

*Original Research Article*

# Motivating Factors for Nursing Students' Success

Iram Hassan<sup>1</sup>, Assist. Prof. Muhammad Husain<sup>2</sup> Muhammad Afzal<sup>3</sup> and Syed Amir Gilani<sup>4</sup>

## Abstract

<sup>1</sup>Lahore School of Nursing, The University of Lahore, Lahore, Pakistan

<sup>2</sup>Lahore School of Nursing, The University of Lahore, Lahore, Pakistan

<sup>3</sup>Lahore School of Nursing, The University of Lahore, Lahore, Pakistan

<sup>4</sup>Faculty of Allied Health Science, The University of Lahore, Lahore Pakistan

\*Corresponding Author's E-mail:  
[iramhassan45@gmail.com](mailto:iramhassan45@gmail.com)

Motivation is described as a process that influences one's choice and continuity in particular behaviors. Student motivation is described as an act or act of encouragement. State of motivation, a stimulus, or influence, motivation drives something like a need or desire that a person or a student has to act on and the effort to accomplish the outcome. When students encounter a large number of these stimulating experiences and variables on a regular basis, stimuli are enhanced. That is students should ideally be the very source of stimulus in their learning experience in each classroom. Students' motivation to learn is generally categorized as either internal or external. A descriptive cross sectional study design was used for this study (Factors motivating for nursing student). Study included 133 students of Lahore school of nursing in which 74.4% (n=99) participants belong to 18-22 age group, 25.6% (n=34) participants belong to 22-26 age group. The research study concluded motivating factors for nursing students' success. The main determination of this study was to provide the motivating factors for nursing students' success in Lahore school of nursing the University of Lahore. The collected data were analyzed by SPSS version 21. The results showed that the students of Lahore school of nursing have positive awareness regarding motivating factors for success.

**Keywords:** Motivation, Student, Success.

## INTRODUCTION

Motivation is described as a process that influences one's choice and continuity in particular behaviors. Student motivation is described as an act or act of encouragement. State of motivation, a stimulus, or influence, motivation drives something like a need or desire that a person or a student has to act on and the effort to accomplish the outcome. When students encounter a large number of these stimulating experiences and variables on a regular basis, stimuli are enhanced. That is students should ideally be the very source of stimulus in their learning experience in each classroom. Students' motivation to learn is generally categorized as either internal or external (Broussard and Garrison, 2015).

External stimulation refers to the degree to which students feel they are engaging in a task for purposes

such as grades, incentives, success, assessment by others, and rivalry that includes performance behavior that is not derived from the action's intrinsic satisfaction. But for external rewards, such as compliments and grades, both unrelated to learning strategies (Bernardino et al., 2018).

Externally motivated students are affected by external prizes and concentrate on completing their curriculum. Internally motivated students, on the other hand, take an interest in the subject area and the motivation focuses on personal goals and contributes to a deeper approach to learning. Entry-value tasks are important for students because they are fun, interactive and offer exciting activities to keep students motivated (Dobronyi, Oreopoulos and Petronijevic, 2019).

The success of college students in academic achieve-

ment primarily depends on their personal motivation. Clear language is important to remember that student motivation is typically of great interest to colleges and universities as it relates to retention of students, completion of the course, grade point average and readiness for future employment. Retaining students has become a problem of growing concern for higher education institutions (Dincer and Doganay, 2015). The retention of nursing students is correlated with the educational institution as well as the students' individual characteristics and the learning system. Academic performance is also an important factor for academic retention and success (Fajar et al., 2019).

Nursing students face unique challenges at the beginning of their rigorous nursing training, which may affect their decision to retain, fail, abandon, or abandon the nursing program. Organizations often evaluate student achievement through a variety of metrics that identify academic achievement, student engagement and retention (Black, 2016).

Attention learning factors are the cognitive choice process that focuses on one aspect of the environment while neglecting the other. The importance of students' attention in the classroom environment plays an important role in improving their attitudes to academic performance. Teachers need to bring interest to the students in order to get the attention of the students, which leads to constant focus. It is important to note, however, that it must first be obtained through the stimulus domain before the students receive attention. (Guay and Bureau, 2018).

Educational technology has dramatically improved teaching and learning, especially in the field of visual aids. Over decades, images usually included drawings, photos, videotapes, slides, videos, diagrams, and animations were used to complement text-based information. In general, these types of visuals have resulted in increased recall of text information (Grove et al., 2015).

Enthusiasm is regarded as a special model that provides information to students. When he or she succeeds in communicating excitement about the subject to students, a teacher is perceived as enthusiastic. Relevance refers to something suitable for the subject at hand. Relevance also implies, rather than something ancient, something new. It is the subject's value rather than the student's relationship with the subject. (Rani et al., 2019).

## AIMS OF THE STUDY

The aim of this study was to assess motivating factors for Lahore school of nursing student's success.

## Significance of the study

Nursing schools are responsible for training and growth of nursing students. So this study will provides a positive outlook for Lahore school of nursing to find solutions to reduce the challenge of poor input. Both teachers' students have the ability to motivate in their teaching and learning role. This study recommends a strategy that promotes teaching and learning.

## Literature Review

As reported, highly motivated students have better results in education and thus succeed in achieving their set goals. It seems that these students are always able to cope with the challenges they face. On the other hand, the encouragement of parents and teachers is indicated by their children and students, whose inspiration and positive development for academic success have a significant positive effect. Relevance it was revealed that self-esteem and academic achievement are positively related to the intellect of the students. A confident attitude, self-esteem, and confidence prepare students to develop the qualities they need to succeed in themselves. These attributes are promoted through encouragement (Taştan et al., 2018).

Lack of motivation limits the ability of students to learn, thus impacting their academic performance. This applies to classroom and clinical nursing environments. Therefore, Motivation is an important concept as a learning tool that is needed deep research in nursing education. According to Simmons and Page, consistent, positive, emotional teachers-student relationships and the necessary positive interpersonal relationships are essential for students' interest. This is because aggression affects a student's drive, need, purpose and social pressure as well as motivates a student. When students see their lack of effort as worthwhile and worthwhile, they emphasis on approaches for success. Though recurrent failure decreases motivation, and in a failing student, the risk of failure itself is triggered by conflict of motivation and "need" for stimulation. Nursing setting which includes classroom and clinical, the internal and external movement of students, as well as the teachers' movement strategy, are critical to achieving academic success (Covington, 2017).

There are several factors that can contribute to academic success, Processes as performance, attitudes, Environmental training and setting goals to name a few. Academic achievement has been significantly affected by the educational system, selection criteria, teaching methods, designing activities, and academic skills provided or used by the college. Nursing students, on the other hand, support their intellectual ability, their dedication to

research and their inspiration for academic success. Nevertheless there are important issues that most researchers in the field of stimulation learn, if successful. These include increasing the quality of education, and internal and external stimuli (Wilson and Narayan, 2016).

A study conducted in Lahore school of nursing explore the impact of stress on competency of nursing student (Sahir et al., 2019).

Higher education institutions around the world face major challenges in order to ensure that students obtain quality results in an increasingly globalized and competitive environment. According to international standards, higher education institutions and inscriptions are at least advanced in the African region, with Africa being the continent with the oldest university in the world, with 90, 48, 23 and 41 universities in Nigeria, Sudan, South Africa and Egypt, respectively. Unlike their global equivalents unlike Europe, Asia, and America, the continent cannot offer a better quality higher education. Many countries on the continent, however, such as South Africa, have solid, robust and diverse educational systems, as attested in their Context Report on Higher Education by South Africa (HESA). (Karakis et al., 2016). Nonetheless, higher education is currently facing complex challenges in South Africa. According to a Regency (2015) survey, only 50 percent of students are eligible for higher education. The report adds that students from poor backgrounds face financial difficulties and are ill-prepared to tackle the higher education challenges, resulting in the absence from higher education in many cases. The throughput rate is therefore of great concern. Fifty-five percent (55%) of Black students entering higher education are never graduated (Khalaila, 2015).

Therefore, there is a shortage of qualified teachers in higher education, of whom nearly 40% of teachers hold a PhD, In order to achieve academic success, it is important to look at the challenges facing nursing education and training and the outcomes associated with higher education (Mallett and Habib, 2017).

Study conducted in Lahore school of nursing explores self-care of nursing student (Javed et al., 2019).

One of the causes of this shortage is the emigration of nurses to wealthier countries, leaving their country with insufficient human resources for health care, which ultimately affects the quality of care. On the other hand, there is a marked reduction in the number of nurse educators. The trend is due to the aging population of retired nurse educators and inadequate training for new executives in this field. The lack of teachers has a direct impact on the quality of education in nursing institutions and has an indirect impact on the practice of nursing in general. (Nilsson and Stomberg, 2015).

## **METHODS**

### **Setting**

This Study was conducted in Lahore School of Nursing, The University of Lahore,

### **Research Design**

A descriptive cross sectional study design was used for this study (motivating factors for nursing student success).

### **Population**

The population of this study research was the nursing students of Lahore school of Nursing. Nursing students of Bachelor of Science in nursing. Total population size of Bachelor of Science in nursing students is 200.

### **Sampling**

Convenient sampling technique was used in this study.

### **Research Instrument**

Adopted questioner was used for collecting the data from the population. After taking informed consent, data were collected from students of Lahore school of nursing.

### **Data gathering procedure**

An adopted questionnaire was used for data collection on Likert scale to evaluate Factors motivating for Nursing Students Success among nursing students of University Of Lahore.

### **Analyze Data**

Data analysis was done by SPSS version 21. Statistical computer software for data analysis. The study was descriptive study and all the descriptive statistics was obtained through the SPSS software.

### **Study Timeline**

This study took 4 months (September 2019, to December 2019).

## Ethical Consideration

The rules and regulations laid down by the University of Lahore's ethical committee will be followed while conducting research and respecting the rights of research participants.

- All participants will receive attached written informed consent.
- All data collection and details shall be kept confidential.
- Throughout the study, participants will remain anonymous.
- The subjects will be told that the study technique does not pose any drawbacks or risks.
- They will also be informed that during the study process they will be free to withdraw at any time.
- The data is kept under the key and locked while the keys are kept in hand. It will be kept under password in laptop.

## RESULTS

### Demographic characteristics Age of the participant

The below table no 1 show that 74.4% (n=99) participants belong to 18-22 age group, 25.6% (n=34) participants belong to 22-26 age group.

The below table no 2 show that 8.3% (n=11) participants were male, while 91.7% (n=122) were female.

The below table no 3 show that 38.3% (n=51) of participants belong to 1st year, 36.8% (n=49) of participants belong to 2nd year, 24.1 (n=32) of participants belong to 3rd year and 0.8% (n=1) of participants belong to 4th year.

This section presents the outcomes of the study. The result of this study represents 5 motivational factors for nursing student. The below Table 4 explore that always n=91 (68.4%), most time n= 42 (31.6%) and total participants 133= (100%) in this statement I understand the language used in my lectures well. Always n = 48 (36.1%), most time n=57 (42.9%) total participants 105, seldom, n=21(15.8%) Never, n=7(5.3%), total participants 28= (21.1%) in this statement there is humor in the ways the lectures are presented. Always n=87 (65.4%), most time n= 41 (30.8%) participants 128= (96.2%) seldom n=5(3.8%) in this statement Visual aids (e.g. videos, PowerPoint etc.) are used in the lectures. Always n= 58 (43.6%), most time n=66 (49.6%) participants 124= (93.2%) seldom n=9(6.8%) in this statement the lecturers are enthusiastic in teaching. Always n=32 (24.1%), most time n=72 (54.1%) participants 104= (78.2%), seldom n=19 (14.3%) never n=10 (7.5%) total participants 29 (21.8%) in this statement Role-play is used during lectures.

The below Table 5 explore that always n=34 (25.6%), most time n = 76 (57.1%) participants 110 = (82.7%)

seldom n=23 (17.3%) in this statement the nursing content I learn is relevant to my life. Always n= 50 (37.6%), most time n=83 (62.4%) total participants 133= (100%) in this statement the nursing skills I learn will be helpful to me. Always n=19 (14.3%), most time 93 (69.9%) participants 112 (84.2%) seldom n=21 (15.8%) in this statement Understanding nursing gives me a sense of accomplishment in life. Always n=99 (74.4%), most time n=22 (16.5%) participants 121(90.9%), seldom n=6 (4.5%), never n=6 (4.5%) total participants 12= (9%) in this statement Learning nursing could help me get a job in the future. Always n=83 (62.4%), most time n=44 (33.1%) total participants 127 (95.5%), seldom n=6 (4.5%) in this statement the nursing program can help me to pursue higher studies.

The below Table 6 explore that always n=70 (52.6%), most time n=63 (47.4%) total participants 133= (100%) in this statement I am able to complete assignments on my own. Always n= 59 (44.4%), most time n= 74 (55.6%) total participants 133(100%) in this statement I am able to complete practical skills on my own. Always n=54 (40.6%), most time n=79 (59.4%) total participants 133= (100%) in this statement I appreciate it when my teachers give me tasks that involve working with other students. Always n= 78 (58.6%), most time n=45 (33.8%) Participants 123= (92.4%), seldom n=10 (7.5%) in this statement I like to do tasks with other students. Always n=49 (36.8%), most time n= 84 (63.2%) total participants 133= (100%) in this statement my teachers are constantly encouraging me.

The below Table 7 explore that always n=110 (82.7%), most time n= 14 (10.5%) participants 124= (93.2%), seldom n=9 (6.8%) in this statement I have experienced a new learning environment through nursing education. Always n= 109 (82.0%), most time n=14 (10.5%) participants 123= (92.5%), seldom n=10 (7.5%) in this statement I feel that this course serves my needs well. Always n= 90 (67.7%), most time n=19 (14.3%) participants 109= (82%), seldom n= 24 (18.0%) in this statement I feel that I want to learn more by studying higher degree nursing. Always n= 100 (75.2%), most time n= 33 (24.8%) total participants 133 (100%) in this statement I am satisfied with the learning content offered by my college. Always n= 71 (53.4%), most time n= 37 (27.8%) participants 108= (81.2%), seldom n= 25 (18.8%) in this statement I am satisfied that the classroom environment is conducive to learning.

The below Table 8 explore that always n=60 (45.1%), most time n=73 (54.9%) total participants 133= (100%) in this statement my teachers give prompt feedback on assignments. Always n= 74 (55.6%), most time n= 50 (37.6%) participants 124= (93.2%), seldom 9 (6.8%) in this statement I believe I can improve my professional knowledge through nursing education. Always n= 75 (56.4%), most time n=48 (36.1%) participants 123= (92.5%), seldom n= 10 (7.5%) in this statement I am praised by teachers on my good achievements in tests

**Table 1.** Demographic characteristics Age of the participant

Frequency		Percent	Valid Percent	Cumulative Percent
18-22	99	74.4	74.4	74.4
22-26	34	25.6	25.6	100.0
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>100.0</b>	

The above table show that 74.4% (n=99) participants belong to 18-22 age group, 25.6% (n=34) participants belong to 22-26 age group.

**Table 2.** Gender of participants

	Frequency	Percent	Valid Percent
Male	11	8.3	8.3%
Female	122	91.7	91.7%
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>100.0%</b>

**Table 3.** Study Year of the Participants

	Frequency	Percent	Valid Percent
1st year	51	38.3	38.3%
2nd year	49	36.8	36.8%
3rd year	32	24.1	24.1%
4th year	1	8	8%
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>100.0%</b>

The above table show that 38.3% (n=51) of participants belong to 1st year, 36.8% (n=49) of participants belong to 2nd year, 24.1 (n=32) of participants belong to 3rd year and 0.8% (n=1) of participants belong to 4th year.

**Table 4.** Factor 1 Attention to learning

Sr	Statement	Always	Most times	Seldom	Never
1	I understand the language used in my lectures well	(68.4%)	(31.6%)	0	0
2	There is humor in the ways the lectures are presented.	(36.1%)	(42.9%)	(15.8%)	(5.3%)
3	Visual aids (e.g. videos, PowerPoint etc.) are used in the lectures.	(65.4%)	(30.8%)	(3.8%)	0
4	The lecturers are enthusiastic in teaching	(43.6%)	(49.6%)	(6.8%)	0
5	Role-play is used during lectures	(24.1%)	(54.1%)	(14.3%)	(7.5%)

**Table 5.** Factor 2 Relevance in learning

Sr.	Statement	Always	Most times	Seldom	Never
1.	The nursing content I learn is relevant to my life.	25.6%	57.1%	17.3%	0
2.	The nursing skills I learn will be helpful to me.	37.6%	62.4%	0	0
3.	Understanding nursing gives me a sense of accomplishment in life	14.3%	69.9%	15.8%	0
4.	Learning nursing could help me get a job in the future.	74.4%	16.5%	4.5%	4.5%
5.	The nursing program can help me to pursue higher studies	62.4%	33.1%	4.5%	0

**Table 6.** Factor 3 Confidence in learning

Sr	Statement	Always	Most times	Seldom	Never
1	I am able to complete assignments on my own.	52.6%	47.4%	0	0
2	I am able to complete practical skills on my own.	44.4%	55.6%	0	0
3	I appreciate it when my teachers give me tasks that involve working with other students.	40.6%	59.4%	0	0
4	I like to do tasks with other students.	58.6%	33.8%	7.5%	0
5	My teachers are constantly encouraging me.	36.8%	63.2%	0	0

**Table 7.** Factor 4 Satisfaction in learning

Sr	Statement	Always	Most times	Seldom	Never
1	I have experienced a new learning environment through nursing education	82.7%	10.5%	6.8%	0
2	I feel that this course serves my needs well	82.0%	10.5%	7.5%	0
3	I feel that I want to learn more by studying higher degree nursing	67.7%	14.3%	18.0%	0
4	I am satisfied with the learning content offered by my college	75.2%	24.8%	0	0
5	I am satisfied that the classroom environment is conducive to learning	53.4%	27.8%	18.8%	0

**Table 8.** Factor 5 Motivation in learning

Sr	Statement	Always	Most times	Seldom	Never
1	My teachers give prompt feedback on assignments	45.1%	54.9%	0	0
2	I believe I can improve my professional knowledge through nursing education	55.6%	37.6%	6.8%	0
3	I am praised by teachers on my good achievements in tests and tasks	56.4%	36.1%	7.5%	0
4	My poor performance in tasks and tests motivates me to prepare better for next time	58.6%	41.4%	0	0

and tasks. Always n= 78 (58.6%), most time n= 55 (41.4%) total participants 133= (100%) in this statement my poor performance in tasks and tests motivates me to prepare better for next time.

## DISCUSSION

In my study male students were responded 8.3%, and other female students were responded 91.7% as compared to other study (According to Glossop), male students were responded 18% and other female students were responded 82%. Applied Kruskal-Wallis Test, First year students N=51 mean rank score (66.36), 2nd year students mean rank (66.56), 3rd year students mean rank (70.94), 4th year students N=1 (46.00) and total participants N=133 in this statement I understand the language used in my lectures well. 1st year students N= 51 (87.49), 2nd year students N= 49 (52.62), 3rd year students N=32 (56.05), 4th year students N=1 (77.00) and total participants 133 in this statement There is humor in the ways the lectures are presented. Humor has a positive psychological benefit, as it creates attentiveness, interest, positive rapport and retention of the material. first year students mean rank (70.35), second year students (67.14), third year students mean rank (62.16), mean rank (44.00) of fourth year students in this statement Visual aids (e.g. videos, PowerPoint etc.) are used in the lectures. First year students mean rank (71.34), Second year students mean rank (63.43), third year students mean rank (64.78) and fourth year students mean rank (91.50) in this statement Role-play is used during lectures. Applied kruskal-Wallis test, First year students mean rank (66.89), second year students mean rank (61.95), third year students mean rank (73.19) and fourth year students mean rank (122.00) in this statement The nursing content I learn is relevant to my life. Mean rank of first year students was (62.01), mean rank of second year students was (68.93), and Mean rank of third year students was (71.22) and fourth year students mean rank was (92.00) in this statement The nursing skills I learn will be helpful to me. First year students

mean rank was (50.67), mean rank of second year students was (74.18), third year students mean rank was (80.28) and fourth years students mean rank was (123.00) in this statement Understanding nursing gives me a sense of accomplishment in life. First year students mean rank was (64.90), second year students mean rank was (69.65), third year students mean rank (66.81) and fourth year students mean rank was (50.00) in this statement Learning nursing could help me get a job in the future. First year students mean rank (61.17) Second year students mean rank was (66.86), third year students mean rank (75.31) and fourth year students mean rank was (105.50) in this statement the nursing program can help me to pursue higher studies.

First year students mean rank was (66.79), second year students mean rank (69.43), third year students mean rank was (64.59) and fourth year students mean rank was (35.50) in this statement I am able to complete assignments on my own. First year students mean rank was (62.60), second year students mean rank (65.29), third year students mean rank was (75.72) and mean rank of fourth year students was (96.50) in this statement I am able to complete practical skills on my own. Mean rank of first year students was (73.14), mean rank of second year students was (61.43), third year students mean rank was (64.91), Mean rank of fourth year students was (94.00) in this statement

Understanding nursing gives me a sense of accomplishment in life. Mean rank of first year students was (64.16), mean rank of second year students was (67.54), mean rank of third year students was (68.78) and mean rank of fourth year students was (128.50) in this statement I like to do tasks with other students. Mean rank of first year students was (67.60), mean rank of second year students was (69.79), mean rank of third year students was (76.95) and mean rank of fourth year students was (91.50) in this statement My teachers are constantly encouraging me.

First year students mean rank was (70.99), second year students mean rank was (64.03), mean rank of third year students was (65.55) and fourth year students mean rank was (55.50) in this statement I have experienced a

new learning environment through nursing education. First year students mean rank was (66.09), second year students mean rank was (62.01), third year students mean rank was (74.17) and fourth year students mean rank was (128.50) in this statement I feel that this course serves my needs well. First year students mean rank was (65.97), second year students mean rank was (70.35), the mean rank of third year students was (64.19) and fourth year mean rank was (45.50) in this statement I feel that I want to learn more by studying higher degree nursing. First year students mean rank was (72.67), second year students mean rank was (57.29), third year students mean rank was (71.28) and fourth year students mean rank was (117.00) in this statement I am satisfied with the learning content offered by my college. First year students mean rank was (65.51), second year students mean rank was (60.90), third year students mean rank was (70.03) and fourth year students mean rank was (121.00) in this statement I am satisfied that the classroom environment is conducive to learning.

First year students mean rank was (61.79), second year students mean rank was (69.86), third year students mean rank was (69.98) and fourth year students mean rank was (97.00) in this statement my teachers give prompt feedback on assignments. First year students mean rank was (61.12), second year students mean rank was (67.74), third year students mean rank was (74.22) and fourth year students mean rank was (99.50) in this statement I believe I can improve my professional knowledge through nursing education. First year students mean rank was (63.89), second year students mean rank was (66.13), third year students mean rank was (71.36) and fourth year students mean rank was (128.50) in this statement I am praised by teachers on my good achievements in tests and tasks. First year students mean rank was (56.45), second year students mean rank was (69.36), third year students mean rank was (78.98) and fourth year students mean rank was (106.00) in this statement My poor performance in tasks and tests motivates me to prepare better for next time.

## LIMITATIONS

Since the information was gathered from a single setting, generalizability has been limited.

Convenient sampling has been applied in the process of data collection, whereas the method of probability sampling may enhance the inclusion of participants from different strata.

The study was limited to assess Motivating factors for nursing student success.

## CONCLUSION

This research study concluded motivating factors for

nursing students' success. The main determination of this study was to provide the motivating factors for nursing students 'success in Lahore school of nursing, The University of Lahore. The collected data were analyzed by SPSS version 21. The results showed that the students of Lahore school of nursing have positive awareness regarding motivating factors for success.

## ACKNOWLEDGEMENT

I am very thankful to Almighty Allah. I dedicated this research study to my family and my teachers. I am very thankful of you my dear teachers your guidance and courage always give me strength. I am also very thankful of my dear mother and father for every kind of support.

## REFERENCES

- Adalikwu C (2018). Evaluating Organizational Efficiency and Success through Knowledge Sharing. *IJAME*.
- Bernardino ADO, Coriolano-Marinus MWDL, Santos AHDS, Linhares FMP, Cavalcanti AMTDS, Lima LSD (2018). Motivation of nursing students and their influence in the teaching-learning process. *Texto & Contexto-Enfermagem*, 27(1).
- Black B (2016). *Professional nursing-E-book: Concepts & challenges*: Elsevier Health Sciences.
- Broussard SC, Garrison MB (2015). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106-120.
- Covington MV (2017). Motivated cognitions *Learning and motivation in the classroom* (pp. 139-164): Routledge.
- Denault AS, Guay F (2017). Motivation towards extracurricular activities and motivation at school: A test of the generalization effect hypothesis. *J. Adoles.* 54, 94-103.
- Dincer S, Doganay A (2015). The Impact of Pedagogical Agent on Learners' Motivation and Academic Success1. *Practice and Theory in Systems of Education*, 10(4), 329-348.
- Dobronyi CR, Oreopoulos P, Petronijevic U (2019). Goal setting, academic reminders, and college success: A large-scale field experiment. *J. Res. Edu. Effect.* 12(1), 38-66.
- Fajar S, Hussain M, Sarwar H, Afzal M, Gilani SA (2019). Factors Affecting Academic Performance of Undergraduate Nursing Students. *Int. J. Soc. Sci. Manag.* 6(1), 7-16.
- Flott EA, Linden L (2016). The clinical learning environment in nursing education: a concept analysis. *J. Adv. Nur.* 72(3), 501-513.
- Grove SK, Burns N, Gray J (2015). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*: Elsevier Health Sciences.
- Guay F, Bureau JS (2018). Motivation at school: Differentiation between and within school subjects matters in the prediction of academic achievement. *Contemporary Educational Psychology*, 54, 42-54.
- Huett JB (2016). *The effects of ARCS-based confidence strategies on learner confidence and performance in distance education*: Citeseer.
- Huett JB, Kalinowski KE, Moller L, Huett KC (2015). Improving the motivation and retention of online students through the use of ARCS-based e-mails. *The Amer. J. of Distance Education*, 22(3), 159-176.
- Jamshidi N, Molazem Z, Sharif F, Torabizadeh C, Najafi KM (2016). The challenges of nursing students in the clinical learning environment: A qualitative study. *The Sci. World J.* 2016.
- Javed A, Mukhtar S, Majeed I, Afzal M, Gilani SA (2019). Self-Care Habits of Undergraduate Nursing Students at University of Lahore. *Int. J. Soc. Sci. Manag.* 6(2), 47-53.



- Karakis H, Karamete A, Okcu A (2016). The Effects of a Computer-Assisted Teaching Material, Designed According to the ASSURE Instructional Design and the ARCS Model of Motivation, on Students' Achievement Levels in a Mathematics Lesson and Their Resulting Attitudes. *Eur. J. Contemp. Edu.* 15(1), 105-113.
- Keller JM (2015). How to integrate learner motivation planning into lesson planning: The ARCS model approach. *VII Semanario, Santiago, Cuba*, 1-13.
- Khalaila R (2015). The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: Mediating and moderating effects. *Nurse Education Today*, 35(3), 432-438.
- Little CM (2017). *The Impact of Literature Circles on Students' Growth in a Selected First Grade Class*.
- Mallett K, Habib A (2017). *Front-Loading Curriculum Design: An Integrated Approach to the Multilingual Classroom*. Paper presented at the Innovations in Teaching & Learning Conference Proceedings.
- Nilsson KE, Stomberg MIW (2015). Nursing students motivation toward their studies—a survey study. *BMC nursing*, 7(1), 6.
- Rani S, Hussain M, Afzal M, Gillani SA (2019). The Influence of Personal Characteristics of Preceptor on Professional Grooming of Nursing Students. *Health Sciences*, 8(5), 86-95.
- Ratelle CF, Guay F, Vallerand RJ, Larose S, Senécal C (2017). Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis. *J. Edu. Psychol.* 99(4), 734.
- Sahir A, Afzal M, Hussain M, Gillani SA (2019). The Impact of Stress on Competency Among Nursing Students in Lahore, Pakistan.
- Shakurnia A, Alijani H, Khajeali N, NiakanKalhori SR (2015). Nursing students motivations and satisfaction, Do the motivation and satisfaction of nursing students change during their study years? *Nursing*, 13.
- Taştan SB, Davoudi SMM, Masalimova AR, Bersanov AS, Kurbanov RA, Boiarchuk AV, Pavlushin AA (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA J. Math. Sci. Technol. Educ.* 14(6), 2353-2366.
- Wilson K, Narayan A (2016). Relationships among individual task self-efficacy, self-regulated learning strategy use and academic performance in a computer-supported collaborative learning environment. *Educational Psychology*, 36(2), 236-253.
- Wlodkowski RJ, Ginsberg MB (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*: John Wiley & Sons