

Nursing Students' Attitude toward Nursing profession And 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 academic achievement motivation and the future quality of nursing. **Aim of the study:** was conducted to assess nursing students' attitude toward nursing profession and achievement motivation at Faculty of Nursing - Zagazig University. **Subjects and Methods: Research design:** A Descriptive design was employed to convey the present study. **Setting:** The study was conducted at Faculty of Nursing, Zagazig University. **Subjects:** Representative samples of 324 nursing students were randomly selected from academic year 2018-2019). **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:** The most of nursing students had a positive attitude toward nursing profession (96 %). While, the least of them (4%) had a negative attitude. Additionally, the most of nursing students had a high level of achievement motivation (99.1 %). Whereas, the least of them had a low level (0.9%). **Conclusion:** The nursing students' attitude toward nursing profession was positively & significantly correlated to their achievement motivation. Moreover, nursing students' attitude toward nursing profession is a significant predictor of their achievement motivation. **Recommendations:** The nursing faculty members conduct a conference for newly admitted students to guide them on the nursing profession, nursing history, nursing education programs and various clinical experiences. Additionally, the faculty management should provide a good infrastructure and institution facilities to the student and nurse educators to ensure a high level of achievement motivation.

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

Introduction

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 ⁽¹⁾.

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 ⁽²⁾⁽³⁾.

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^{(4) (5)}

Nursing students may view a positive attitude toward the nursing profession as they are highly skillful personnel that they could provide high quality of care for others⁽⁶⁾. On the other hand, there has been a lot of negative attitude toward the nursing profession among the candidate due to overwhelming work in the hospital, performing on holidays, lack of appreciation for work, low pays, and loss of nurses' interest in what they doing that could lead to work quality decline⁽⁷⁾.

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 whether the student succeeds or not⁽⁸⁾.

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⁽⁹⁾.

As well, 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⁽¹⁰⁾

Significance of the Study:

Understanding of the 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 to enhance nursing preparing activities and the nursing students' achievement motivation and their psychological needs⁽¹¹⁾.

On the other hand, the image of nursing as a profession in the Egyptian community was not improved properly even after the nurse has been qualified a university level. Therefore, for recruiting and retention of nurses, there is a need to promote nursing professional image to enhance its standing in the community⁽¹²⁾. Although, there are many studies done about nursing students' attitude toward nursing profession, there are limited studies nationally and internationally done to determine the relation between nursing students' attitude toward nursing profession and achievement motivation. Likewise there no studies carried out in the Faculty of Nursing, Zagazig University to identify the relationship between nursing students' attitude toward nursing profession, and achievement motivation, so it is crucial to conduct this study to investigate this relation and benefit from implications.

Aim of the study:

The aim of the study was:

To assess nursing students' attitude toward nursing profession and achievement motivation at Faculty of Nursing -Zagazig University

Research questions:

1. What is the attitude of nursing students toward nursing profession?

2. What is the achievement motivation level of nursing students?
3. Is there relationship between nursing students' attitude toward nursing profession and achievement motivation?

Subjects and Methods:

Research design:

A descriptive study was employed to accomplish the objectives of the present study

Study Setting:

The study was conducted at Faculty of Nursing, Zagazig University, which included seven scientific departments: nursing administration, psychiatric and mental health nursing, medical and surgical care nursing, maternal and newborn health nursing, pediatric nursing, community health nursing and geriatric nursing.

Study Subjects:

A representative sample of nursing students from the academic year 2018-2019, the total number of nursing student were 1743; the required sample size was consisted of 324 nursing student.

The sample size was estimated at confidence interval 95% according to the following equation Yamane & Taro⁽¹³⁾.

$$n = 1 + \frac{N}{N(e)^2}$$

Where n is sample size

N is number population

e is margin error

Tool for data collection:

In order to fulfill the objectives of the study two tools were used to collect necessary data:

Tool (I): the attitude toward nursing profession scale, this tool was developed in Arabic language originally by Shaccora⁽¹⁴⁾ and modified by Hassan⁽¹⁵⁾ to assess nursing

student's attitude towards nursing profession. it consists of two parts are:

Part (1): Personal characteristics sheet for nursing students to collect data about their age, gender, academic year, marital status and place of residence, past qualification, the level of parents' education and family income. **Part (2):** Contains 60 items and divided into five domains as follows: Persuasion and self-satisfaction with the profession (15items), professional domain (11items), social domain (16items), cultural and educational domain (10items), and economic domain (8items)

Scoring system:

The responses of the statements were measured by using three point Likert scale ranging from 1 = Disagree to 3= Agree. The total score of the scale was ranged from 60- 180. In this study, the nursing students' score was considered a positive attitude toward nursing profession if it was > 113 (63%) and a negative attitude if it was ≤113 (63%).

Tool II: The achievement motivation scale, this tool was developed originally in Arabic language by Khalefa⁽¹⁶⁾ to determine the achievement motivation level among students. It consisted of 50 items divided into five dimension and each one contain 10 items as follows: Sense of responsibility, The pursuit of excellence, Perseverance, Feeling the importance of time, and Planning for the future.

Scoring system:

The response of the statements were measured by using three point Likert scale ranging from does not reflect you at all =1 to reflect you completely= 3. While, the reverse questions were scored as 3, 2 and 1 for doesn't reflect you reflect you to

some extent & reflect you completely respectively; and they were:

Items 6 and 7 in sense of responsibility dimension

Items 1,2,6 and 9 in the pursuit of excellence dimension

Items 3 and 6 in feeling the importance of time dimension

The total score of the scale was ranged from 50- 150. In this study, the nursing students' score was considered a high level of achievement motivation if it was > 90 (60%) and a low level if it was ≤ 90 (60%).

Content Validity and Reliability:

The questionnaire was translated into English; and then content and face validity were established by a panel of five experts from which one professor of nursing administration, two assistant professors of nursing administration department, one professor of community health nursing department and one professor of geriatric nursing department at the faculty of nursing, Zagazig University.

The face & content validity sheet involved two parts. The first part: included the opinions of the experts for each item that were recorded on a two point scale: relevant, and not relevant. The second part: covered general or overall opinion about the form which expressed their opinions and comments on the tools for clarity, applicability, comprehensiveness, understanding, any suggestions for any additional or omissions of items and ease of implementation. According to their opinions all recommended modifications were performed by the researcher. Tools were tested for their reliability using Cronbach's alpha. The reliability of the attitude toward nursing profession scale was (0,73) and for the achievement Motivation scale was (0,89).

Field work:

The data collection phase of the study lasted long two months from the beginning of April to the end of May 2019. The final form of the questionnaire sheets was handed to nursing students in their study setting by the researcher to elicit their opinions. The purpose of the study was explained to the participated students and ways to fill in the questionnaire sheets. They were completed at the same time of distribution and took about 20-30 minutes. The researcher checked each questionnaire sheet after they had been completed to ensure the completion of all information. The researcher met students three times weekly between lectures in their classrooms and after each section and the researcher collected data by herself.

Pilot study:

A pilot study was carried out on 32 (10% of sample size) nursing students from the different academic years as follows: 7 from the first academic year, 8 from the second academic year, 9 from the third academic year, and 8 from the fourth academic year to test clarity, and applicability of the tool.

Administration and Ethical consideration:

Official permissions were obtained from the dean of the Faculty of Nursing and Vice dean for education and student affairs after explaining the nature of the study. This study was approved by the ethics committee of Faculty of Nursing, Zagazig university. All students were informed about the purpose of the study and given brief explanation; consequently oral informed consent was obtained from each of them. The right to refuse to participate or withdraw from the study was emphasized after reassuring students that their response would have no impact on their grades. Confidentiality was confirmed by writing names optionally.

Statistical Analysis:

All data were collected, tabulated and statistically analyzed using SPSS

20.0 for windows (Stastical Package for Social Science). Quantitative data were expressed as the mean and standard deviation (SD) and qualitative data were expressed as frequencies and percentages. Percent of categorical variables were compared using Chi-square test or Fisher exact test. Pearson's correlation coefficient was used to assess relationship between various study variables. Liner regression test was used to study the effect of independent variable on the dependent variable. All tests were two sided. p -value < 0.05 was considered statistically significant (S), and p -value ≥ 0.05 was considered statistically insignificant (NS).

Results:

Table 1: Personal characteristics of nursing students in the study sample ($n=324$). this table indicates that 54% of nursing students aged more than 20 years and the mean age of them was 20.5 ± 1.3 years and. As well, the highest percentages of them were female, in the third academic year, had secondary school, lived in rural area, and single (72.5%, 26.9%, 83.3%, 72.2% & 90.4%, respectively). In addition, 88.3% of them reported that their family income was enough.

Figure 1 illustrates the nursing students' attitude toward nursing profession. This figure reveals that the most of nursing students had a positive attitude toward nursing profession (96 %). While, the least of them (4%) had a negative attitude.

Table 2: Mean percent scores of nursing students' attitude toward nursing profession domains ($n=324$).

This table reveals that the highest mean percent score of nursing students' attitude toward nursing profession was for cultural and educational domain (83.33%). However, the lowest was for persuasion and self-satisfaction with the profession domain (68%). Additionally the totals mean percent score of nursing students' attitude toward nursing profession was 74.94%

Figure 2: The nursing students' achievement motivation level. This figure presents that the most of nursing students had a high level of achievement motivation (99.1 %). Whereas, the least of them had a low level (0.9%).

Table 3: Mean scores of nursing students' achievement motivation dimensions

Distribution of nursing students' achievement motivation domains is revealed in table 8. It is clear from this table that the highest mean score was for sense of responsibility (24 ± 3). Whereas, the lowest was for the pursuit of excellence (23 ± 2.4). Moreover, the total mean score of achievement motivation was 117.9 ± 10.8 .

Table 4: Simple linear regression model for predicting achievement motivation score from attitude score ($n=324$). This table reveals that, nursing students' attitude towards nursing profession was responsible for 18% of the variation in their achievement motivation. Subsequently, attitude toward nursing profession is a significant predictor of achievement motivation.

Table 5: Relation between nursing students' personal characteristics and their attitude toward nursing profession ($n=324$). According to this table there was no statistically significant relation between nursing students' personal characteristics and their attitude toward nursing profession where (p -value > 0.05).

Table 6 Relation between nursing students' personal characteristics and their achievement motivation level. This table display, that there was no statistically significant relation between nursing students' personal characteristics and their achievement motivation where (p -value > 0.05).

Discussion:

Nursing is globally demanding and challenging profession that provides opportunities for unique intrinsic rewards that make the career

worth the effort. The nursing students' attitude toward their profession, organization, and administration either positively or negatively will predict the behaviors that they will show in these fields Marzouk et al. ⁽²⁾. As well, having positive attitude toward nursing profession plays a crucial role not only in fulfilling the student achievement but also in the advancement of profession. On the other hand, students who have a negative attitude toward their profession will suffer more from mental problems such as stress, tension, high anxiety, idleness, and absenteeism, which in turn, will diminish their achievement motivation that's considered one of the psychological factors which would greatly impel them to work and study hardy and determine whether the student succeeds or not (Coban et al.⁽⁸⁾ & Run,⁽¹⁷⁾.

Therefore, the aim of this study was to assess nursing students' attitude toward nursing profession and achievement motivation at Faculty of Nursing - Zagazig University

As regards the personal characteristics of nursing students at all over the four academic years. The findings of the present study indicated that 54% of nursing students aged more than 20 years and the mean age of them was 20.5 ± 1.3 years and. As well, the highest percentage of them were female and 72.2% were came from rural area. As such, the faculty of nursing is predominantly attended by females. These results were in agreement with a study carried out by Marzouk, et al. ⁽²⁾, in Egypt, who measured the attitudes of nursing students toward nursing profession and its relation to study adjustment, and found that about 60.2% of studied nursing students were females with mean age 20.62 ± 1.86 and 66.3% were came from rural area. Conversely, this findings disagreed with a study carried out by Abd El-Ghany, et al. ⁽¹⁸⁾, in Yemen, who explored nursing students' perception about the image of the nursing

profession at Mukalla City, and founded that more than half (53.3%) of the sample are male and three quarters (74%) of nursing students belonged to age group from 20-24 years.

Concerning total nursing students' attitude toward nursing profession; the findings of present study indicated that the most of nursing students had a positive attitude toward nursing profession. This finding could be due to nursing students recognized the importance of nursing profession which provides a good chance for future career, Additionally they view the profession an occupation which focus on many benevolences such as helping, caring human beings in the weakest status and assisting in volunteering works, which in turn lead to that positive attitude of nursing students toward the nursing profession.

The previous findings go in the same line with those of other previous studies carried out by Marzouk et al. ⁽²⁾, in Egypt, Mai et al. ⁽¹⁹⁾, in Turkey, which studied attitudes and perceptions towards nursing profession among nursing students, Hatamleh and Sorio ⁽²⁰⁾, in the United Kingdom Saudi Arabia, who conducted a study to assess knowledge, attitude and intention towards nursing profession among nursing students, and Midilli and Durgun ⁽⁶⁾, in Turkey, who assessed nursing students' attitudes toward the nursing profession and affecting factors, and Kaur et al. ⁽²¹⁾, in India, who assessed the attitude of nursing students towards nursing profession, and they found that the most students had a positive attitude toward nursing profession. Conversely, the previous finding contradicted with Mohammed and

Abdo ⁽²²⁾, who conducted a study to identify knowledge and attitudes of nursing students' toward nursing profession, in Egypt, and found that the students have a negative attitude towards nursing profession.

As regards the total mean percent score of nursing students' attitude domains; the findings of this study presented that cultural and educational domain was the highest mean percent score of nursing students' attitude toward nursing profession. While, the lowest was for persuasion and self-satisfaction with the profession domain. This might due to the nursing students persuade that nursing education is very helpful in mastering nursing skills that will be needed when necessary, and help them to be professional nurse in the future. Additionally, they may believe that with the progress and development of civilization, the public culture of the stereotyping image of nursing may be changed and the need for nursing will be increased.

The previous study findings are in agreement with those of other previous studies as the one carried out by Belete et al. ⁽²³⁾, in Ethiopia, to assess the attitudes towards nursing profession among nursing students, and the other done by Hassan et al. ⁽¹⁵⁾, in Egypt, to investigate the relationship between students' attitude toward nursing profession and the achievement motivation, and they found that the cultural and educational domain has the highest mean score. Conversely, these findings are contradicted with Hatamleh and Sorio ⁽²¹⁾, who revealed that the educational domain has the lowest mean score.

With regard to total nursing students' achievement motivation; the findings of the present study indicated that the most of nursing students had a high level of achievement motivation. This might be due to that nursing students find it difficult and highly competitive to enter faculty of nursing

that needs a high grades in the secondary school, this in turn, could make the nursing students had perseverance to accomplish their goal to success. Furthermore, the content that can be taught by nursing educators in the theoretical and practical session enable the students to manage their time effectively, which in turn lead to a high level of achievement motivation among nursing students. Moreover, the warmth relationship between students and nurse educators could increase the feeling of respect between them and the positive feedback from the faculty members that could play a good motivator for students and in turn, could improve their achievement motivation.

This result in consistent with those studies carried out by Abad-Farahani et al. ⁽²⁴⁾, in Iran, who carried out a study to determine the relationship between achievement motivation and academic burnout among undergraduate nursing students, Balogun et al. ⁽²⁵⁾, in Nigeria, who assessed the role of achievement motivation in the relationship between test anxiety and academic performance among undergraduates students, Mohamadi et al. ⁽²⁶⁾, in Iran, who conducted the study to investigate the factors affecting achievement motivation among nursing students, and Khamoush et al. ⁽²⁷⁾, in Iran, who compared achievement motivation and academic motivation among nursing students, and they found that nursing students had a high level of achievement motivation.

In relation to total mean scores of achievement motivation dimensions; the findings of this study revealed that the highest mean score was for sense of responsibility, while the lowest was for the pursuit of excellent. This might be due to that the nursing students took an active role in their learning process by recognizing they are accountable for their academic success. Additionally, they took

ownership of their actions by completing the assigned work in a timely manner with attention to the quality of their work and communicate in careful and respectful manner with others, so they feel that they should have sense of responsibility to achieve success. These findings are in an agreement with that of Hassan et al.⁽¹⁵⁾, who found that the highest mean score was for sense of responsibility.

The correlation and the predicting effect of nursing students' attitude towards nursing profession on their achievement motivation

The current study findings showed that nursing students' attitude toward nursing profession was positively and significantly correlated to their achievement motivation. Additionally, the attitude toward nursing profession was a significant predictor of achievement motivation. This might be due to that nursing students recognize that their families and community appreciate the nursing profession that could, in turn increase their self-esteem and commitment to study and success as they the future presenters of nursing care. Therefore, the nursing students' attitude was a significant predictor for nursing students' achievement motivation.

These findings are matching with a study carried out by Abad-farahani et al.⁽²⁴⁾, who found that students that interested in nursing profession had a high level of achievement motivation. As well, these findings are congruent with Mohamadi et al.⁽²⁶⁾ and Hassan et al.⁽¹⁵⁾, who reported that there was a statistically significant positive correlation between students' attitude toward nursing profession and their achievement motivation. Conversely these study findings contradicted with a study carried out by Crick et al.⁽²⁸⁾, in United Kingdom, to assess nursing students on the first day of their course about their achievement motivation to join the profession, and found that

although they tend to start their course with positive attitudes, their achievement motivation can be lost over time. The relationship between nursing students' personal characteristics and their attitude toward nursing profession

The findings of current study showed that there was no statistically significant relationship between nursing students' personal characteristics and their attitude toward nursing profession. The possible clarification for these results could be related to that attitude formation is related to core beliefs and personal feelings rather than the personal characteristics of students.

The previous findings go in the same line with those of other previous studies carried out by Van den Boogaard et al.⁽²⁹⁾, in Netherlands, who examined the orientation and attitudes of bachelor nursing students towards their future profession and their relation to demographic characteristics, Chendake et al.⁽³⁰⁾, in India, who assessed the knowledge and attitude towards nursing profession among nursing students, and they mentioned that there was no statistically significant relationship between personal characteristics of nursing students and their attitude toward nursing profession. In this respect, Shukri et al.⁽³¹⁾, who carried out a study to explore the attitudes of undergraduate nursing students towards nursing profession, in Sultan Oman, and they reported that there was no statistically significant relationship between nursing students' personal characteristics as regards their attitude toward nursing profession.

Conversely, these findings disagreed with those studies carried out by Ten Hoeve et al.⁽³²⁾, in Netherland, who investigated students' orientation and attitudes towards nursing and Miligi and Selim (33), in Kingdom of Saudi Arabia, who

assessed nursing students' attitudes towards the nursing profession and they found that there was statistically significance relationship between students' age and residence as regards their attitude toward nursing profession. The relationship between nursing students' personal characteristics and their achievement motivation level

The finding of current study showed that there was no statistically significant relationship between nursing students' personal characteristics and their achievement motivation. This might due to that students' achievement motivation could be affected by their perseverance, ability to delay gratification, competitiveness, the expectation of success, and the power of goals rather than students' personal characteristics.

This finding agreed with Hassan et al. ⁽¹⁵⁾, who reported that there was no statistically significant relationship between the nursing students' age and their achievement motivation. On the contrary, this finding is in dis agreement with a study conducted by Adegboyega ⁽³⁴⁾, in Nigeria, who investigated the influence of achievement motivation on undergraduates' attitude towards examination, and concluded that undergraduates' personal characteristics had a positive significant influence on their achievement motivation.

Conclusion:

In the light of the main study results; it can be concluded that the most of nursing students had a positive attitude toward nursing profession. As well, the most of nursing students had a high level of

achievement motivation. Additionally, there was a positive statistically significant correlation between nursing students' attitude toward nursing profession and their achievement motivation. Moreover, nursing students' attitude toward nursing profession is a significant predictor of their achievement motivation. Furthermore, there was no statistically significant relation between nursing students' personal characteristics as regards their attitude toward nursing profession and achievement motivation.

Recommendation:

Based on findings, the study recommended:

The nurse educators should evaluate nursing applicants' attitude toward nursing profession in the interview process to gather information about weakness and strength point of views that in turn, help in formulating curricula to motivate students with excellent career

The nurse educators should conduct conferences for newly admitted students to guide them on the nursing profession, nursing history, nursing education programs and various clinical experiences

The faculty management should increase the nursing students' motivation through increasing physical and moral incentives.

Further study to investigate the nursing and non-nursing students' attitude toward nursing profession, and study public view image toward nursing profession in Elsharkia government

Further research for conducting training program about achievement motivation and its effect on students' academic performance

Table 1: Personal characteristics of nursing students (n= 324)

Characteristics	No	%
Age		
▪ ≤20	149	46.0.1%
▪ >20	71	54 %
Gender		
▪ Male	89	27.5%
▪ Female	235	72.5%
Academic year		
▪ First grade	74	22.8%
▪ Second grade	82	25.35%
▪ Third grade	87	26.3%
▪ Fourth grade	81	25.0%
Previous Qualification		
▪ Secondary school	270	83.3 %
▪ Nursing school	50	16.7%
Residence		
▪ Rural	234	72.2%
▪ Urban	90	27.8%
Marital Status		
▪ Single	293	90.4%
▪ Married	31	9.6%
Family income		
▪ Enough	286	88.3%
▪ In-enough	38	11.3%

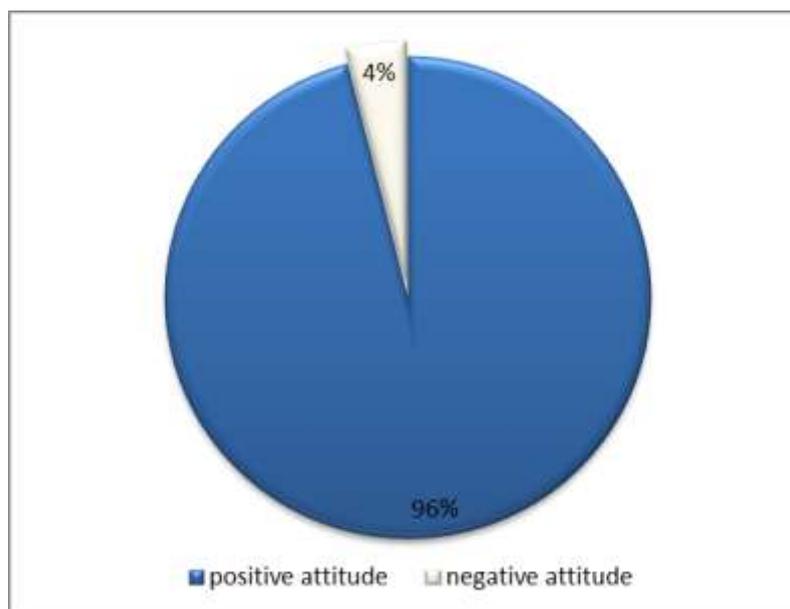


Figure (1): Nursing students' attitude toward nursing profession (n=324).

Table 2: Mean percent scores of nursing students' attitude toward nursing profession domains (n=324).

Attitude domains	Maximum	Mean \pm SD	Mean percent scores
• Persuasion and self-satisfaction with the profession domain	45	30.6 \pm 3.5	68%
• Professional domain	33	24 \pm 2.5	72.72%
• Social domain	48	36.5 \pm 4.4	76.4%
• Cultural and educational domain	30	25 \pm 3.7	83.33%
• Economic domain	24	18.7 \pm 2.5	77.9%
• Total mean attitude score	180	134.9 \pm 11.4	74.94%

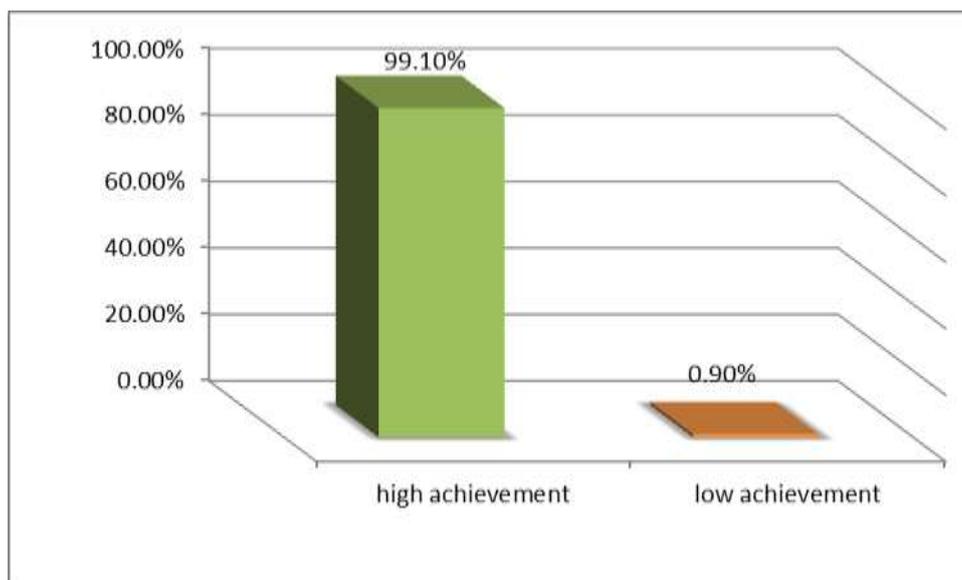


Figure (2): Achievement Motivation Level of Nursing Students (n=324).

Table (3):-Mean scores of nursing students' achievement motivation dimensions (n=324).

Achievement motivation dimensions	Mean ± SD
▪ Sense of responsibility	24±3
▪ The pursuit of excellence	23±2.4
▪ Perseverance	23.6±3.2
▪ Feeling the importance of time	23.7±2.9
▪ Planning for future	23.4±3.1
▪ Total mean score of achievement motivation score	117.9±10.8

Table 4: Simple linear regression model for predicting achievement motivation score from attitude score (n=324).

Item	R	R 2	Unstandardized Coefficients		t	Sig.
			B	Std. Error		
Attitude score	0.43 ^{**}	0.18	0.4	0.048	8.5	0.0001

Table 5: Relation between nursing students' personal characteristics and their attitude toward nursing profession (n=324).

Personal characteristics	Attitude				Total	χ^2	P value
	Positive		Negative				
	N	%	N	%			
Age per year							
• ≤20 (n=149)	145	97.3	4	2.7	149	1.26	0.26
• >20 (n=175)	166	95	9	5	175		
Sex							
• Male (n=89)	86	96.6	3	3.4	89	0.13	0.7
• Female (n=235)	225	95.7	10	4.3	235		
Academic year							
• First grade (n=74)	73	98.6	1	1.4	74	6.9	0.08
• Second grade (n=82)	81	98.8	1	1.2	82		
• Third grade (n=87)	80	92	7	8	87		
• Fourth grade (n=81)	77	95.1	4	4.9	81		
Previous Qualification							
• Secondary school (n=270)	261	96.7	9	3.3	270	f	0.24
• Nursing institute (n=54)	50	92.5	4	7.5	54		
Residence							
• Rural (n=234)	226	96.6	8	3.4	234	0.8	0.4
• Urban (n=90)	85	94.4	5	5.6	90		
Marital status							
• Single (n=293)	282	96.2	11	3.8	293	f	0.25
• Married (n=31)	29	93.5	2	6.5	31		
Family income							
• Enough (n=286)	274	95.8	12	4.2	286	0.2	0.6
• In-enough (n=38)	37	97.4	1	2.6	38		

Table 6. Relation between nursing students' personal characteristics and their achievement motivation level (n=324).

personal characteristics	Achievement motivation level				total	X ²	P
	High		Low				
	N	%	N	%			
Age per year							
• ≤20 (n=149)	146	98	3	2	149	3.5	0.059
• >20 (n=175)	175	100	0	0	175		
Sex							
• Male (n=89)	87	97.8	2	2.2	89	2.3	0.13
• Female (n=235)	234	99.6	1	0.4	235		
Academic year							
• First grade (n=74)	72	97.3	2	2.7	74	4.1	0.25
• Second grade (n=82)	82	100	0	0	82		
• Third grade (n=87)	86	98.9	1	1.1	87		
• Fourth grade (n=81)	81	100	0	0	81		
Previous Qualification							
• Secondary school (n=270)	267	98.9	3	1.1	270	f	0.99
• Nursing institute (n=54)	54	100	0	0	54		
Residence							
Rural (n=234)	231	98.7	3	1.3	234	f	0.28
Urban (n=90)	90	100	0	0	90		
Marital status							
• Single (n=293)	290	99	3	1	293	f	0.57
• Married (n=31)	31	100	0	0	31		
Family income							
• Enough (n=286)	284	99.3	2	0.7	286	1.36	0.24
• In-enough (n=38)	37	97.4	1	2.6	38		

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