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The Correlation Between Nursing Students' Perceptions of the Nursing Profession and Their Motivation to Continue Nursing Professional Education

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ABSTRACT

Completing nursing professional education has become a requirement for working as a clinician in a hospital. Unfortunately, many students were not motivated to pursue nursing professional education due to their negative perceptions about the nursing profession. This study aims to determine the correlation between students' perceptions of the nursing profession and their motivation to continue nursing professional education in the eighth semester at Universitas Muhammadiyah Lamongan. This study employed a cross-sectional design, utilizing a simple random sampling technique, which yielded 114 respondents. This study was conducted in February 2020. The independent variable was students' perceptions of the nursing profession, and the dependent variable was students' motivation to continue nursing professional education. The instrument used for both variables was a closed questionnaire. The data was analyzed univariately and bivariately. The Spearman's rank correlation test was used for bivariate analysis. The results indicated that the majority of students' perceptions fell into the good category (71 students, 62.3%), while the motivation was categorized as moderate (59 students, 51.8%). On the other hand, Spearman's rank correlation test yielded a p-value of 0.000, indicating a significant correlation between students' perceptions of the nursing profession and their motivation to pursue nursing professional education. Based on the results of this study, it is hoped that students will gain a deeper understanding of the nursing profession by seeking practical experience and participating in training, thereby becoming more motivated to continue their nursing education.

Keywords: Perception, Motivation, Nursing professional education

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Introduction

Motivation is an effort to increase activities to achieve goals (Atmaja, 2013). Motivation is a drive from physiological and psychological conditions within humans to perform activities to achieve a goal (Djaali, 2015). Perception, according to Notoatmojo (2012), is the cognitive process through which individuals understand information about their environment via their senses, and each individual may assign different meanings to that information. Perception is the process by which messages or information enter the human brain (Slameto, 2010).

According to data from 2017 at PSIK Universitas Jember, 52.6% of students had a negative perception of the nursing profession. Students who lacked motivation to pursue a career in nursing professional education accounted for 50.5% (Sari, Wijaya, & Purwandari, 2017). A previous study by Arum (2017) at Universitas Muhammadiyah Lamongan found that six students (40%) believed the nursing profession program was unnecessary because some job fields still did not require a professional degree.

An initial survey of undergraduate nursing students at Universitas Muhammadiyah Lamongan revealed that 126 out of 133 students (94.67%) were enrolled in the nursing professional education program. Some students who did not continue their nursing professional education were influenced by several factors, including the perception that nursing professional education was burdensome in terms of assignments, the desire to start working quickly, and the high cost. Continuing nursing professional education is a decision made by each student. Before taking a stance, one must first make a decision. Perception is an assessment of an object that will encourage a person to take a stance. Motivation must have a good perception to make a decision that is already believed (Handari, 2010).

Based on the above description, the author is interested in researching a problem regarding the correlation between nursing students' perceptions of the nursing profession and their motivation to continue nursing professional education in the eighth semester at Universitas Muhammadiyah Lamongan.

Methods

The study design used was an analytical correlation with a cross-sectional approach. The population in this study was all eighth-semester undergraduate nursing students at Universitas Muhammadiyah Lamongan, totaling 161 respondents. The sample in this study consisted of 114 respondents. The sampling technique used was simple random sampling. Data collection for this study used questionnaires. Univariate analysis was used to examine the frequency distribution and percentages, including those for gender and age. Bivariate analysis was employed to investigate the correlation between students' perceptions of nursing professional education and their motivation

to pursue further nursing professional education, as assessed by Spearman's rank correlation test using SPSS for Windows.

Results and Discussions

1. Findings

a. Univariate Analysis

Based on the results of univariate data analysis, the following data were obtained:

Table 1 Distribution of Students by Gender in the Eighth Semester of the Undergraduate Nursing Students, Faculty of Health Sciences, Universitas Muhammadiyah Lamongan

No.	Gender	Frequency	Percentage (%)
1	Male	24	21.1
2	Female	90	78.9
Total		114	100.0

Table 1 above shows that almost all students were female, totaling 90 students (78.9%), while a small number of male students made up 24 students (21.1%).

Table 2 Distribution of Students Based on Age in the Eighth Semester of the Undergraduate Nursing Students

No.	Age	Frequency	Percentage (%)
1	20 years	8	7%
2	21 years	58	50.9%
3	22 years	41	36%
4	23 years	7	6.1%
Total		114	100.0%

Based on Table 2 above, the majority of students were 21 years old, with 58 students (50.9%), while a small number of students were 23 years old, comprising seven students (6.1%).

b. Bivariate Analysis

Based on the results of bivariate data analysis, the following data was obtained:

Table 3 Distribution of Student Perceptions of the Nursing Profession in the Eighth Semester of the Undergraduate Nursing Students

No.	Level of Perception	Frequency	Percentage (%)
1.	Good	71	62.3%
2.	Fair	42	36.8%
3.	Poor	1	0.9%
	Total	114	100%

Based on Table 3, it can be perceived that more than half of the students had a good perception of 71 students (62.3%), and almost half of the students had a fair perception of 42 students (36.8%), and one student had a poor perception (0.9%).

Table 4 Distribution of Motivation to Continue Nursing Professional Education in the Eighth Semester of the Undergraduate Nursing Students

No.	Level of Motivation	Frequency	Percentage (%)
1.	High	54	47.4%
2.	Moderate	59	51.8%
3.	Low	1	0.9%
	Total	114	100%

Based on Table 4, it can be perceived that more than half of the students (59, 51.8%) had moderate motivation. Almost half of the students had high motivation, comprising 54 students (47.4%), and one student had low motivation (0.9%).

Table 5 The Correlation between Students' Perceptions of Nursing Profession and Their Motivation to Continue Nursing Professional Education in the Eighth Semester of the Undergraduate Nursing Students

Perception	Motivation						Total	
	High		Moderate		Low			
	∑	%	∑	%	∑	%	∑	%
Good	50	70.4	21	29.6	0	0	71	100
Fair	4	9.5	37	88.1	1	2.4	42	100
Poor	0	0	1	100	0	0	1	100
Total	54	47.4	59	51.8	1	0.9	114	100
Spearman's rank correlation test r=0.597 (p=0.000)								

Based on Table 5, which shows the cross-tabulation of students' perceptions of nursing professional education and their motivation to continue the education, 70.4% of respondents had

a good perception of high motivation, respondents with a good perception and moderate motivation accounted for (29.6%), respondents with a fair perception and high motivation accounted for (9.5%), respondents with a fair perception and moderate motivation accounted for (88.1%), respondents with a fair perception and low motivation accounted for (2.4%), and respondents with a poor perception and moderate motivation accounted for (100%).

The significance of these two variables was tested using Spearman's rank correlation test showed a significant value of $p=0.000$ ($p<0.05$), which means that H0 is rejected, meaning that there was a correlation between students' perceptions of the nursing profession and their motivation to continue nursing professional education, with a moderate level of correlation with a value of $r = 0.597$.

2. Discussion

a. Students' Perceptions of Nursing Profession

Table 3 above shows that more than half of the students had a positive perception, namely 71 students (62.3%). This indicates that students already possess a solid understanding of the nursing profession. Students' knowledge can significantly influence their perceptions of the nursing profession; therefore, possessing sound knowledge tends to yield positive perceptions.

Perception is an individual's experience of an object or event, which is reflected in their perspective on the object or event being observed (Abrianti, 2015). According to research conducted by Sulistiawan (2016), values and beliefs about a profession are derived from established perceptions, which in turn foster personal commitment from students toward the nursing profession.

The results of the researcher's study indicate that most students have a positive perception of the nursing profession, viewing nurses as noble, hardworking, and resilient individuals who are intelligent and creative. They also consider nurses to be an important part of the healthcare team and do not view them as merely assistants to doctors.

b. Motivation to Continue Nursing Professional Education

Table 4 above shows that more than half of the students had moderate motivation, with 59 students (51.8%) falling into this category. This means that from the beginning, students already have a greater curiosity and desire to gain knowledge and experience as they participate in education for their future. Motivation is defined as the internal drive within an individual to strive for better behavioral changes in meeting their needs (Silaban, 2016).

Student motivation has a significant influence on the quality of their work and future work-related stress. If students have high motivation, their work quality will likely be good, and their work-related stress will be mild, or they will not feel overwhelmed (Suratmi & Satria, 2015).

A previous study conducted by Retno (2018) states that motivation can arise from students who have goals that align with their conscience when participating in the learning process. When students perceive the nursing program as a top priority, they will be motivated to pursue it.

According to research results, most students had moderate motivation to continue their nursing professional education. Students consider cost to be a factor, but on the other hand, they also want to have more knowledge than what is provided by undergraduate programs.

c. Correlation between Students' Perceptions of the Nursing Profession and Motivation to Continue Nursing Education

Table 5 shows that most students had a positive perception of high motivation (70.4%). This indicates a correlation between students' perceptions and their motivation. This can be reinforced by the results of the Spearman's rank correlation tests showed significant value of $p=0.000$ ($p<0.05$), which means that H0 is rejected, meaning that there is a correlation between students' perceptions of the nursing profession and their motivation to continue nursing professional education, with a moderate level of correlation with a value of $r = 0.597$.

Perception is the result of a process of adaptation and thinking through the senses, which influences a person's behavior and thought. The key to understanding perception lies in recognizing that perception is a unique interpretation of a situation rather than an accurate record of it (Wahyudi, 2010). Perception is one of the factors that has a significant correlation with motivation (Robbins, 2014). This is supported by Tseng's (2013) research, which explains that the factors shaping students' perceptions of the nursing profession are influenced by their understanding of the profession, the experiences of others, and their own experiences during nursing practice. Their clinical experience is a significant factor in their perception of the nursing profession.

A student with a good understanding of the nursing profession will be highly motivated to enroll in a nursing professional education, and conversely, if the student has insufficient knowledge and experience, it will create a negative perception that will also lead to low motivation.

Conclusion

Based on the results of the research and discussion, it can be concluded that from the analysis of the characteristics of the respondents, the majority were female, aged 21-22 years, and correlation was found between students' perceptions of nursing profession and their motivation to continue nursing professional education.

It is hoped that this study will contribute to the knowledge base, particularly regarding students' perceptions of the nursing profession and their motivation to pursue further nursing professional

education. In addition, it is hoped that students will participate in the learning process as fully as possible and seek as much experience as possible during practice, thereby minimizing their lack of knowledge and experience. For future researchers, the results of this study can serve as a reference for conducting future research. It is hoped that other variables or factors related to student motivation for pursuing nursing professional education will be explored, such as cost factors and employment opportunities.

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