cross-sectional design was used to carry out this study.

Setting:

This study was conducted at Beni- Suef Technical Health Institute that include five academic department namely (medical analysis division, medical radiology division, nursing division, health association division, medical registration division), and the study was conducted at the nursing Division, first and second academic year.

Subjects:

The subjects of this study were included all available nursing students (300), enrolled at first academic year were (136), and nursing students enrolled at second academic year were (164) at technical health institute.

Tools of data collection:

Data for this study collected by two tools namely: Attitude toward nursing profession scale and achievement motivation scale.

I- Attitude toward nursing profession scale:

This tool developed by (Shaccora, 2002), and it was adopted from (Abdallah 2014). This scale was tested for validity and reliability by (Abdallah 2014). It aimed at assessing nursing students' attitude toward nursing profession, This tool consisted of two parts: -

Part I: The first part intended to collect data related to demographic characteristics of studied nursing students include (age, gender, academic year, and residence).

Part II: it consists of 60 items which categorized under five dimensions as following: Table (1): Description of Attitude toward nursing profession dimensions:

Dimensions	No. of items	Example
Persuasion and self-satisfaction toward the profession	15 items	I feel happy that I will be a nurse in the future
Professional aspect of the profession	7 items	I see the profession of nursing as nothing less than other professions
Social aspect of the profession	8 items	the nursing profession should not be restricted to the lower classes of society
Cultural and educational aspect of the profession	22 items	I feel proud within myself for offering something that other people cannot
Economic aspect of the profession	8 items	Studying nursing guarantees a nurse certain employment opportunity in the future

❖ Scoring system:

Subjects' responses were measured on a five-point Likert scale it ranging from (1 to 5) (Strongly Disagree – Disagree - neutral - Agree - Strongly Agree). The total score of the items were summed up and divided by the number of items, and the sum scores were converted into percents. the perceived attitude was considered to be positive if the percent score was 60% or more, while the percent score <60 it considered negative.

II- Achievement motivation scale:

This tool developed by (Thrwat2009), and it was adopted from (Abdallah 2014). It aimed at assessing achievement motivation of nursing students. This tool was tested for validity and reliability by (Abdallah 2014). It consists of 50 items under five dimensions as following: Table (2): Description of Achievement motivation dimensions:

Dimensions	No. of items	Example
Sense of responsibility	14 items	I prefer to do the work assigned to me properly
The pursuit of excellence	13 items	I feel planning for the future is one of the best ways to avoid getting into trouble
Perseverance	5 items	I try to solve difficult problems no matter how long

Feeling the importance of time	7 items	I feel that continuing to make an effort to solve difficult problems saves time
Planning for future	11 items	People who do not care about their future bother me

❖ Scoring system:

Subjects' responses were measured on a five-point Likert scale it ranging from (1 to 5) (Never - Rarely - sometimes - often - always). The total score of the items were summed up and divided by the number of items, and the sum scores were converted into percents. the achievement motivation was considered to be high if the percent score was 60% or more, while the percent score <60 it considered low.

Field work:

The field work of the study started in the first term of the semester of the academic years (October 2020) after securing the official approvals for conducting the study and completed in December (2020). the investigator collected the data by self through meeting with nursing coordinator of academic years to determine the suitable time to collect data, explaining the aim and component of the tool, obtaining verbal consent for their participation in the study, then distribute the tool in their setting of study at different times and attended during the filling of the tool to clarify any ambiguity and answer any questions. Data was collected two days every week (2hrs/day). The investigator checked each filled questionnaire to ensure its completion.

Statistical Design:

Data entry and statistical analysis from the studied sample were done using SPSS 20.0 statistical software package. Data were presented using descriptive statistic, the form of frequencies and percentages for qualitative variables, and means and standard deviations and medians for quantitative variables. The Spearman rank correlation was used for assessment of the interrelationships among quantitative variables and ranked ones. In order to identify the independent predictors of attitude perception score, multiple linear regression analysis was used and analysis of variance for the full regression models was done. Statistical significance was considered at

p-value <0.05.

Results:

Table (1): shows demographic characteristics of studied nursing students. As indicated in the table, (90.3%) were female, and (93.7) live at rural residence. While, more than half (54.7%) enrolled at second scholar year.

Table (2): reveals that the highest mean scores of nursing students perceived attitude toward nursing profession dimensions regarding Economic aspect of the profession (91.23 ± 3.51).

Figure (1): shows that more than half (58%) of nursing students had total of nursing students perceived attitude toward their profession.

Table (3): reveals that the highest mean scores of nursing students motivated toward achievement motivation dimensions regarding Feeling the importance of time (80.49 ± 7.3).

Figure (2): clarifies that more than half (63%) of nursing students at first year had Achievement motivation.

Table (4): describes relations between nursing students' perception regarding

achievement motivation and their demographic characteristics. It shows that, higher perception scores regarding achievement motivation of nursing students who live at rural than urban residence (81.5%).

Table (5): describes relations between nursing students' perception regarding attitude toward nursing profession and their socio-demographic characteristics. It shows that, higher perception scores regarding attitude toward nursing profession of nursing students who enrolled at second scholar year than first scholar year (57.3%).

Table (6): presents the correlation of attitude toward nursing profession and achievement motivation dimensions scores among nursing students. This table indicates a positive significant relation between attitude toward nursing profession and achievement motivation dimensions scores among nursing students.

Table (7): shows that nursing students' scholar year and gender are significant predictors for nursing students' perceived attitude toward nursing profession score.

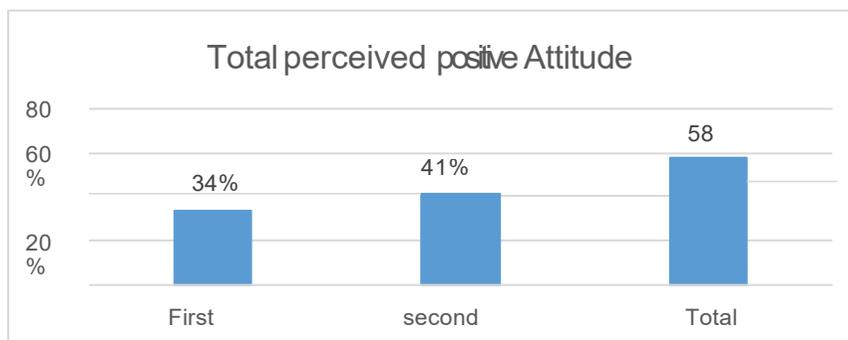
Table (8): shows that only scholar year a significant predictor for nursing students' achievement motivation score.

Table (1): demographic characteristics of studied nursing students (n=300)

demographic characteristics	Frequency	Percent
Age:		
<20	7	2.3
20	290	96.7
>20	3	1
Mean \pm SD 20 \pm 1		
Gender:		
Male	29	9.7
Female	271	90.3
Academic year:		
First	136	45.3
Second	164	54.7
Residence		
Urban	19	6.3
Rural	281	93.7

Table (2): Mean score of nursing students perceived attitude toward nursing profession dimensions (n=300).

Dimensions	Mean Max=100	SD
Persuasion and self-satisfaction toward the profession	85.51	33.71
Professional aspect of the profession	87.05	2.12
Social aspect of the profession	64.10	1.45
Cultural and educational aspect of the profession	60.46	2.82
Economic aspect of the profession	91.23	3.51

**Figure (1):** Total nursing students perceived positive attitude toward their profession (n=300).**Table (3):** Mean score of nursing students regarding achievement motivation dimensions (n=300).

Dimensions	Mean Max=100	SD
Sense of responsibility	75.5	7.13
The pursuit of excellence	74.95	7.21
Perseverance	73.90	6.5
Feeling the importance of time	80.49	7.3
Planning for future	77.33	8.3

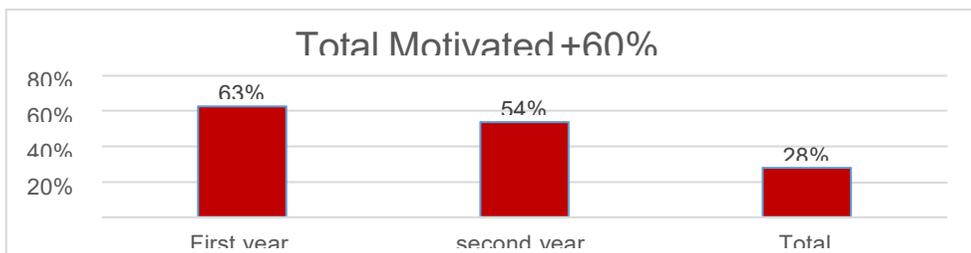


Figure (2): Total Achievement motivation of nursing students (n=300).

Table (4): Relation between nursing students achievement motivation and their demographic characteristics.

demographic characteristics	High +60%		Low >60%		X ²	P value
	No.	%	No.	%		
Age						
<20	1	14.2	6	85.8	2.00	0.16
20	210	72.5	80	72.5		
>20	2	66.6	1	33.3		
Gender						
Male	19	65.5	10	34.5	0.62	0.43
Female	195	72	76	28		
Academic year:						
First	91	67	45	33	2.74	0.25
Second	100	60.9	64	39.1		
residence:						
Urban	11	52.6	8	47.4	5.52	0.02*
Rural	229	81.5	52	18.5		

(*) statistically significant at p<0.0

Table (5): Relation between perceived attitude of nursing students regarding nursing profession and their demographic characteristics.

demographic characteristics	High+60%		Low>60%		X ²	P value
	No.	%	No.	%		
Age						
<20	3	42.8	4	57.2	0.632	0.177
20	190	65.5	100	34.5		
>20	1	33.3	2	66.6		
Gender						
Male	12	41.4	17	58.6	2.212	0.432
Female	95	35	176	65		
academic year						
First	76	56	60	44	0.179	0.057*
Second	94	57.3	70	42.7		
Residence						
Urban	10	52.6	9	47.4	0.368	0.824
Rural	78	27.8	203	72.2		

(*) statistically significant at p<0.05

Table (6): correlation matrix of attitude toward nursing profession and achievement motivation dimensions scores.

Professional aspect	.678**	.129	.062	-.014	1.000	1.000
Social aspect	.675**	.586**	.193	1.000		.059
Cultural and educational aspect	.653**	.660**	.670**	.176	.076	1.000
Economic aspect	.610**	.695**	.629**	.670**	.062	-.014
Total	.658**	.665**	.650**	.629**	.699**	.666**
Spearman's rank correlation coefficient						
attitude toward nursing profession dimensions						
	Sense of responsibility	The pursuit of excellence	Perseverance	Feeling the importance of time	Planning for future	total
Persuasion and self-satisfaction	.358*	.059	.235	-.024	.235	.144

(**) Highly statistically significant $p < 0.01$ **Table (7):** Best fitting multiple linear regression model for nursing students' perceived attitude toward nursing profession score.

	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Constant	33.42	6.55		5.103	<0.001	20.48	46.36
Academic year	-11.15	4.48	-0.19	-2.491	0.014	-20.00	-2.30
Gender	15.30	3.95	0.30	3.877	<0.001	7.50	23.09

; R-square=0.12 Model ANOVA: $F=9.81$, $p < 0.001$

Variables entered and excluded: age, residence

Table (8): Best fitting multiple linear regression model for nursing students' achievement motivation score.

	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95% Confidence Interval for B	
	B	Std. Error				Lower	Upper
Constant	73.13	3.77		19.152	<0.001	64.71	79.54
Academic year	-6.44	2.03	-0.18	3.178	0.002	-10.43	-2.45

R-square=0.16 Model ANOVA: $F=17.57$, $p < 0.001$

Variables entered and excluded: age, gender, and residence

Discussion:

Attitude plays a principal role in guiding human behavior toward achieving goals, awareness of its consequences and effective processing of complex information about living environment. The attitudes of nurses toward their work, profession, organization, and administration will predict the behaviors that they will show in these fields. The perception of nursing students regarding nursing as a profession varies. Some consider nursing as a caring profession. Others perceive nursing as a profession that helps people to gain better health (Gormley & Melby, 2020). So, the current study aimed to investigate nursing students' attitude toward nursing profession and its relationship with their achievement motivation.

Regarding the demographic characteristics of studied nursing students, the current study revealed that majority of them were female. From the researcher point of view, this result may be due to a lot of nurses joined the technical nursing institute after nursing schools that had only female students. This result was in agreement with Şeşen, et al., (2019) who studied the instructional curriculum based on cooperative learning related to the structure of matter and its properties: Learning achievement, motivation and attitude in South African, and found that majority of students were female. Conversely, this result was in disagreement with Akhtar, et al., (2019) who studied the impact of teacher-student interaction on student motivation and achievement in European, and found that more than one third of students were female.

Regarding total of nursing students perceived attitude toward their profession, the current study showed that more than half of nursing students' total perception of nursing students attitude toward their profession. From the researcher point of view, this result may be due to nursing student had desired to join of nursing profession to enhance their future and receive job to improve their economic status throughout receiving fixed constant salary and they can work in another private hospitals that lead to enhance their financial aspect.

This result was in agreement with Romero, et al., (2019) who studied the assessment of reliability and validity of the Spanish version of the nursing students' perception of instructor caring, and found that more than half of nursing students had high total perception of instructor caring, conversely, this result was congruent with Aladwan, et al., (2018) who a studied the students attitudes toward blended learning among students of the University of Jordan, and found that more than half of students had positive attitude regarding nursing field.

Regarding total achievement motivation of nursing students, the current study clarified that more than half of nursing students at first year had achievement motivation. From the researcher point of view, this result may be due to the achievement motivation is one of the consequences of other aspects of motivation that derived from their future vision such as self-improvement and self-actualization. In the same line, this result was supported with Turki, et al., (2018) who a studied the fostering positive adjustment behavior: social connectedness, achievement motivation and emotional-social learning among male and female university students, and found that more than half of students had good achievement motivation.

Hence, this result was in agreement with Saki, & Nadari, (2018) who a studied the relationship between self-regulated learning, academic self-concept and the academic achievement motivation of students in the second grade of high school in Middle East, and found that more than half of student in second grade had high academic achievement motivation.

Regarding relation between nursing student's achievement motivation and their demographic characteristics, the current study described that, higher perception scores regarding achievement motivation of nursing students who live at rural than urban residence. From the researcher point of view, this result may be due to rural students had been experiencing more suffering in their home environment that give them more

encouragement to join it through achievement motivation.

This result was in agreement with **Amit, et al., (2020)** who studied the effect of evidence-based practice perception, information literacy self-efficacy, and academic motivation on nursing students' future implementation of evidence-based practice, and found that there was a high motivation of nursing students after implementing with evidence-based practice. Conversely, this result was in disagreement with **Sabti, et al., (2019)** who studied the impact of anxiety, achievement motivation, and self-efficacy on performance, and found that there was no relation between student's achievement motivation and their demographic characteristics.

Regarding relation between perceived attitude of nursing students regarding nursing profession and their demographic characteristics, the current study described that, higher perception scores regarding attitude toward nursing profession of nursing students who enrolled at second scholar year than first scholar year. From the researcher point of view, this result may be due to attitude of students enhanced with enrolled at second scholar year and appeared in their working activities and dealing with other students.

This result was in agreement with **Gormley, & Melby, (2020)** who studied the nursing students' attitudes towards obese people, knowledge of obesity risk, and self-disclosure of own health behaviors, and found that there was relation between nursing students' attitudes and their demographic characteristics. In contrast, this result was in disagreement with **Shohani, et al., (2018)** who studied the professional attitude in Iranian nursing students, and found that there was no relation between nursing students' attitudes and their demographic characteristics.

Regarding correlation matrix of attitude toward nursing profession and achievement motivation dimensions scores, the current study indicated a positive significant relation between attitude toward nursing profession and achievement motivation dimensions scores among nursing students. From the

researcher point of view, this result may be due to presence of relation between attitude of nursing students and their achievement motivation because the good condition led to high achievement, and poor attitude lead to low achievement by logic.

This result was in agreement with **Lai, & Aksornjarung, (2018)** who studied the learners' attitudes and motivation towards learning English through content-based instruction, and found that there was a positive relation between learners' attitudes and motivation. Also, this result was supported with **Vandergoot, et al., (2018)** who studied the exploring undergraduate students' attitudes towards inter-professional learning, motivation-to-learn, and perceived impact of learning conflict resolution skills, and found that there was positive correlation between students' attitudes towards inter-professional learning, and their motivation.

Regarding the best fitting multiple linear regression model for nursing students' perceived attitude toward nursing profession score, the current study reported that nursing students' scholar year and gender are significant predictors for nursing students' perceived attitude toward nursing profession score. This result was in agreement with **Gormley, & Melby, (2020)** who studied the nursing students' attitudes towards obese people, knowledge of obesity risk, and self-disclosure of own health behaviors, and found that there was relation between nursing students' gender and school grads are a significant predictor for their attitude toward their profession.

Regarding the best fitting multiple linear regression model for nursing students' achievement motivation score, the current study reported that only scholar year had a significant predictor for nursing students' achievement motivation score. This result was in agreement with **Amit, et al., (2020)** who studied the effect of evidence-based practice perception, information literacy self-efficacy, and academic motivation on nursing students' future implementation of evidence-based practice, and found that school years of nursing students is a positive predictor for their achievement motivation score.

Conclusion

In the light of the present findings, it is concluded that: there was a positive significant relation between attitude toward nursing profession and achievement motivation dimensions scores among nursing students. In addition, there were positive statistically significant correlations among all dimensions of attitude toward nursing profession of studied nursing students. Furthermore, there were positive statistically significant correlations among all dimensions of achievement motivation of studied nursing students. As well, nursing students' scholar year and gender are significant predictors for nursing students' perceived attitude toward nursing profession score. In addition to, only scholar year a significant predictor for nursing students' achievement motivationscore. And also, there were higher perception attitude scores regarding achievement motivation of nursing students who live at rural than urban residence.

Recommendations:

- Establish academic counseling programs through preceptor ship models who guide, monitor and help nursing students with any problems that limit their achievement motivation.
- conducting conferences for newly admitted students by nursing educators to guide them on the nursing profession, nursing history, nursing education programs.
- Increasing the motivation of nursing students through increasing moral and physical incentives.
- Conducting training program about achievement motivation and its effect on students' performance.

Further researches are recommended as:

- Further study is needed to study the perception of the nursing students about nursing as a profession how it affects student's adjustment in the other Egyptian technical health institute.
- Further study to investigate the nursing and non-nursing students' attitude toward nursing profession, and study public view imagetoward nursing profession.

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