

3-8-2013

# Motivational orientations of RN-BSN students at Rowan University

Tywanna Hamilton-West

Let us know how access to this document benefits you - share your thoughts on our feedback form.

Follow this and additional works at: <https://rdw.rowan.edu/etd>

 Part of the [Higher Education Commons](#)

---

## Recommended Citation

Hamilton-West, Tywanna, "Motivational orientations of RN-BSN students at Rowan University" (2013). *Theses and Dissertations*. 419. <https://rdw.rowan.edu/etd/419>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact [LibraryTheses@rowan.edu](mailto:LibraryTheses@rowan.edu).

**MOTIVATIONAL ORIENTATIONS OF RN-BSN STUDENTS AT  
ROWAN UNIVERSITY**

by  
Tywana Nicole Hamilton-West

A Thesis

Submitted to the  
Department of Educational Leadership  
College of Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts  
at  
Rowan University  
February 25, 2013

Thesis Chair: Burton R. Sisco, Ed.D.

© 2013 Tywana N. Hamilton-West

## ACKNOWLEDGMENTS

And if it seem evil unto you to serve the LORD, choose you this day whom ye will serve ..... as for me and my house, we will serve the LORD. Joshua 24:15.

T.N.H.W

## ABSTRACT

Tywanna Nicole Hamilton-West  
MOTIVATIONAL ORIENTATIONS OF RN-BSN STUDENTS AT ROWAN  
UNIVERSITY

2012/13

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

The purpose of this study was to research the motivational orientation of diploma and associate prepared nurses enrolled in a RN-BSN program, by examining what factors influence students to participate in adult education activities. Research was conducted at Rowan University, Glassboro, New Jersey during the fall of 2011. Questionnaires were electronically distributed to 200 RNs out of a population of 400. Ninety-eight surveys were utilized, which yielded a 49% return rate. Information was collected from Boshier's Education Participation Scale (EPS) A-Form and 7 demographic questions. Data analysis suggested that 87.5 % of the subjects were goal-oriented learners, participating in advance education to achieve clear-cut objectives. The study supported previous research and revealed goal orientation as the leading motivation for pursuing advanced education. Results found the factors motivating RN-BSN students to pursue advanced education were not influenced by their prior nursing education. Recommendations offered by students for nursing programs to assist in increasing RN participation in advanced education included; flexible class schedules, financial assistance, organization, hybrid and online classes, BSN as a minimum requirement for RN, employment assistance, and credit allowance for years of nursing experience.

## TABLE OF CONTENTS

Acknowledgments	iii
Appendixes	vii
List of Tables	viii
CHAPTER	PAGE
I. Introduction	1
Statement of the Problem	5
Purpose of the Study	7
Significance of the Study	8
Assumptions and Limitations	8
Operational Definitions	9
Research Questions	10
Overview of the Study	11
II. Review of the Literature	12
History of Nursing Education	12
Nursing Education	15
RN to BSN Students	17
Motivational Orientations	19
Educational Participation Scale	21
Motivational Orientation Research with RN Students	23
Summary of the Literature Review	27

III.	Methodology	31
	Context of the Study	31
	Population and Sample Selection	32
	Instrumentation	33
	Data Collection	36
	Data Analysis	36
IV.	Findings	38
	Profile of the Sample	38
	Analysis of the Data	40
	Research Question 1	40
	Research Question 2	43
	Research Question 3	43
V.	Summary, Discussion, Conclusions, and Recommendations	47
	Summary of the Study	47
	Discussion of the Findings	48
	Conclusions	51
	Recommendations for Practice	52
	Recommendations for Further Research	53
	References	54

## APPENDIXES

Appendix A: Institutional Review Board Approval Letter	57
Appendix B: Email Sent Out to Participants/Consent	59
Appendix C: Survey Instrument	61
Appendix D: Permission to Use Education Participation Scale	65
Appendix E: Rules and Procedures for Logical Analysis of Written Data	68



## LIST OF TABLES

TABLE		PAGE
4.1	Selected Demographics	39
4.2	Categories of Motivational Orientations as Reflected in the EPS	40
4.3	Motivational Orientations	42

## **Chapter I**

### **Introduction**

The annual survey released by the American Association of Colleges of Nursing (AACN) in December 2002 reported:

Today's nursing shortage is very real and very different from any experienced in the past. The new nursing shortage is evidenced by fewer nurses entering the workforce, acute nursing shortages in certain geographic areas; and a shortage of nurses adequately prepared to meet certain areas of patient need in a changing health care environment. As a result, there is a growing realization that the supply of appropriately prepared nurses is inadequate to meet the needs of a diverse population – and that this shortfall will grow more serious over the next 20 years. (p. 6)

The United States is currently in the midst of a nursing shortage that is projected to intensify as the large number of adults born between the years of 1946 and 1964 continue to age. Referred to as the baby boomer population, the healthcare needs of these adults are steadily increasing. Compounding the issue are innovative technological advancements in healthcare, along with a transition of patient care from the hospital to home and community environments, such as outpatient centers, assisted living arrangements, and rehabilitation centers. As a result of these changes in healthcare

delivery, a demand has been created for registered nurses (RN) who can work more autonomously in making clinical judgments than has been previously demanded of them (Cooper, 2005).

The increasing demand for nursing personnel with advanced knowledge and skill in acute care environments, as well as community based settings, has fostered a need for registered nurses prepared at the baccalaureate and graduate levels. The United States is experiencing a change in demographics with the increase in elderly and vulnerable populations. This group of individuals account for more chronic illnesses than any other age group, placing a greater demand on the health care system (Corbett, 1997).

The future of healthcare delivery will be largely based in the community, resulting in fewer patients being cared for in acute care hospitals for shorter periods of time. Patients discharged early from the hospital, to be cared for in the community, will require advance nursing care due to their complex health problems. In the hospital, the patients will be more acutely ill, also requiring highly specialized care. To effectively work in health care environments now, and in the future, registered nurses must possess advance knowledge in critical thinking, leadership, and management in addition to basic clinical skills. The responsibility to prepare qualified RNs to effectively deliver care in the nation's evolving health care system falls on the institutions that provide nursing education (Corbett, 1997).

The educational preparation of an entry level nurse can be achieved by pursuing three different routes: Diploma in Nursing, Associate Degree in Nursing (ADN), and Bachelor of Science Degree in Nursing (BSN). Regardless of the educational path

chosen, all perspective registered nurses (RN) must successfully pass the same state licensing exam. Today, the educational preparation of RNs is as diverse as the various healthcare settings it prepares them to practice in. Registered nurses, who prepare through a diploma program, receive a three year hospital based training, earning a hospital diploma. Associate Degree nursing education is offered in a community college setting, for three years, primarily focusing its education on patient care in acute settings, such as hospitals. Diploma and ADN RNs are prepared to care for patients and families in a highly structured environment guided by policies and procedures with physicians readily available (American Association of Colleges of Nursing, 2010).

Entry level nurses with a BSN education attend a four year college or university where the educational experiences focus on community based nursing in addition to acute care training, while providing foundation for graduate level study (AACN, 2010).

Baccalaureate prepared RNs are equipped with the knowledge and skills to provide care for patients, families, and communities in a structured or non structured setting. BSN education is not limited to a hospital environment, it prepares RNs to practice in home health, hospice, and long term care, locations where practice is not guided by policies and procedures at all times and where physicians may not be readily available (Alonzo, 2009).

Despite the recommendation by the American Association of Colleges of Nursing (AACN) and the American Nurses Association (ANA) for baccalaureate education to be the minimum preparation for entry level nurses, a large majority of registered nurses graduating today are prepared on the associate degree level (AACN, 2010). According to

the 2008 National Sample Survey of Registered Nurses (NSSRN) only 34.2 % of entry level RNs are educated on a baccalaureate level or higher. This disparity is also reflected in the education level of nursing's current workforce. The NSSRN reports, of the nation's nearly 3.1 million RNs, 13.9% are diploma prepared, 36.1% are ADN RNs, and 36.8% are educated at the baccalaureate level (HRSA, 2008).

In March 2000, the AACN's Board of Directors created the Taskforce on Education and Regulation for Professional Nursing Practice 1 (TFER1). The primary purpose of the taskforce was to explore new educational and licensure models for professional nurses, along with suggestions on implementation. The TFER1 also questioned the safety of a U.S. healthcare system that is dependent upon an undereducated nursing workforce (AACN, 2002). From the investigation, the TFER1 developed five different practice models consisting of various levels and scopes of nursing practice. The models were based on the educational preparation of nurses and included practical nurses, registered nurses, master nurses, advanced nurses, and doctoral nurses. The TFER1 outlined the model of practice for a registered nurse (associate-prepared nurse) to emphasize technical skills, whereas the model of practice for the master nurse (baccalaureate-prepared nurse) emphasized professional practice, incorporating supervision of care provided by registered nurses and coordinating care. The models did not refer to diploma-prepared RNs. In summarizing their efforts, the TFER1 expressed that a more advanced prepared entry level RN is a vital necessity in our present healthcare environment (AACN, 2002).

The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) has also recognized the need for baccalaureate educated registered nurses. At the United

States Senate Committee on Health, Education, Labor, and Pensions the JCAHO testified that competent nursing personnel, prepared at a higher level of education is needed in the complex healthcare environment of today (AACN, 2002). Although the AACN, ANA, JCAHO, the National Advisory Council on Nurse Education and Practice (NACNEP), and the American Organization of Nurse Executives all emphasize the increasing demand for baccalaureate prepared nurses, BSN RNs remain in short supply (AACN, 2005).

### **Statement of the Problem**

In an attempt to respond to the increasing demand for more advanced educated nurses and prepare a more qualified nursing workforce, transitional registered nurse to Bachelor of Science in nursing (RN-BSN) programs were created. Currently, there are 628 RN-BSN programs nationwide. These programs are designed to encourage diploma-prepared and associate degree RNs to complete a baccalaureate degree in nursing. Registered nurse to Bachelor of Science in nursing programs offer a unique benefit to nursing. The diploma and associate degree graduates are prepared to work as an entry level RN, according to the primary purpose of their education. Then, with experience and additional education, the RN-BSN graduates are able to successfully transition into community based environments (Corbett, 1997).

Registered nurse to Bachelor of Science in nursing programs provide its students enhanced education and preparation necessary to effectively function independently, as well as afford its graduates greater opportunity for career advancement. With advancement to a BSN, diploma and associate degree nurses are equipped with the knowledge and technical skill needed to assume management and leadership positions in

nursing at variety of healthcare settings. Completion of baccalaureate education also enables RN-BSN graduates to advance their education to graduate level nursing, an option not available at the diploma or ADN level (Corbett, 1997).

Nursing research has revealed baccalaureate prepared nurses exhibit stronger communication and problem solving skills than RNs educated on the diploma or ADN level. Giger and Davidhizar conducted a study in 1990 and discovered BSN RNs had a higher proficiency in their ability to make nursing diagnoses and evaluate nursing interventions. In a study of RN-BSN graduates, researchers found that after completing an RN-BSN program, diploma and associate level RNs developed stronger professional-level skills. These BSN students demonstrated higher competency in nursing practice, communication, leadership, professional integration, research, and evaluation (Phillips, Palmer, Zimmerman, & Mayfield, 2002). After exploring the perceptions of RN-BSN graduates, students reported both personal and professional benefits in attaining their BSN. Registered nurses in the study stated they attained more from the education than expected, experiencing a personal transformation evidenced by increased confidence and ability to interact with other health professionals on a more equal level (Lillibridge & Fox, 2005).

Nationally, enrollment in RN-BSN programs have declined over the years as a result of several extraneous factors (Boyleston, 2005). In a survey examining fears and motivations, the fears diploma and associate degree RNs expressed concerning continuing education related to balancing work, school, and their personal life. Nearly half of the respondents believed they would not be able to effectively manage the

responsibilities of a school routine, including study habits, library time, testing, and other academic demands (Mannion, Gierulski, Wheeler, & Weiksner, 1993). The National League for Nursing (NLN) identified four major barriers perceived by diploma and ADN RNs to enrollment in a RN-BSN program: lack of flexibility, inconvenient scheduling, geographic inaccessibility, and duplication of nursing knowledge and experience by available programs (National League for Nursing, 1987).

In an attempt to respond to the unique needs of RN-BSN students, over several decades, colleges and universities have designed a variety of alternative methods for diploma and associate degree RNs to continue their education through RN-BSN programs. Some of the more commonly used routes include weekend classes and employment based programs, different forms of distance learning such as television courses, independent study classes, and currently on-line education. Despite all efforts to remedy the issue, the nation's shortage of baccalaureate prepared nurses still remains a problem of growing magnitude, (Lillibridge & Fox, 2005).

### **Purpose of the Study**

The purpose of this study was to learn about the motivational orientation of diploma and associate prepared nurses enrolled in a RN-BSN program, by examining what factors influence these students to participate in adult education activities. Results from this study will provide information to improve opportunities and increase the percentage of RNs who decide to pursue baccalaureate education.



### **Significance of the Study**

An overwhelming amount of research exists identifying the importance of BSN RNs in today's healthcare system. Yet a small percentage of diploma and associate degree nurses are pursuing BSN education (US Department of Health and Human Services, 2004). Research concerning motivational orientations and adult participation can be beneficial to those who create policies that influence RNs to pursue advanced education. The information gathered in the study can assist with improved recruitment and retention strategies of current RN-BSN programs. By identifying motivational orientations, diploma and associate degree faculty may be able to utilize the information in identifying and guiding students interested in continuing education.

### **Assumptions and Limitations**

It is assumed that diploma and associate prepared nurses pursue advanced education for various reasons. As a baccalaureate prepared nurse, I assumed that BSN education enhances nursing knowledge and technical skill, preparing RN graduates for additional employment options and career advancement opportunities. Thus, it is assumed a large percentage of the RNs in the study would be goal-oriented learners.

All RNs included in the study were enrolled in a hybrid RN-BSN program during the fall semester of 2011, therefore limiting the results to RB-BSN students who participate in hybrid BSN programs. The research was conducted in the RN-BSN program at Rowan University; therefore the findings of the study cannot be generalized.

## Operational Definitions

1. Associate Degree Nursing Program (ADN): A two year nursing program completed at a community college which prepares students for registered nurse licensure. Graduates receive an associate's degree in nursing upon completion of the program.
2. Baccalaureate Degree Nursing Program (BSN): A four year nursing program completed at a college or university. Graduates receive a bachelor's degree in nursing upon completion of the program.
3. Diploma Nursing Program: A three year nursing program usually affiliated with a hospital which prepares students for registered nurse licensure. Graduates receive a diploma in nursing upon completion of the program.
4. Hybrid RN-BSN Program: A program offered by a four year college or university designed for a licensed registered nurse who has a diploma or an associate degree and is pursuing a baccalaureate degree. Learning is achieved in a traditional classroom setting as well as through distant learning, such as online modules and discussion groups. In this study, the nursing program offered at Rowan University is a hybrid RN-BSN program.
5. Motivation: An individual's willingness to perform required behaviors for the purpose of attaining his or her goals. In this study, returning to school and achieving a baccalaureate degree through a RN-BSN program is the goal.
6. Motivation Orientation: The source of motivation that influences an individual to perform a particular action. According to Houle (1961), there are three

categories or orientations of adult learners, goal-oriented, activity-oriented, and learning-oriented, as measured by the Educational Participation Scale.

7. Registered Nurse: An individual who graduated from an accredited nursing education program and passed the National Council of State Board's Licensure Exam for Registered Nurses (NCLEX-RN). This exam indicates that a person has the minimal level of competency needed to practice as a registered nurse within the state where the licensure is given regardless of the nursing education preparation.
8. RN-BSN Program: A program offered by a four year college or university designed for a licensed registered nurse who has a diploma or an associate degree and is pursuing a baccalaureate degree.
9. RN-BSN Student: An individual who is licensed as a registered nurse. The person has earned a diploma from a hospital based program or an associate degree in nursing from a community college. The person has made the decision to enroll in a baccalaureate degree program in nursing at a four year college or university. In this study, all of the participants were RN-BSN students enrolled at Rowan University.

### **Research Questions**

The following research questions guided this study:

1. What are the motivational orientations that influence RNs currently enrolled in a RN-BSN program to pursue advanced education?

2. Is there a significant relationship between motivational orientations of RN-BSN students and prior nursing education?
3. What recommendations do RN students offer nursing programs to assist in increasing RN participation in advanced education?

### **Overview of the Study**

Chapter II entails a review of relevant literature to identify existing research in nursing education and motivation. Chapter III describes the methodology of the study, including its context, procedures for sampling, instrumentation, data collection, and analysis. Chapter IV yields the results of the study, while Chapter V concludes with a summary, discussion, and recommendations for practice and further research.

## **Chapter II**

### **Review of the Literature**

#### **History of Nursing Education**

Prior to the Civil War in 1861, the United States had very few trained nurses. Florence Nightingale, commonly referred to as the founder of modern day nursing, established the Nightingale School for Nurses in 1860 at St. Thomas Hospital in London, England; marking the beginning of hospital based training for nurses. In the early days of the Civil War, Dorothea Dix was appointed the Union's Superintendent of Female Nurses. During her era, Dix established guidelines for patient care and instituted the first requirements for Army nurses (Flanagan, 1976). According to Kalisch and Kalisch (1978), a significant stride toward the professionalization of nursing was the formation of Army and Navy Nurse Corps. As a result, institutionalized nursing care was administered by a professional graduate nurse, as opposed to a student nurse (Kalisch & Kalisch, 1978).

Several years later, in 1872, the first nursing school emerged in the United States, the New England Hospital for Women and Children. The program offered its graduates a diploma in nursing and utilized the Nightingale Model of training. At its conception, the school offered a two year nursing program, which later increased to three years, emphasizing service first and education second. Unlike England, nursing schools in

America operated under hospital administration, and as a result, most of the hospital's nursing staff was comprised of student nurses (Allen, Allison, & Stevens, 2006).

Professional nursing organizations were created in response to the demand for a governing body to oversee the profession and establish standards for nursing education and practice. Nurses were subjected to appalling working conditions and environments. Founded in 1893 as the American Society of Superintendents of Training Schools for Nurses, the National League for Nurses (NLN) served as representation to improve the treatment of nurses, set parameters of nursing practice, and establish standards for nursing education. The Nurses Associated Alumnae of US & Canada, currently known as the American Nurses Association (ANA), was formed to maintain a code of ethics, elevate the standards of nursing education, and promote nursing interests (Levy, 2007).

The University of Minnesota offered the earliest collegiate nursing program in the United States. Its graduates received a Bachelor of Arts degree in liberal arts with a diploma in nursing (Allen et al., 2006). In 1919, the Rockefeller Foundation funded the Committee for the Study of Nursing Education, and as a result of their discussions, the *Goldmark Report* was generated. The report concluded the quality of education in existing schools of nursing were inadequate (Goldmark, 1923). Recommendations of the *Goldmark Report* led to the establishment of the Yale School of Nursing in 1923. The institution became the first autonomous school of nursing where education took precedence over service to a hospital (Yale University, 2008).

Nursing education and preparation changed as time progressed. Nineteen sixty four marked the passage of a significant nursing legislation, *The Nurse Training Act*. The legislation provided nursing education nearly three 300 million dollars, with 35 million designated specifically for collegiate programs. The act contained four principal elements: it authorized funding to build and renovate nursing schools; it established a program to assist in strengthening and improving training programs; it expanded the existing program of advanced training of professional nurses; and it created a loan program for financially deprived nursing students (Yett, 1966).

After the *Nurse Training Act* was signed, it was proposed in 1965 by the NLN, and later agreed upon by the ANA, that nursing education transition into higher education institutions. The organizations recommended the minimum level of education required for a professional nurse begin at a bachelor degree. It was also proposed that the minimum requirement of a technical nurse begin at an associate degree level of education. Furthermore, care assistants, currently known as certified nursing assistants, would be educated through short intensive training programs offered at vocational institutions (Flanagan, 1976).

Another significant advancement in the profession of nursing was made in 1971 when the Secretary of Health, Education, and Welfare, Elliot Richardson, under President Richard Nixon, commissioned a taskforce to study extending the nurse's scope of practice. Consequently, the independent nurse practitioner role was developed. The nurse practitioner functions to increase the accessibility and availability of preventative and health maintenance services at a less expensive cost (Flanagan, 1976). A few years later,

in 1974, the ANA set standards for continuing education. It was established that individual states would institute criteria and regulate mandatory continuing education for practicing nurses licensed in their state (Levy, 2007).

Within recent history, the nursing profession continues to evolve, as its professional organizations debate over the best method of preparation for the future. Virginia Henderson, a prominent nurse educator, wrote,

Nursing, here, as in Canada will work toward establishing two initial programs: associate degree and baccalaureate degree. Masters and doctoral degree programs in nursing eventually will be offered in all state and some private universities. The degree held by the nurse practitioner will replace such ambiguous or misleading terms as “graduate,” “certified,” “licensed,” “practical,” “technical,” and “professional.” (Lewis, 1971, p. 165)

### **Nursing Education**

The educational preparation of an entry level nurse can be achieved by pursuing three different routes: Diploma in Nursing, Associate Degree in Nursing (A.D.N.), and Bachelor of Science Degree in Nursing (B.S.N.). Regardless of the educational path chosen, all prospective registered nurses (RN) must successfully pass the same state licensing exam. Today, the educational preparation of RNs is as diverse as the various healthcare settings it prepares them to practice. RNs who prepare through a diploma program, receive three years hospital based training, earning a hospital diploma.

Associate Degree in nursing education is offered at a community college setting, for three years, primarily focusing its education on patient care in acute settings, such as hospitals.



Diploma and ADN RNs are prepared to care for patients and families in a highly structured environment guided by policies and procedures with physicians readily available (American Association of Colleges of Nursing, 2010).

Entry level nurses with a BSN education attend a four year college or university where the educational experiences focus on community-based nursing in addition to acute care training, while providing foundation for graduate level study (AACN, 2010).

Baccalaureate prepared RNs are equipped with the knowledge and skills to provide care for patients, families, and communities in a structured or non structured setting. Bachelor of Science in nursing education is not limited to a hospital environment, it prepares RNs to practice in home health, hospice, and long term care, locations where practice is not guided by policies and procedures at all times and where physicians may not be readily available (Alonzo, 2009).

In recent years, nursing education has shifted from hospital based instruction into a college and university system (AACN, 2010). In 2008, the Health Resources and Services Administration (HRSA) released the *National Sample Survey of Registered Nurses* (NSSRN). According to the survey, RNs reported the most common route for initial nursing education is through an Associate Degree program, with 34.2% of RNs initially preparing at a baccalaureate level or higher, nearly twice as many as 1980. The survey also found 20.4% of RNs received their entry level education from a diploma program, although diploma programs account for less than 10% of basic RN education programs.

To accommodate the demands of a more diverse and complex healthcare environment, the National Advisory Council on Nurse Education and Practice (NACNEP) recommends by 2010, the educational preparation of two thirds of the basic nursing workforce be baccalaureate level or above (AACN, 2010). Nationally, there are an estimated 3,063,162 RNs. The NSSRN reports 13.9% are diploma prepared, 36.1% are ADN RNs, and 36.8% are educated at the baccalaureate level. Among the RNs whose entry level education culminated in a diploma, 13.1% later earned a BSN, and among RNs whose initial education culminated in an ADN, 12.1% obtained a BSN after licensure (HRSA, 2008).

The current percentage of diploma and associate degree RNs who decide to pursue a BSN creates a number of challenges in the effort to provide an adequate supply of qualified nurses (Cooper, 2005). There is an overwhelming demand for RNs in nursing homes, ambulatory care facilities, home health agencies, and health management organizations to meet the needs of an aging population and changes in healthcare standards. Patient care is being shifted from the hospital to home and community environments, where RNs will need advance knowledge in critical thinking, leadership, and management as well as basic clinical skills. This shift in patient care delivery will require educational preparation beyond the basic nursing knowledge obtained in diploma and ADN programs (Corbett, 1997).

### **RN to BSN Students**

In the *2006 Condition of Education Report* from the National Center for Educational Statistics (NCES) predicted that students participating in adult education will

steadily increase and become more diverse, as a result of the nation's aging population and demand for more skilled employees. The NCES Special Analysis Report estimated that students with at least one characteristic of an adult learner account for more than 73% of all higher education population. These characteristics include: part-time enrollment status, financially independent, employed full-time, and responsible for others (Batton, 2009).

The NSSRN (2008) found the average age of graduates from an associate degree and diploma program is 33, in comparison to students who attend a baccalaureate program, where the average age is 28 years old (HRSA, 2008). Registered nurses who decide to return to school to pursue an advanced education face a multitude of challenges. Compared to their counterparts who enter nursing education at the baccalaureate level, RN to BSN students have increased work related demands, greater financial obligations, and are often employed full time with family commitments (Corbett, 1997).

According to Cangelosi (2006):

RNs who enroll in the RN-to-BSN programs are adult learners who have clinical knowledge, employment experiences, and have completed structured academic preparation in the ADN program. RNs returning to school enter their baccalaureate programs at a level of professionalism different from that of students whose initial educational choice is the baccalaureate degree. Returning RNs have professional attitudes and identities formed by prior educational and work experiences. (p.178)

## **Motivational Orientations**

Cyril O. Houle's (1961) research on adult participation in learning activities has been cited as a fundamental study in the advancement of examining adult learning orientations. The research was fueled by Houle's belief that prior studies concerning adult motivational orientations were limited because the studies focused on single actions of an individual, rather than the whole patterns of their educational effort. Identifying this gap in the literature, Houle (1961) decided to focus his research on the viewpoint of the participant, not the act of participation.

Houle's study was designed to examine the nature, beliefs, and actions of individuals actively pursuing continuing education for a lifetime, excluding university faculty and those working toward a degree. An array of learning activities were included in his research, such as, reading, traveling, visiting museums and exhibits, taking courses, and membership in organizations or discussion groups with an educational aim. Although a fundamental human characteristic, Houle held the assumption that all individuals did not share the desire to learn (Houle, 1961).

The research consisted of in-depth interviews from 22 lifelong learners, 10 females and 12 males, who resided in urban areas. The individuals participated in a 19 question interview, ranging from 45 minutes to three and a half hours, with an average of two hours in length. Houle's (1961) objective was to identify common themes and patterns in the motivations and learning activities of the participants, although the individuals were basically similar. Houle stated, "They all had goals which they wished to achieve, they all found the process of learning enjoyable and significant." (p. 15) Once analyzed, Houle

found great diversity in the demographics of the 22 case studies, including age, marital status, religion, race, social status, and level of formal education.

Although each participant reported learning was significant and worthwhile, Houle (1961) divided the learners into three motivational types according to the purpose and value of continuing education: goal-oriented, activity-oriented, and learning-oriented. Goal-oriented learners utilize education to achieve clear-cut objectives. Motivated by a specific need or interest, goal-oriented individuals learn in a series of episodes. Educational pursuits are not restricted to a particular method or type of institution, rather, activities are chosen based upon the most effective approach for achieving the purpose.

The second group in Houle's (1961) typology is activity-oriented learners. The researcher discovered a majority of activity-oriented learners reported they seldom read to enhance their learning. This type of learner participated in educational activities based on the human and social interaction it offered, as opposed to learning new subject matter or developing a skill. For instance, activity-oriented individuals joined an organization or partook in a discussion group to escape loneliness, boredom or an unpleasant environment; find a spouse or uphold a family tradition.

The third and final group of individuals are motivated to participate in educational activities to seek knowledge for the sake of learning. Houle (1961) typed these learners as learning-oriented. Dedicated to a continuous lifelong pursuit of learning, these participants exhibited a strong desire to know and grow through education. A large percentage of the group were avid readers, participated in discussion groups, and often chose employment based on the learning potential; most watched serious television

programs and prepared for trips by gathering information on what sights could be seen and appreciated (Houle, 1961).

Houle's (1979) typology was later expanded to include six basic orientations to adult learning, however, the orientations were never officially published. The adult learners were categorized as follows:

1. Oblivious – individuals who are completely unaware of learning opportunities, or have no understanding of them.
2. Uninvolved – individuals who are aware of opportunities, but do not have a sense of personal identification with them.
3. Resistant – individuals who have a conception of learning opportunities, but do not participate based upon a specific idea or mind set.
4. Focused – individuals who have a positive and specific conception of the values of learning opportunities.
5. Eclectic – individuals who believe learning is guided by one dominant value at times and by another value at other times.
6. Universal – individuals who take learning for granted, as an intimate and continuous aspect of life. Learning is never separated for examination.

### **Education Participation Scale**

Various instruments were designed to test the validity and structural foundation of Houle's adult education motivation typology detailed in *The Inquiring Mind*. "The most enduring, often used, and psychometrically defensible instrument was the Education Participation Scale (EPS) which Boshier used during a 1971 search for Houle's typology"

(p. 113). Boshier's scale was constructed to determine motives of individuals by examining the rationale or explanation given for participation in adult advanced education (Boshier & Collins, 1985).

Boshier (1971) developed a 48 item questionnaire with a nine point response scale detailing influential factors in participating in adult education. The researcher altered the response choices to avoid acquiescence, response, and positional bias. Twenty students were administered the instrument for test/retest reliability. Boshier then randomly selected 233 adults who were enrolled in non-credit, non vocational classes at three different institutions and administered the survey to them. Research analysis revealed correlation coefficients significant at 0.01.

Boshier & Collins (1983) performed a secondary analysis of extensive EPS data to establish a master file. The researchers also attempted to identify relationships between performance on the instrument and socio-demographic variables. The data were provided by researchers who utilized the 40 item or 48 item EPS, and it included 54 files of 12,000 adult learners from different regions worldwide. Canada and the United states supplied most of the data, along with contributions from Ghana, Singapore, Malaysia, Hong Kong, and the Canadian Arctic. The demographic of the participants included males and females, teachers, farmers, retirees, religious people, and adult education students enrolled in credit and non credit courses. Due to several modified versions of the EPS, Boshier and Collins combined all previous adaptations into a 40 item instrument with each question measured on a four point scale. The secondary analysis also resulted in all

EPS data being factor analyzed and rotated. The analysis yielded a six factor scale, with income, education, occupation, age significantly associated with EPS scores.

Roger Boshier (1991) revised and modified the *Education Participation Scale* (EPS) numerous times, evolving it into a questionnaire comprised of 42 items which provided the respondent a selection of motives for pursuing adult education activities. The most recently updated version of the EPS (A-Form) is comprised of seven 6-item factors: (a) Communication Improvement – participation based on developing communication skills, oral and written, along with social norms related to communication; (b) Social Contact – participation based on social interaction with other people and the development of friendships; (c) Educational Preparation – participation based on securing educational gaps to prepare for future educational advancement; (d) Professional Advancement – participation based on acquiring a promotion at a current employer or pursuing an enhanced position elsewhere; (e) Family Togetherness – participation based on developing familial bonds and narrowing gaps between generations; (f) Social Stimulation – participation based on avoiding or escaping sadness, ennui, or loneliness; and (g) Cognitive Interest – participation in learning activities based on intrinsic reasons due to a pursuit of knowledge (Boshier, 1991).

### **Motivational Orientation Research with RN Students**

Several studies have been conducted to identify factors that motivate registered nurses to return to school to pursue advanced education. In 1979, O'Connor conducted a study to investigate nurses' participation in continuing education, with a focus on continuing education mandates and motivational orientations. The researcher utilized a



modified 56 item version of the Education Participation Scale, Boshier's 48 item EPS and eight researcher developed items, with a 10 point response scale. The instrument also included an extended scale to enable the respondents to select a zero (no influence) score.

O'Connor (1979) surveyed 843 nurses who were enrolled in continuing education programs sponsored by colleges and universities with accredited schools of nursing. The research was conducted in states with legislation that mandates continuing education for licensure renewal, in addition to states with voluntary continuing education. Factor analysis of the results revealed seven motivational orientations: compliance with authority, improvement in social relations, improvement in social welfare skills, professional advancement, professional knowledge, relief from routine, and acquisition of credentials.

Research results indicated that professional rather than societal mandates primarily motivated the participants to attend continuing education courses. O'Connor (1979) noted the study implicated that programs offering continuing education courses should market the classes to appeal to the students' professional responsibilities and design courses to meet the desire and needs of the participants. The researcher utilized Cronbach's alpha to estimate the reliability of the EPS scales, and results ranged from .833 (compliance with authority) to .609 (acquisition of credentials).

Similar to O'Connor, Fotos (1987) performed a study that found professional advancement to be a key motivation for RN students to pursue a BSN. The primary purpose of the research was to describe the RNs more clearly and to identify factors that influenced the nurses to return to school. Fifty seven part time and full time RN students

enrolled in upper division nursing courses were surveyed. The demographic data of the study revealed 58% of the participants were over the age of 25 and 12% over the age of 35, with 27.5 being the average age. All but one of the students was female. Of the 57 subjects, 79% were employed in nursing and worked an average of 33.2 hours per week.

Fotos (1987) used a 38 item modified EPS with each question measured on a five point Likert Scale of 1 (no importance) to 5 (extreme importance). The researcher also included demographic questions to assist in the description of the sample. Participant responses of 3 (midpoint) or greater were deemed meaningful, and grouped according to seven motivational orientations similar to those of O'Connor: compliance with authority, improvement in social relations, improvement in social welfare skills, professional advancement, professional knowledge, relief from routine, and acquisition of credentials. The survey data indicated the RN students enrolled in upper division courses were motivated by professional advancement, as opposed to social and professional pressures of needing a BSN. Consequently, only 17% of the participants pursued baccalaureate education to comply with authority.

Root (1991) conducted a study to investigate the differences among RNs who decide to pursue and those who do not pursue a baccalaureate degree in nursing. One hundred and two RNs located in the same geographic area participated in the study, 53 were currently enrolled in a BSN program and 49 were not enrolled. Utilizing a modified version of the EPS as part of a four-part questionnaire, Root (1991) discovered that RNs who were not actively pursuing a BSN were, on average, older, employed longer, and a slightly higher percentage held management positions than the RNs pursuing a BSN.

Professional advancement and self-esteem were identified as the major motivational factors that influenced the participants pursuing a BSN.

In a descriptive study performed by Corbett (1997), factors that influence RNs to pursue a BSN were examined. The researcher surveyed 226 students enrolled in RN-BSN programs at three different universities in southeast Florida. Data were collected through questionnaires comprised of items derived from a modified form of the EPS in addition to researcher-developed items. Corbett (1997) found that the major influences motivating RNs to pursue a BSN included changes in healthcare, career goals, personal satisfaction, and flexible curriculum patterns.

Attempting to discover the motivational orientations and participation barriers of registered nurses from various educational backgrounds, Mangubat (2005) conducted a case study of 120 RNs. The research was performed at an urban hospital where the respondents were either Diploma, Associate, or Bachelor degree prepared RNs with at least five years nursing experience. Methods used to gather the data included interviews, in addition to the EPS and Barriers to Participation Scale. Of the 272 questionnaires distributed, 120 surveys were utilized.

Fifty-three percent of the participants reported that they were actively pursuing advanced education. This group of RNs ranked learning orientation as a strong influence on their participation in adult education. “They sought knowledge for its own sake, satisfied their inquiring minds, and earned a degree” (Mangubat, 2005, p. 135).

Interviews were later conducted with 30 randomly selected RN respondents, who commonly emerged as goal-oriented learners. These individuals placed a high value on

career advancement, personal achievement, financial gain, and overcoming obstacles. Mangubat's (2005) research suggests learning and goal orientations to be the main motivations for adults to pursue advance education.

### **Summary of the Literature Review**

Prior to 1861, the United States had very few trained nurses. In 1860, Florence Nightingale, established the Nightingale School for Nurses at St. Thomas Hospital in London, England. In the early days of the Civil War, Dorothia Dix established guidelines for patient care and instituted the first requirements for Army nurses (Flanagan, 1976). Several years later, the first nursing school emerged in the United States, the New England Hospital for Women and Children (Allen, Allison, & Stevens, 2006).

Two professional nursing organizations were created in response to the demand for a governing body to oversee the profession and establish standards for nursing education and practice. The National League for Nurses (NLN) served as representation to improve the treatment of nurses, set parameters of nursing practice, and establish standards for nursing education. The Nurses Associated Alumnae of US & Canada, currently known as the American Nurses Association (ANA), was formed to maintain a code of ethics, elevate the standards of nursing education, and promote nursing interests (Levy, 2007). Recommendations of the *Goldmark Report*, generated by the Committee for the Study of Nursing Education, led to the establishment of the Yale School of Nursing in 1923. The institution became the first autonomous school of nursing where education took precedence over service to a hospital (Yale University, 2008).

Nursing education and preparation changed as time progressed. Currently, the educational preparation of an entry level nurse can be achieved by pursuing three different routes: Diploma in Nursing, Associate Degree in Nursing (A.D.N.), and Bachelor of Science Degree in Nursing (B.S.N.). Regardless of the educational path chosen, all perspective registered nurses (RN) must successfully pass the same state licensing exam (American Association of Colleges of Nursing, 2010).

In recent years, nursing education has shifted from hospital based instruction into a college and university system. To accommodate the demands of a more diverse and complex healthcare environment, the National Advisory Council on Nurse Education and Practice (NACNEP) recommends by 2010, the educational preparation of two thirds of the basic nursing workforce be baccalaureate level or above (AACN, 2010). In the *2006 Condition of Education Report* from the National Center for Educational Statistics (NCES) predicted that students participating in adult education will steadily increase and become more diverse, as a result of the nation's aging population and demand for more skilled employees. The NCES Special Analysis Report estimated that students with at least one characteristic of an adult learner account for more than 73% of all higher education population (Batton, 2009).

Cyril O. Houle's (1961) research on adult participation in learning activities has been cited as a fundamental study in the advancement of examining adult learning orientations. Houle's study was designed to examine the nature, beliefs, and actions of individuals actively pursuing continuing education for a lifetime, excluding university faculty and those working toward a degree. The research consisted of in-depth interviews

from 22 lifelong learners, and the objective was to identify common themes and patterns in the motivations and learning activities of the participants. Houle divided the learners into three motivational types according to the purpose and value of continuing education: goal-oriented, activity-oriented, and learning-oriented.

Various instruments were designed to test the validity and structural foundation of Houle's adult education motivation typology. "The most enduring, often used, and psychometrically defensible instrument was the Education Participation Scale (EPS) which Boshier used during a 1971 search for Houle's typology" (Boshier & Collins, 1985, p.113). Roger Boshier (1991) revised and modified the *Education Participation Scale* (EPS) numerous times, evolving it into a questionnaire comprised of 42 items. The most recently updated version of the EPS (A-Form) is comprised of seven 6-item factors: communication improvement, social contact, educational preparation, professional advancement, family togetherness, social stimulation, and cognitive interest (Boshier, 1991).

Several studies have been conducted utilizing the EPS to identify factors that motivate registered nurses to return to school to pursue advanced education. In 1979, O'Connor conducted a study to investigate nurses' participation in continuing education, focusing on continuing education mandates and motivational orientations. Research results indicated that professional rather than societal mandates primarily motivated the participants to attend continuing education courses. Fotos (1987) performed a study of 57 part time and full time RN students that found professional advancement to be a key motivation for RN students to pursue a BSN. Root (1991) investigated the differences

among RNs who decide to pursue and those who do not pursue a baccalaureate degree in nursing. Research results identified professional advancement and self-esteem as the major motivational factors that influenced the participants pursuing a BSN.

In a descriptive study of 226 RN-BSN students, Corbett (1997) examined factors that influence RNs to pursue a BSN. The study found that the major influences motivating RNs to pursue a BSN included changes in healthcare, career goals, personal satisfaction, and flexible curriculum patterns. In an attempt to discover the motivational orientations and participation barriers of registered nurses from various educational backgrounds, Mangubat (2005) conducted a case study of 120 RNs. Mangubat's research suggests learning and goal orientations to be the main motivations for adults to pursue advance education.

In an attempt to respond to the unique needs of RN-BSN students, over several decades, colleges and universities have designed a variety of alternative methods for diploma and associate degree RNs to continue their education through RN-BSN programs. Some of the more commonly used routes include weekend classes and employment based programs, different forms of distance learning such as television courses, independent study classes, and currently on-line education. Despite all efforts to remedy the issue, the nation's shortage of baccalaureate prepared nurses still remains a problem of growing magnitude (Lillibridge & Fox, 2005).

## **Chapter III**

### **Methodology**

#### **Context of the Study**

Incorporated in 1802, Glassboro, New Jersey is a small community conveniently located in Gloucester County, New Jersey approximately 18 miles south of Center City Philadelphia. Glassboro, a town with a foundation built from glass, has a population of over 19,000 people, with a median family income of approximately \$50,000. The town bears its name from a long and rich heritage in glass manufacturing dating back to the mid 1700s. Glassboro is also fondly referred to as "Summit City" because it served as host to the United States Presidential Summit between President Lyndon Johnson and Soviet Premier Aleksei N. Kosygin on June 23 - 25th, 1967. The site of the Summit was the Historical Hollybush Mansion located on the Rowan University Campus (formerly Glassboro State College) in the heart of Glassboro, NJ. Currently, the Hollybush Mansion is on both the State of New Jersey and National Registry's of Historical Places in the Borough of Glassboro (Borough of Glassboro, NJ, 2011).

Rowan University, formerly Glassboro State College, is a selective, medium-sized state university located in Glassboro, NJ. The university enrolls more than 11,000 students who represent the Mid-Atlantic states and 30 foreign countries. Rowan University has evolved from its humble beginning in 1923 as a normal school, with a mission to train teachers for South Jersey classrooms, to a comprehensive university with



a strong regional reputation. Today, Rowan University is divided into six academic colleges, offering 80 undergraduate majors, 55 master's degree programs and a doctoral program in educational leadership. The university also provides educational opportunities through its College of Graduate and Continuing Education and is developing Cooper Medical School of Rowan University in partnership with Cooper Hospital (Rowan University, 2010).

The Bachelor of Science in Nursing (BSN) is offered jointly by Rowan University College of Graduate & Continuing Education and the University of Medicine and Dentistry of New Jersey. It is designed to provide RNs with the opportunity to acquire a highly sought after BSN degree with little interruption to professional or personal obligations. The RN-BSN program has been structured to include traditional classroom learning environments, as well as distant online learning. The program's curriculum includes 121 credits and students are awarded credits for prerequisites prior to admission to the program. The degree enables nurses to enhance their knowledge base, as well as provide a stepping stone for program graduates who endeavor to pursue a Master of Science in Nursing degree with six graduate credits included in the program curriculum (Rowan University, 2010).

### **Population and Sample Selection**

The target population for this study was all RN-BSN students currently enrolled at Rowan University during the fall semester of 2011. The current number of students enrolled in the RN-BSN program is 400. Approximately 200 RN-BSN students were

randomly selected to participate in this study. The sample population consisted of both diploma and associate degree registered nurses from a variety of demographics.

### **Instrumentation**

The participants' motivational orientations were determined from their responses on a modified version of the *Education Participation Scale A-Form* (Boshier, 1991) (see Appendix C), including researcher constructed demographic items guided by the research questions. The nine demographic items asked participants information concerning their age, race, marital status, highest education attained, type of basic nursing education program and school, years in nursing, and current nursing career.

The Education Participation Scale (EPS) is a 42 item survey questionnaire. The EPS A-Form was developed by Rodger Boshier in 1991 to evaluate learning motivations. In the 1960s Boshier (1971) developed the EPS-F (first) based on Houle's (1961) typology of learning orientations. The alternative form (A-Form) of the EPS was later constructed to apply to a more general population, unlike the EPS-F, which worked best with middle class adults (Boshier, 1991).

The EPS A-Form was developed in five phases:

Phase 1- Boshier (1991) and an assistant surveyed students at Vancouver Community College who were enrolled in college preparatory and adult basic education classes. One hundred and twenty students provided the researchers with 400 factors that influenced them to participate in their current courses. The students' responses were

organized into categories of a priori factors, omitting replica items. Boshier and his assistant developed a 120 item questionnaire utilizing these categories, along with 10 items from the EPS F-Form, with each item evaluated on a four point scale: no influence, little influence, moderate influence, and much influence.

Phase 2- The newly developed questionnaire was distributed to students at King Edward College who were enrolled in various college foundation and adult basic education courses (Boshier, 1991).

Phase 3- Boshier (1991) and his assistant received 250 questionnaires, which were factor analyzed to construct a 42 item instrument.

Phase 4- The researchers administered the 42 item questionnaire to 257 Canadian students. This diverse group of participants represented different backgrounds from various colleges and universities. Twenty three students completed the A-Form and the F-Form, and 65 participants completed the A-Form twice, six weeks apart (Boshier, 1991).

Phase 5- Boshier (1991) focused on collecting validity data. Due to repeated high loadings of the factors in the 42 item EPS, with each factor having an equal amount of items loaded, construct validity was established. Differential analysis of 845 participants yielded 321 men and 523 women, who's ethnicity included 16.9 % European, 36.7 % Asian, and 46.4 % North American (one individual did not disclose information). The researchers found the A-Form to be 60 % accurate in predicting gender and ethnic origin.

Boshier's (1991) seven categories included:

1. Communication Improvement – participation to improve verbal and written communication skills. Category consists of six items with a Cronbach alpha of .89 and a test/retest liability of .56.
2. Social Contact – participation to meet people and make friends. Category consists of six items with a Cronbach alpha of .95 and test/retest liability of .75.
3. Educational Preparation – participation to correct educational deficiencies and prepare for future. Category consists of six items with a Cronbach alpha of .80 and a test/retest liability of .61.
4. Professional Advancement – participation to advance a career with a current employer or pursuing promotion elsewhere. Category consists of six items with a Cronbach alpha of .80 and a test/retest liability of .70.
5. Family Togetherness – participation to improve or sustain familial relationships. Category consists of six items with a Cronbach alpha of .82 and a test/retest liability of .74.
6. Social Stimulation – participation to escape or avoid isolation, boredom, or loneliness. Category consists of six items with a Cronbach alpha of .80 and a test/retest liability of .58.

7. Cognitive Interest – participation to pursue knowledge based on intrinsic reasons.

Category consists of six items with a Cronbach alpha of .76 and a test/retest liability of .60.

### **Data Collection**

Following approval from Rowan University Institutional Review Board on June 30, 2011, I distributed the questionnaire to students via university provided email. The students were provided a brief introduction of the research study and the survey instrument, including the purpose of the research and instructions on how to complete the survey. The students were also informed that participation in the research was voluntary and all responses to the questionnaire remained confidential.

### **Data Analysis**

The student's motivational orientations were determined through data collected from the 42 item EPS. Responses on the survey were evaluated using the Scoring Key for Basic Education Form (Boshier, 1991). The demographic data collected from the questionnaire were examined to obtain a general understanding of the target population. Data were entered into Predictive Analytics SoftWare (PASW) to determine frequencies and percentages.

The relationship between the student's motivational orientation and prior nursing education was investigated. The computer software, PASW, calculated a Pearson product-moment correlation and descriptive statistics such as frequencies, means,

percentages, and standard deviations. A content analysis of the recommendations offered by RN-BSN students for nursing programs to assist in increasing RN participation in advanced education was performed. The students' responses were classified and coded into 10 categories utilizing *Rules and Procedures for Logical Analysis of Written Data* (Sisco, 1981) (See Appendix E).

## Chapter IV

### Findings

#### Profile of the Sample

The subjects in this study were a randomly selected group from all RN-BSN students currently enrolled at Rowan University during the fall semester of 2011. Of the 200 surveys distributed, 98 surveys were completed and returned, with one survey missing demographic information. Demographic data of the population were collected through a one page questionnaire requesting the respondents' gender, age, marital status, highest level of education attained, nursing education, years of nursing practice, and current employment.

As shown in Table 4.1, a vast majority of the sample population was female (92%), and 56% of the RN-BSN students were married. The age distribution of the respondents revealed over a quarter, (36%), was in the age group of 50-59. Twenty-three percent were between the ages of 40 and 49; followed by 21% in the 20-29 age group, and only 19% of participants reported to be 30-39 years old. A large percentage of participants (77%) held an associate's degree in nursing, compared to the 22% who earned a diploma in nursing. Years of nursing practice ranged from one year to 39 years, with 23% of RN students reporting 1-2 years of nursing experience.

Table 4.1

*Selected Demographics (N=97)*

Item	Variable	<i>f</i>	%
Gender	Male	7	7.2
	Female	90	92.8
	Total	97	100.0
Marital Status	Married	56	57.7
	Not Married	41	42.3
	Total	97	100.0
Age	20-29	21	21.6
	30-39	19	19.6
	40-49	22	22.7
	50-59	35	36.1
	60 & over	0	0
	Total	97	100.0
Highest Education	Diploma	14	14.4
	Associate's Degree	70	72.2
	Bachelor's Degree	13	13.4
	Total	97	100.0
Nursing Education	Diploma	22	22.7



	Associate's Degree	75	77.3
	Total	97	100.0
Currently Employed	Yes	89	91.8
	No	8	8.2
	Total	97	100.0

### Analysis of the Data

Research Question 1: What are the motivational orientations that influence RNs currently enrolled in a RN-BSN program to pursue advanced education?

Data for this study consisted of the subjects' responses collected from the *Education Participation Scale (EPS) A-Form*. The responses to the survey were compiled and scored utilizing the *Education Participation Scale Scoring Key for Basic Education Form*. The instrument was classified into seven categories or motivational orientations: Communication Improvement, Social Contact, Educational Preparation, Professional Advancement, Family Together, Social Stimulation, and Cognitive Interest. Table 4.2 displays each of the 42 items of the EPS placed into their respective categories.

Table 4.2

#### *Categories of Motivational Orientations as Reflected in the EPS*

Orientation	Item #	Item Statement
Communication	1	To improve language skills

Improvement	8	To speak better
	15	To learn another language
	22	To write better
	29	To help me understand what people are saying and writing
Social Contact	36	To learn about the usual customs here
	2	To become acquainted with friendly people
	9	To have a good time with friends
	16	To meet different people
	23	To make friends
	30	To make new friends
Educational Preparation	37	To meet new people
	3	To make up for a narrow previous education
	10	To get education I missed earlier in life
	17	To acquire knowledge to help with other educational courses
	24	To prepare for further education
	31	To do courses needed for another school or college
Professional Advancement	38	To get entrance to another school or college
	4	To secure professional advancement
	11	To achieve an occupational goal
	18	To prepare for getting a job
	25	To give me higher status in my job
	32	To get a better job
Family Together	39	To increase my job competence
	5	To get ready for changes in my family
	12	To share a common interest with my spouse
	19	To keep up with others in my family
	26	To keep up with my children
	33	To answer questions asked by my children
Social Stimulation	40	To help me talk with my children
	6	To overcome the frustration of day to day living
	13	To get away from loneliness
	20	To get relief from boredom
	27	To get a break in the routine of home or work
	34	To do something rather than nothing
41	To escape an unhappy relationship	

Cognitive Interest	7	To get something meaningful out of life
	14	To acquire general knowledge
	21	To learn just for the joy of learning
	28	To satisfy an enquiring mind
	35	To seek knowledge for its own sake
	42	To expand my mind

An overall look at the motivational orientations of RN-BSN students at Rowan University indicate professional advancement was the most influential factor in their decision to pursue advance education. Over three fourths of the sample decided to pursue a BSN to advance their career with a current employer or to pursue promotion elsewhere. Twelve percent participated to correct educational deficiencies and prepare for future, while 11% of students participated to pursue knowledge based on intrinsic reasons. One other category was influential among the RN students, social contact. Of the 98 respondents, one student's motivation to pursue a BSN was to meet people and make friends. Table 4.3 provides the data collected on the participants' motivations as measured by the *Educational Participation Scale*.

Table 4.3

*Motivational Orientations*

Item	<i>f</i>	%
Professional Advancement	74	75.5
Educational Preparation	12	12.2

Cognitive Interest	11	11.2
Social Contact	1	1.0
Family Together	0	0
Social Stimulation	0	0
Communication Improvement	0	0
Total	98	100.0

Research Question 2: Is there a significant relationship between motivational orientations of RN-BSN students and prior nursing education?

A Pearson product moment correlation was calculated to ascertain if a significant relationship exist between the motivational orientations identified by the RN-BSN students and prior nursing education. The findings revealed the correlation was not significant at the 0.01 level (Pearson  $r = -0.085$ ,  $p = 0.409$ ).

Research Question 3: What recommendations do RN students offer nursing programs to assist in increasing RN participation in advanced education?

Fifty five respondents provided me with 59 recommendations for nursing programs to assist in increasing RN participation in advanced education. A content analysis of the data were performed. The students' responses were classified and coded into 10 categories.

1. Flexible Class Schedule – Responses coded in this category included words or phrases such as, “flexible schedules,” “flexibility in classes,” “offer classes for different lengths,” “remain flexible with scheduling,” “flexible to fit in with

career,” “shorter class time 7-8 weeks only,” “accommodating to working parent,” and “convenient as possible for RNs who need to balance work and family responsibilities.”

A total of 13 responses were coded in the group (22%).

2. Financial Assistance – Responses coded in this category included words or phrases such as, “pay for tuition,” “loan forgiveness,” “offer more scholarships and grants,” “more financial support,” “maintain a reasonable cost,” “lower tuition,” “cheaper education,” “lower pricing per credit,” “reduce the cost,” “greater tuition reimbursement from employers,” and “affordable to those who cannot afford costly loans.”

A total of 11 responses were coded in the group (18%).

3. Organization – Responses coded in this category included words or phrases such as “written guide for attaining all required credits,” “provide better descriptions of coursework,” “lectures should coincide with test material weeks,” “syllabus and course content structure needs to be realigned,” “effective communication and prompt responses for Q and A,” and “designated contact persons within RN to BSN program.”

A total of 6 responses were coded in the group (10%).

4. Hybrid Classes – Responses coded in this category included words or phrases such as, “more hybrid courses,” “hybrid programs work well in my opinion,”

“minimize face-to-face meetings,” “hybrid program,” and “hybrid classes with more participation within class.”

A total of 5 responses were coded in the group (9%).

5. Online Classes – Responses coded in this category included words or phrases such as, “all online,” “more online courses,” and “increase online course work.”

A total of 5 responses were coded in the group (9%).

6. Mandatory BSN – Responses coded in this category included words or phrases such as “make nursing programs mandatory BSN programs, “when it [BSN] becomes a requirement, more will pursue,” and “a BSN needs to be the minimum requirement for a RN.”

A total of 3 responses were coded in the group (5%).

7. Employment Assistance – Responses coded in this category included words or phrases such as “job placement assistance,” “job assistance for us new grads,” and “job help.”

A total of 3 responses were coded in the group (5%).

8. Credit for Experienced Nurses – Responses coded in this category included words or phrases such as “opportunities for acceptable credits for those students with 20 years or greater experience,” “credit should be given for number of years worked,” and “offer more credits for the nurse like me that have 20 + years of experience.”

A total of 3 responses were coded in the group (5%).

9. APA/Library/Internet Supplemental Instruction – Responses coded in this category included words or phrases such as “wish there was a seminar on things such as APA,” “a mandatory class on APA format and online access to the library prior to starting classes,” and “offer assistance with online classes.”

A total of 3 responses were coded in the group (5%).

10. Busy Work – Responses coded in this category included words or phrases such as “cut out the busy work,” and “no busy work like 5 (5) page papers or stupid power points for nothing.”

A total of 2 responses were coded in the group (3%).

The remaining 9% of responses did not offer recommendations. Instead the five RN-BSN students used the question as an opportunity to express their opinion of the program. One student commented, “Rowan is making the process as easy as possible.” The second student wrote, “This hybrid program works well in my opinion.” “I think your program is outstanding, keep up the good work, and top notch group of professors,” stated one of the respondents. Another student reported, “I think Rowan helps make it easy to pursue my BSN, the program so far has been great.” The final RN-BSN student wrote “this was the most ridiculous program for professional people; it was geared toward the novice nurse.”

## Chapter V

### Summary, Discussion, Conclusions, and Recommendations

#### Summary of the Study

This study investigated the motivational orientations of selected RN-BSN students at Rowan University and the significance between the students' motivational orientations and their prior nursing education. Research subjects were continuing education students enrolled in Rowan University's RN-BSN program during the fall semester of 2011. The students in this study included both males and females age 20-59.

A survey comprised of a consent message and Likert-scale statements were electronically distributed to 200 students. The *Education Participation Scale (EPS)*, a 42 item survey, evaluated the students' learning motivations; while nine demographic items assessed information concerning age, race, marital status, highest education attained, type of basic nursing education program and school, years in nursing, and current nursing career. A total of 98 surveys were completed, yielding a return rate of 49%.

The responses to the EPS survey were compiled and scored utilizing the *Education Participation Scale Scoring Key for Basic Education Form*. Descriptive statistics were used to analyze the remaining data collected from the completed surveys. The relationship between the student's motivational orientation and prior nursing education was investigated using Predictive Analytics SoftWare (PASW). The computer software, PASW, calculated a Pearson product-moment correlation and descriptive



statistics such as frequencies, means, percentages, and standard deviations. A content analysis of the recommendations offered by RN-BSN students for nursing programs to assist in increasing RN participation in advanced education was performed. The students' responses were classified and coded into 10 categories.

Overall, 75.5% of RN-BSN students at Rowan University indentified professional advancement as the most influential factor in their decision to pursue advance education. Among the 22 RN students with a Diploma in nursing, 64% were motivated by professional advancement, compared to 79% of Associate's degree students. Statistical analysis revealed no significant relationship between students' motivational orientations and prior nursing education. The RN-BSN students offered 59 recommendations for nursing programs, which were grouped into the following categories; flexible class schedule, financial assistance, organization, hybrid classes, online classes, mandatory BSN, employment assistance, credit for experienced nurses, APA/library/internet supplemental instruction, and busy work.

### **Discussion of the Findings**

Research Question 1: What are the motivational orientations that influence RNs currently enrolled in a RN-BSN program to pursue advanced education?

The data collected from the surveys revealed most RN-BSN students at Rowan University participated in continuing education to advance a career with a current employer or pursue promotion elsewhere. Professional advancement was reported by over three fourths of the population as their primary motivation to pursue a BSN. Twelve percent participated to correct educational deficiencies and prepare for future, while 11%

of students participated to pursue knowledge based on cognitive interest, or intrinsic reasons. Of the 98 respondents, one student reported social contact as the most influential factor in their pursuit of a BSN.

Based on their EPS responses, a vast majority of the RN-BSN students were goal-oriented learners. Motivated by a specific need or interest, 87.5 % of the subjects participated in advance education to achieve clear-cut objectives. Houle (1961) described the 11% of students who sought knowledge for the sake of learning as learning-oriented.

These results aligned with previous research conducted by Root (1991) and Mangubat (2005). Root (1991) discovered professional advancement and self-esteem were identified as the major motivational factors that influenced the participants pursuing a BSN. Mangubat's (2005) research revealed learning and goal orientations to be the main motivations for adults to pursue advance education. In the study, RNs placed a high value on career advancement, personal achievement, financial gain, and overcoming obstacles.

The findings also reflect our nation's current need to accommodate the demands of a more diverse and complex healthcare environment. The National Advisory Council on Nurse Education and Practice (NACNEP) recommends by 2010, the educational preparation of two thirds of the basic nursing workforce to be baccalaureate level or above (AACN, 2010). ). Since patient care is being shifted from the hospital to home and community environments, there is an overwhelming demand for baccalaureate prepared RNs in nursing homes, ambulatory care facilities, home health agencies, and health

management organizations to meet the needs of an aging population and changes in healthcare standards (Corbett, 1997).

Research Question 2: Is there a significant relationship between motivational orientations of RN-BSN students and prior nursing education?

Among the RN students with a Diploma in nursing, 82% of students were goal oriented learners, while 18% were motivated by learning orientation. Similar to those students with diplomas, 90% of associate prepared RN-BSN students were goal oriented, with 9% of students learning oriented, and 1 participant was identified as an activity oriented learner.

The relationship between the RN-BSN students' motivational orientations and prior nursing education was found to be statistically insignificant. The results suggest although one motivational orientation was found to influence a vast majority of the RN-BSN students, when compared with the other categories, the results in the findings demonstrated that this is not statistically significant. In other words, the subjects' prior nursing education did not influence their motivation to pursue advanced education.

Research Question 3: What recommendations do RN students offer nursing programs to assist in increasing RN participation in advanced education?

Fifty- eight responses were coded and classified into 10 reoccurring themes; flexible class schedule, financial assistance, organization, hybrid classes, online classes, mandatory BSN, employment assistance, credit for experienced nurses, APA/library/internet supplemental instruction, and busy work.

The most frequent recommendation RN students offered nursing programs concerned class flexibility. Twenty-two percent of the responses suggested programs offer flexible class schedules to “fit in with their career,” or “accommodate the working parent.” Financial assistance, such as, grants, scholarships, loan forgiveness, and tuition reimbursement, accounted for 18% of the recommendations. Several researchers have found situational barriers, such as cost of tuition and time, to be a major hindrance in the pursuit of advanced education. RN students in studies conducted by both Sochor (1993) and Scott (1998) identified cost as a barrier in continuing their education, while Lin (1992) revealed time to be an obstacle.

Recommendations regarding online and hybrid classes represented 18% of the participants’ replies, with 10% advising nursing programs on organization. Research has revealed RN to BSN students, compared to their counterparts who enter nursing education at the baccalaureate level, have increased work related demands, greater financial obligations, and are often employed full time with family commitments (Corbett, 1997). Furthermore, RNs returning to school enter baccalaureate programs at a level of professionalism; they are adult learners who have clinical knowledge and employment experiences (Cangelosi, 2006). Consequently, 5% of the responses suggested nursing programs grant college credits for years of nursing experience.

## **Conclusions**

Generally, the data collected and analyzed in this study supported previous research related to the motivational orientations of RN-BSN students. The study revealed goal orientation as the leading motivation for pursuing advanced education. Professional

advancement and educational preparation drives RN students to continue their education and meet the demand for an increased workforce of baccalaureate prepared nurses.

Although 77% of the sample was associate prepared nurses, a significant relationship did not exist between the students' motivational orientation and prior nursing education. This implies that the factors motivating the RN-BSN student to pursue advanced education were not influenced by their prior nursing education. The recommendations offered by the RN-BSN students for nursing programs to assist in increasing RN participation in advanced education included; flexible class schedules, financial assistance, organization, hybrid and online classes, BSN as a minimum requirement for RN, employment assistance, credit allowance for years of nursing experience, supplemental instruction on APA/library resources/internet, and eliminate busy work. It is imperative that nursing programs utilize this information to improve opportunities and increase the percentage of RNs who decide to pursue baccalaureate education.

### **Recommendations for Practice**

Based upon the findings and conclusions of the study, the following suggestions are presented:

1. To identify and acknowledge the factors hindering registered nurses from pursuing a BSN, healthcare employers, as well as nursing programs should survey RNs periodically.
2. To improve recruitment and retention of RN students and strengthen goal orientation, healthcare employers and nursing programs should create marketing strategies emphasizing the personal and professional benefits of obtaining a BSN.

3. Nursing programs should petition alumni associations, employers, and alumni to offer financial assistance to RN-BSN students in the form of scholarships, tuition reimbursement, loan repayment, and used book donations.
4. Nursing programs should offer a flexible class schedule, including distant learning programs, such as online and hybrid courses.

### **Recommendations for Further Research**

Based upon the findings and conclusions of the study, the following suggestions are presented:

1. Further studies should be conducted with a larger population and in a different geographic location to confirm the results of this study.
2. A longitudinal study which follows the RN students throughout their educational pursuit of a BSN should be performed to identify if their motivational orientations change throughout the experience.
3. A study can be conducted which compares the motivational orientations of RN-BSN students to other demographic information, such as age, gender, marital status, or ethnicity.
4. A study should be conducted comparing the learning outcomes and licensing exams of traditional RN-BSN programs with online RN-BSN programs given the recommendations for more flexible program delivery methods.

## References

- Allen, M., Allison, M., & Stevens, S. (2006). Mapping the literature of nursing education. *Journal of the Medical Library Association, 94*, 122-127.
- Borough of Glassboro, New Jersey (2011). History - The Past, The Present, The Future. Retrieved on April 20, 2011 from [http://www.glassboroonline.com/history\\_glassboro.html](http://www.glassboroonline.com/history_glassboro.html)
- Boshier, R. (1971). Motivational orientations of adult education participants: A factor analytic exploration of the Houle typology. *Adult Education Journal, 2*, 3-26.
- Boshier, R. (1991). Psychometric properties of the alternative form of the Education Participation Scale. *Adult Education Quarterly, 41*, 150-167.
- Boshier, R., & Collin, J. (1983). Education participation scale factor structure and socio-demographic correlates for 12,000 learners. *International Journal of Lifelong Education, 2*, 163-177.
- Boshier, R., & Collins, J. B. (1985). The Houle typology after twenty two years: A large scale empirical test. *Adult Education Quarterly, 35*, 113-130.
- Flanagan, L. (1976). *One strong voice - The story of the American Nurses' Association* (1st ed.). Kansas City: American Nurses' Association.
- Goldmark, J. (1923). Report of the Committee for the Study of Nursing Education. Retrieved on April 28, 2011 from <http://www.med.yale.edu/library/nursing/historical/milestones/goldmarkreportweb.jp>

- Kalisch, P., & Kalisch, B. J. (1978). *The advance of American nursing*. Boston: Little, Brown and Company.
- Lewis, E. P. (Ed.). (1971). *Changing patterns of nursing practice*. New York: The American Journal of Nursing Company.
- Lin, J. (1992). *Perceived needs and motivations of nurses in Taiwan for nursing continuing education*. Retrieved on April 9, 2011 from ProQuest Dissertations and Theses.
- Mangubat, M. (2005). *Motivational orientations and participation barriers of registered nurses who pursue advanced education*. Retrieved on March 23, 2011 from ProQuest Dissertations and Theses.
- National League for Nursing. (1987). *Report of the Coordinating Committee on education and practice*. New York, NY: National League for Nursing.
- National League for Nursing (2007). About the NLN. Retrieved on May 1, 2011 from <http://dev.nln.org/aboutnln/info-history.htm>
- Rowan University (2010). From Normal to Extraordinary: The History of Rowan University. Retrieved on April 20, 2011 from <http://www.rowan.edu/open/subpages/about/history/>
- Scott, D. J. (1989). *Traditional and reentry women nursing majors: Motivational factors, vocational personalities, barriers and enablers to participation*. Retrieved on May 1, 2011 from ProQuest Dissertations and Theses.
- Sisco, B. R. (1981). *A study of the attitudes of selected academics and decision-makers toward adult learners*. Unpublished doctoral dissertation. Syracuse University.



Sochor, L. M. (1993). *The motivational factors of registered nurses returning to school for a master's degree in nursing*. Retrieved on February 17, 2011 from ProQuest Dissertations and Theses.

U.S. Department of Health and Human Services [USDHHS]. (2004). The registered nurse population: National sample survey of registered nurses. Retrieved June 10, 2008 from <http://bhpr.hrsa.gov/healthworkforce/rnsurvey04/appendixa.html>

Yale University. (2008). Report of the Committee for the Study of Nursing Education, known as the Goldmark Report. Retrieved on April 28, 2011 from <http://www.med.yale.edu/library/nursing/historical/images/goldmarkreport.html>

Yett, D. E. (1966). The nursing shortage and the Nurse Training Act of 1964. *Industrial and Labor Relations Review*, 19, 190.

## APPENDIX A

### Institutional Review Board Approval Letter



June 30, 2011

Tywanna N Hamilton  
206 Lakeside Drive  
Glassboro, NJ 08028

Dear Tywanna N Hamilton.

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project.

IRB application number: 2011-190

Project Title: Motivational Orientations of RN-BSN Students at Rowan University

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman ([hartman@rowan.edu](mailto:hartman@rowan.edu) or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research ([pillay@rowan.edu](mailto:pillay@rowan.edu) or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser ([heiser@rowan.edu](mailto:heiser@rowan.edu) or 856-256-5150).

Sincerely,

A handwritten signature in cursive script that reads "Harriet Hartman".

Harriet Hartman, Ph.D  
Chair, Rowan University IRB

c Burton Sisco, Higher Education Administration, Education Hall

Office of Research  
Bole Hall  
201 Mullica Hill Road  
Glassboro, NJ 08028-1701

856-256-5150  
856-256-4425 fax

## APPENDIX B

### Email Sent Out to Participants/Consent

Dear RN-to-BSN Student,

You are invited to participate in a research study involving an online survey about the pursuit of a baccalaureate degree through an RN-to-BSN program. The purpose of this survey is to identify the motivational orientations of RN students currently enrolled in the RN-to-BSN program at Rowan University. The research, entitled "Motivational Orientations of RN-BSN students at Rowan University," is being conducted by Tywana N. Hamilton, a graduate student at Rowan University, in partial fulfillment of her M.A. degree in Higher Education Administration. Your participation in the study should not exceed 20 minutes.

There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty.

Your responses will be anonymous and all the data gathered will be kept confidential.

By taking this survey you agree that any information obtained from this study may be used in any way thought best for publication or education provided that you are in no way identified and your name is not used.

Participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If you have any questions or problems concerning your participation in this study, please contact Tywana N. Hamilton at (856) 534- 3774, or her faculty advisor, Dr. Burton Sisco, at (856) 256-4500 ext 3717 or [sisco@rowan.edu](mailto:sisco@rowan.edu).

**APPENDIX C**  
**Survey Instrument**

**TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL  
IN YOUR ADULT EDUCATION CLASS?**

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. **Circle** the category which best reflects the extent to which each reason influenced you to enroll. Circle **one** category for each reason. Be **frank**. There are no right or wrong answer.

1. To improve language skills	No influence	Little influence	Moderate influence	Much influence
2. To become acquainted with friendly people	No influence	Little influence	Moderate influence	Much influence
3. To make up for a narrow previous education	No influence	Little influence	Moderate influence	Much influence
4. To secure professional advancement	No influence	Little influence	Moderate influence	Much influence
5. To get ready for changes in my family	No influence	Little influence	Moderate influence	Much influence
6. To overcome the frustration of day to day living	No influence	Little influence	Moderate influence	Much influence
7. To get something meaningful out of life	No influence	Little influence	Moderate influence	Much influence
8. To speak better	No influence	Little influence	Moderate influence	Much influence
9. To have a good time with friends	No influence	Little influence	Moderate influence	Much influence
10. To get education I missed earlier in life	No influence	Little influence	Moderate influence	Much influence
11. To achieve an occupational goal	No influence	Little influence	Moderate influence	Much influence
12. To share a common interest with my spouse	No influence	Little influence	Moderate influence	Much influence
13. To get away from loneliness	No influence	Little influence	Moderate influence	Much influence
14. To acquire general knowledge	No influence	Little influence	Moderate influence	Much influence
15. To learn another language	No influence	Little influence	Moderate influence	Much influence
16. To meet different people	No influence	Little influence	Moderate influence	Much influence
17. To acquire knowledge to help with other educational courses	No influence	Little influence	Moderate influence	Much influence
18. To prepare for getting a job	No influence	Little influence	Moderate influence	Much influence
19. To keep up with others in my family	No influence	Little influence	Moderate influence	Much influence

20. To get relief from boredom	No influence	Little influence	Moderate influence	Much influence
21. To learn just for the joy of learning	No influence	Little influence	Moderate influence	Much influence
22. To write better	No influence	Little influence	Moderate influence	Much influence
23. To make friends	No influence	Little influence	Moderate influence	Much influence
24. To prepare for further education	No influence	Little influence	Moderate influence	Much influence
25. To give me higher status in my job	No influence	Little influence	Moderate influence	Much influence
26. To keep up with my children	No influence	Little influence	Moderate influence	Much influence
27. To get a break in the routine of home or work	No influence	Little influence	Moderate influence	Much influence
28. To satisfy an enquiring mind	No influence	Little influence	Moderate influence	Much influence
29. To help me understand what people are saying and writing	No influence	Little influence	Moderate influence	Much influence
30. To make new friends	No influence	Little influence	Moderate influence	Much influence
31. To do courses needed for another school or college	No influence	Little influence	Moderate influence	Much influence
32. To get a better job	No influence	Little influence	Moderate influence	Much influence
33. To answer questions asked by my children	No influence	Little influence	Moderate influence	Much influence
34. To do something rather than nothing	No influence	Little influence	Moderate influence	Much influence
35. To seek knowledge for its own sake	No influence	Little influence	Moderate influence	Much influence
36. To learn about the usual customs here	No influence	Little influence	Moderate influence	Much influence
37. To meet new people	No influence	Little influence	Moderate influence	Much influence
38. To get entrance to another school or college	No influence	Little influence	Moderate influence	Much influence
39. To increase my job competence	No influence	Little influence	Moderate influence	Much influence
40. To help me talk with my children	No influence	Little influence	Moderate influence	Much influence
41. To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
42. To expand my mind	No influence	Little influence	Moderate influence	Much influence



**Please turn over!**



Just a few questions about you. Remember no name required and the information you provide will be anonymous and will be known only to the researcher conducting this study. Information collected will be reported as group data and used to describe the research sample only.

1. Are you  male or  female?
  
2. What is your age?
  
3. Are you  married or not  married?
  
4. What is the highest level of education you completed?  
 diploma  associate degree  bachelor degree
  
5. What is your degree in nursing education?  
 diploma  associate degree
  
6. How many years have you been a licensed nurse?
  
7. Are you currently employed as a nurse?  yes  no
  
8. What recommendations do you have for nursing programs to do that will help more RN students to pursue a BSN?

Thank You For Your Cooperation!

## APPENDIX D

### Permission to Use Education Participation Scale



**Permission to use EPS**

Thursday, March 24, 2011 1:25 PM

**From:** "Tywana Hamilton" <hamity01@yahoo.com>  
**To:** roger.boshier@ubc.ca

Good Afternoon Mr. Boshier,

My name is Tywana Hamilton and I am a graduate student in Rowan University's Higher Education Administration program. Currently, with the assistance of my adviser Dr. Burton Sisco, I am conducting research on the motivation orientations of RN-BSN students here at the institution, and would like your permission to use The Education Participation Scale. Also I am having difficulty locating a copy of the most recently modified version of the EPS, can you please direct me to where I can find this document.

Thank you in advance,

*Is anything too hard for the LORD?*

~ Genesis 18:14

T.N. Hamilton-West



**Re: Permission to use EPS**

Saturday, March 26, 2011 12:52 AM

From: "Roger Boshier" <rboshier@interchange.ubc.ca>

To: "Tywana Hamilton" <hamity01@yahoo.com>

2 Files (264KB)



EPS scan... EPS Scori...

Yes, attached.

Is Sisco behaving himself?

## APPENDIX E

### Rules & Procedures for Logical Analysis of Written Data

## RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis
2. Verbiage not considered essential to the phrase or clause will be edited out- e.g., articles of speech, possessives, some adjectives, elaborate examples.
3. Where there is violation of convention syntax in the data it will be corrected.
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of another.)
5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by parentheses.

The following decisions were made regarding the procedures for the categorization of content units.

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will be derived from the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units from a particular question responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories.)

5. Frequencies of the units in each cluster category are determined and further analysis steps are undertaken, depending on the nature of the data-i.e., ranking of categories with verbatim quotes which represent the range of ideas or opinions (p.177).