

# Factors Affecting Nursing Students' Motivation to Success and Its Relation to Their Satisfaction and Retention in Bachelor Nursing Program

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## Abstract

Baccalaureate nursing programs are under increased pressure to graduate greater numbers of students to meet the demands of the nurse workforce of the future. Motivation plays an invaluable part for the explanation of causes of behavior, predicting effects of actions, and directing behavior to achieve goals. Student motivation is an essential element that is necessary for quality education. Baccalaureate nursing students who are unsuccessful in their nursing program wastes faculty and student time and drain university resources. The motivational field is an area needs further investigation because of enhancing student motivation to continue and progress is a key aspect to accomplishing future academic outcomes. Therefore, the current study aims to identify factors that affecting nursing students' motivation to success and its relation with their satisfaction and retention. A descriptive correlation design was used in this study. The study was conducted at Faculty of Nursing at King Khalid University, Saudi Arabia. The total number of students who participated in the study was 144 students from different academic levels except level three. Four tools were used for data collection namely: Nursing Student Learning Motivation Scale (NSLMS), Nursing Students Professional Satisfaction (NSPS), Nursing students' Retention Questionnaire (NSRQ), and Open-ended Questionnaire. A major finding of this study there was a statistical positive relation between nursing students' motivational factors and their retention in bachelor program. And majority of students reported that most intrinsic motivational factors is interesting and indispensable nursing profession and they reported that willingness to work with those who will motivate them and enthusiasm of the class on the whole as extrinsic motivational factors. And the majority of students' not satisfied with clinical experience Also, the common obstacles affecting nursing students' retention in their program was a financial resource is not adequate & and followed by not enthusiasm of the class on the whole and no academic preparation to succeed in the nursing program. It is recommended that developing strategies that enhance nursing students' motivation to success in bachelor program and improving satisfaction for clinical experiences.

**Keywords:** Nursing education, Nursing students, Bachelor of Science in Nursing , Motivation factors, Students' satisfaction, Grade Point Average, Students' retention

## Introduction

Nursing education has a significant impact on the knowledge and competencies of nurses health care providers. Nurses with Bachelor of Science in Nursing (BSN) degrees are enabled to meet various patients' needs; function as leaders; and advance science that benefits patients and the capacity of health professionals to deliver safe, quality patient care (Skuladottir & Svavarsdottir, 2016). Nursing education provides students with fundamental knowledge, skills, and attitudes about nursing care, and this education is a combination of theoretical and practical learning experiences. The aim of nursing education is to provide individuals with skills and knowledge with the ability to afford high-quality nursing care (Kol& Ince,2018)

Nursing programs aim to prepare nurses who are able to deliver safe and high quality care and would be able to adapt to the evolving environments of practice. Nursing pedagogues endeavor to expose the students to various learning experiences to make sure that they receive their information through multiple channels and would have access to the best available evidence (Fawaz et al.,2018). The educational environment, which includes physical, psychosocial, cognitive, cultural, emotional, and educational facets, has become important to understand students' motivational beliefs and career choices (Fang et al.,2018).

Student motivation is an essential element that is necessary for quality education. Motivation plays a major role in students' academic work and in their achievement. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in learning process(Imanipour et al., 2015). Nursing is a challenging career and attaining this goal requires strong motivation to complete the requirements, graduate from a nursing program. Nursing undergraduates are the major source of new nurses, and acquainting their career motivations will be significant to retain them in nursing(Parlett,2012).

Motivation is defined as a process that influences one's choice of and continuance in particular behaviors.

Student motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something such as a need or desire that causes a person or student to act and the expenditure of effort to accomplish results. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class(**Parlett,2012**).

Students' motivation in learning usually classified as either intrinsic or extrinsic(**Rose, 2011**). Extrinsic motivation refers to the degree to which the students perceive themselves to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition It involves the performance of an action that is not for the intrinsic satisfaction derived from the action, but for the outside rewards, such as compliments and grades, both of which are unrelated to the act of learning(**Pence,2011**).

As well as extrinsically motivated students are influenced by external rewards and focus on completion of courses (**Asikainen et al.,2013**). On the other hand, intrinsically motivated students are interested in the subject area and the motivation reflect personal goals and leads to deep approach to learning. The tasks of intrinsic value that are involved are important to students because they are fun, interactive, and provide interesting activities that keep students motivated (**Parlett,2012**).

The success of academic achievement for college students primarily depends on their personal motivational skills and their satisfaction. It is important to note that student satisfaction in general is of tremendous interest to colleges and universities as it is connected to student retention, program completion, grade point average, and preparation for future employment (**Admi et al.,2018**). High quality teaching and academic preparation are linked to increased student satisfaction & retention. Student retention has become an issue of increasing concern for higher education institutions (**Schreiner, 2009**).

Nursing student retention is related to the educational institution, as well as individual student characteristics and educational processes. Academic performance also is a contributing factor to academic retention and success(**Seago et al., 2008**). Nursing students are likely to encounter unique challenges early in the rigorous nursing training, which may influence the decision of students to persist, fail, drop out, or withdraw from the nursing program. Institutions often assess student success through a variety of metrics that address academic achievement, student engagement, and retention(**Jeffreys,2004**).

Nursing student academic failure is a phenomenon of growing international interest. not only because of its economic impact but also because it negatively affects the availability of future nurses in different healthcare systems (**Eick et al., 2012**). An open challenge for universities recruit students who have previously demonstrated superior scholastic aptitudes as high final grades in upper secondary schools or higher pre nursing grade point averages that seem to be associated with a greater likelihood of academic success (**Loreto et al., 2013**).

Understanding what type of motivation of students use throughout their nursing program can be beneficial to educators in assisting the student through the challenges of their nursing education. In addition, educators must have a good appreciation of the different motivational patterns that the individual student may possess to understand the relationship between various motivational patterns and the successful completion of a nursing degree. Motivation is typically classified as either intrinsic or extrinsic (**Gambino, 2010**).

Nurse educators and administrators have the ability to measure student motivation upon entering the nursing program and throughout the nursing program using a variety of valid instruments that can determine the students' motivation preference both extrinsic and intrinsic. There are many factors that motivate individuals toward their goal of completing a degree in nursing and toward their goal to become a nurse. Nurse educators need to identify the motivating factors that encourage positive outcomes for students and thus help increase retention among nursing students (**Rose, 2011**).

Through various motivational theories, learning strategies can be improved to advance the quality of prerequisite and nursing education with the positive outcome of producing nurses who can better serve their communities (**Parlett, 2012**). Strategies for fostering student success have included early identification of students most at risk for failure and development and implementation of interventions to support these students. The assessment of motivation early in the program might identify areas of weaknesses to direct remediation and counseling efforts(**Pence, 2011**).

### **Significant of the study**

The motivational field is an area needs further investigation because of the evolving educational environment and technology facing students. Enhancing student motivation to continue and progress is a key aspect to accomplishing the tasks at hand as well as future academic outcomes. Baccalaureate nursing students who are unsuccessful in their nursing program wastes faculty and student time and drain university resources. The high costs were associated with students failing out of a nursing program(**Peterson,2009**). The results of this study may help instructors and students to understand what motivational concepts and skills are necessary to maintain retention and academic achievement in a college of nursing program. Nurse educators need to identify the

motivating factors that encourage positive outcomes for students and thus help to increase retention among nursing students. It is essential, however, to consider how a student's motivation liking plays a role in success for completion of a nursing program.

### **Research questions:**

The specific research questions in the present study are:

1. What are factors that motivate nursing students to success in bachelor nursing program?
2. What is the relationship between the variables of factors motivate nursing students to success, satisfaction, and retention in bachelor nursing program?

### **Aim of the study:**

The aim of the study was to determine factors that affecting nursing students' motivation to success and its relation with their satisfaction and retention in bachelor nursing program.

### **Subjects and Methods**

#### **Design**

A descriptive correlation design was used in carrying out this study.

#### **Setting**

The study was conducted at Faculty of Nursing, King Khalid University, Saudi Arabia. The Faculty of Nursing was established in 2008, and developed as a traditional comprehensive governmental institution. It included the mentioned teaching nursing departments; Medical-surgical nursing, Pediatric nursing, Obstetrics nursing, Primary nursing, Psychiatric nursing, Community nursing, and Nursing administration. In the last few years, Faculty of Nursing- King Khalid University follow accredit hours policy.

#### **Sample**

All nursing students, enrolled in the Faculty of Nursing from five levels of academic year, fourth, fifth, sixth, seventh, and eighth at the time of the study of the academic year 2017-2018 were included in the study. In the present study excluded the first year because in this year of undergraduate program, the students are expected to study and get qualified in the same subjects. But in the second year, the students have different specified subjects according to represented disciplines (e.g. Nursing, Medicine, Pharmacology, etc.) It comprised of 35 nursing students from fourth level, 25 nursing students from level five, 29 nursing students from level six, 22 nursing students from level seven and 33 nursing students from level eight.

#### **Tools of data collection**

Four tools were used for data collection, namely; Nursing Student Learning Motivation Scale (NSLMS), Nursing Students Professional Satisfaction (NSPS), Nursing students' Retention Questionnaire (NSRQ), and Open-ended Questionnaire

#### **1.Nursing Student Learning Motivation Scale (NSLMS).**

This scale consists of two parts: **First Part:** It includes the demographic data of the students as students' name, age, educational level and academic year.

**Second part** is Nursing Student Learning Motivation Scale (NSLMS). It was developed by **Acat & Demiral (2002)** to determine motivation regarding learning purposes at the onset of the study. This was comprised of three sub-scales with a view to determining intrinsic, negative, and extrinsic motivations. Intrinsic motivational scale includes 16 statements that describe internal motivational factors. Negative motivational scale includes 7 statements and extrinsic motivational scale includes 14 statements. The response used a five-point Likert Scale that ranged from 1 to 5 (1=strongly disagree) to (5= strongly agree).

#### **2.Nursing Students Professional Satisfaction (NSPS) Questionnaire**

It was developed by **Admi et al (2018)** to measure nursing student satisfaction. It consists of 21 items and is divided into 3 sections: satisfaction with nursing studies (9 items), with the clinical experience (5 items) and with the choice of nursing profession (7 items). The response used a five-point Likert Scale that ranged from (least satisfied-1, to most satisfied-5) .

#### **3.Nursing students' Retention Questionnaire (NSRQ)**

It was adopted by **Cowin,(2002 )** and includes six items. Four of them are positive items that indicate graduate nurses intended to stay at program and the other two are negative items that indicate their intended to leave the program. The response used a five-point Likert Scale that ranged from 1 to 5 (1=strongly agree) to (5= strongly disagree).

#### **4. Open-ended Questionnaire**

It was developed by the researchers to identify the obstacles affecting nursing students' success and retention in bachelor nursing program.

**Scoring system** for determining nursing students' motivation and satisfaction based on **El-shaer, 2002** as follows:

Low : 0-49%

Moderate : 50-75%

*High* : > 75%

### Methods of Data Collection

An official agreement was obtained from the Dean of the Faculty of Nursing, at King Khalid University to collect the necessary data and students accepted to participate in this study. The questionnaire was translated into Arabic and internal consistency reliability of the Nursing Student Learning Motivation Scale (NSLMLS) was assessed using coefficient alpha. Pilot study was carried out on 15 students selected randomly from the different academic levels to check and ensure the clarity of the Arabic questionnaire, identify obstacles and problems that may be encountered during data collection. Data were collected from nursing students at the Faculty of Nursing, at King Khalid University to identify obstacles affecting nursing students' success in bachelor nursing program. The data collection took a period of three months, starts April 2017.

### Statistical analysis

The collected data were organized, tabulated and statistically analyzed using SPSS software statistical computer package version 19. Data summarized using mean and standard deviation for numerical variables.

### Results

**Table (1) Mean and standard deviation of factors affecting nursing students' motivation to Success in different academic levels (n=144)**

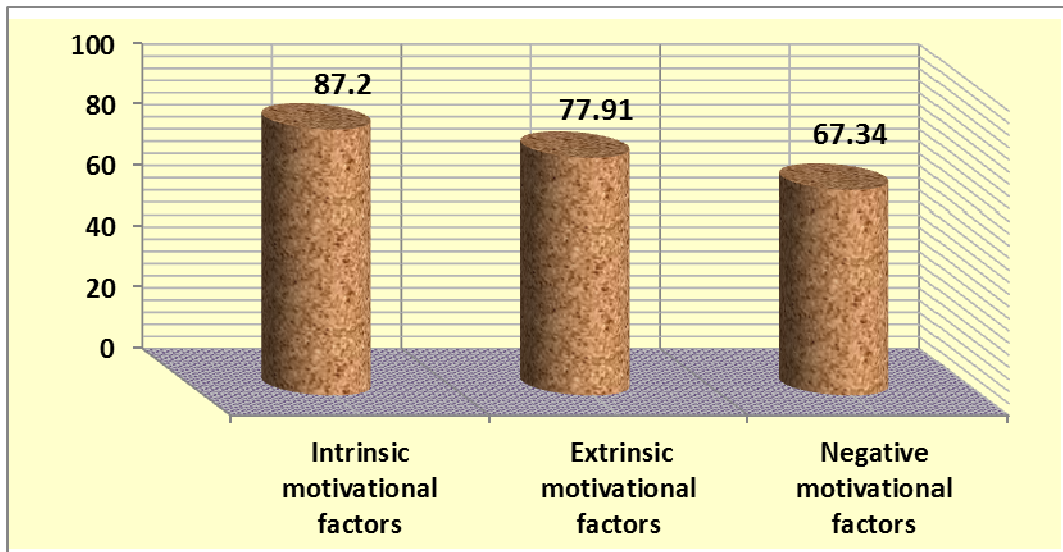
Factors	Fourth level Mean±Sd	Fifth level Mean±Sd	Six level Mean±Sd	Seven level Mean±Sd	Eight level Mean±Sd	F p value
<b>Intrinsic motivational</b>	68.500±7.720	70.181±6.934	70.904±7.354	71.705±6.327	67.125±7.231	116.597 .000
<b>Extrinsic motivational</b>	53.625±3.997	53.787±8.123	55.333±9.079	54.382±6.706	56.333±6.558	94.457 .000
<b>Negative motivational</b>	25.250±2.527	23.242±5.184	20.857±3.305	23.235±4.880	24.625±3.842	65.317 .000
<b>Total motivation</b>	<b>147.375±10.471</b>	<b>147.212±14.955</b>	<b>147.095±16.822</b>	<b>149.323±11.180</b>	<b>148.083±12.531</b>	<b>136.798 .000</b>

Table (1) shows mean and standard deviation of factors affecting nursing students' motivation to success in different academic levels. In this table showed the highest mean score for intrinsic motivational factors to success were 71.705 mean score for seven academic level. As regards for extrinsic motivational factors highest mean score were 56.33 mean score for academic level eight. while the highest means score were 25.250 mean score for negative motivation for academic level fourth.

**Table (2) Mean and standard deviation of students' perception regarding satisfaction and retention(n=144)**

Satisfaction	Fourth level Mean±Sd	Fifth level Mean±Sd	Six level Mean±Sd	Seven level Mean±Sd	Eight level Mean±Sd	F P value
<b>Choice nursing profession</b>	23.437±3.232	20.484±3.231	22.952±3.308	21.882±3.226	24.833±2.615	78.790 .000
<b>Nursing studies</b>	29.406±5.351	28.727±3.7188	25.238±2.300	28.823±3.343	27.500±2.948	84.898 .000
<b>Clinical experience</b>	10.156±1.815	11.727±3.883	11.428±4.653	11.117±3.409	9.916±1.501	40.023 .000
<b>Students' satisfaction</b>	<b>63.000±4.340</b>	<b>60.939±5.302</b>	<b>59.619±5.634</b>	<b>61.823±3.927</b>	<b>62.250±4.214</b>	<b>156.161 .000</b>
<b>Students' Retention</b>	<b>20.125±2.720</b>	<b>18.848±4.637</b>	<b>17.809±3.802</b>	<b>19.588±3.822</b>	<b>19.833±5.239</b>	<b>56.527 .000</b>

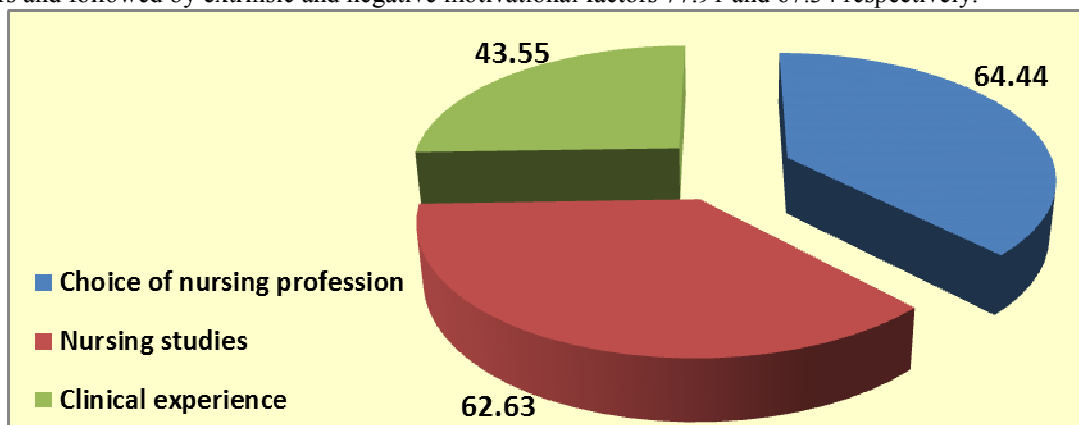
Table (2) shows mean and standard deviation of nursing students' perception regarding satisfaction and Retention. In this table showed the highest total satisfaction were 63.001 mean score for academic level four. In this table observe highest mean score was 20.125 reported by nursing students for retention those who enrolled in level four and followed by 19.588 and 19.833 for academic seventh and eighth respectively. As regard to satisfaction for nursing studies the highest mean score was 29.406 reported by students in academic four. While the lowest mean score was 9.916 for satisfaction related to clinical experience for student enrolled in level eight.



\* Percentages are calculated relative to maximum score .

**Figure (1) Percentage of nursing students' perception regarding motivational factors**

In figure (1) shows the highest percentage was 87.2 reported by nursing student for intrinsic motivational factors and followed by extrinsic and negative motivational factors 77.91 and 67.34 respectively.



\* Percentages are calculated relative to maximum score .

**Figure (2) Percentage of nursing students' perception regarding satisfaction.**

In figure (2) shows percentage of nursing students' perception regarding satisfaction. It was observed the highest percentage was 64.44 reported by nursing student for choice nursing profession satisfaction and followed by nursing studies and clinical experience satisfaction 62.63 and 43.55 respectively.

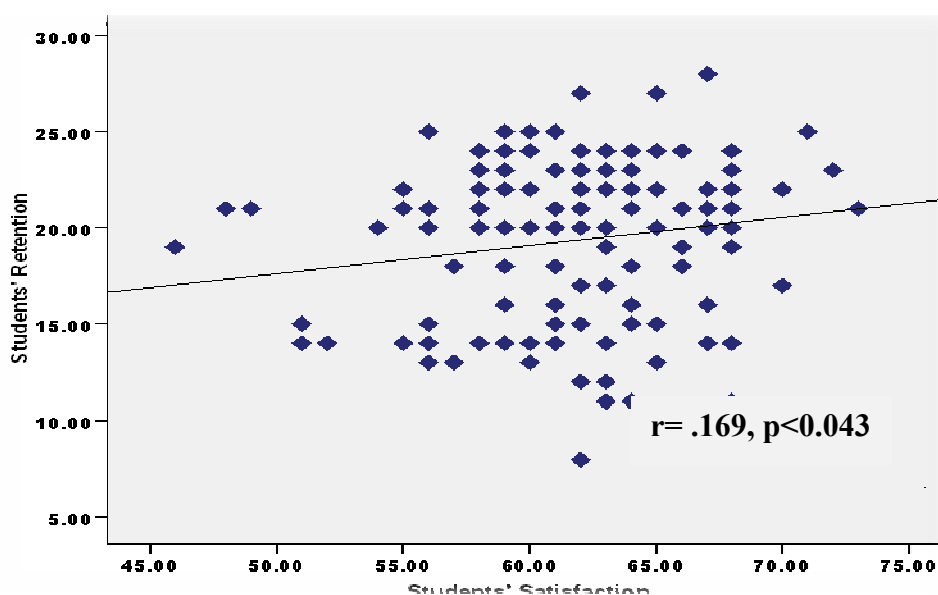
**Table3:Relationship between nursing students' motivation to success and satisfaction and retention in nursing program**

Factors	Students' Retention		Students' Satisfaction	
	r	p	r	p
Extrinsic motivation	.633*	.040	-.075	.371
Intrinsic motivation	-.213*	.011	.035	.673
Negative motivation	.529**	.000	.060	.477
<b>Total motivational factors</b>	<b>.339**</b>	<b>.000</b>	<b>-.001</b>	<b>.995</b>

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 3 reveals there were a significant correlation between all components of motivation factors and nursing students' retention ( $r = .339, p < 0.001$ ). The table also shows motivational factors were not significantly correlated with students' satisfaction.



**Figure 3. Correlation between nursing students' satisfaction and retention in nursing program**

Figure 3 shows that there was statistically significant positive correlation between nursing students' satisfaction and retention in nursing program ( $r = .169, p < 0.05$ ). This indicates that increase in satisfaction as viewed by nursing students resulted in better retention in the education program.

**Table (4) Number and percentage of obstacles affecting on nursing students' motivation to success in bachelor nursing program**

Obstacles	No	%
Work with those who will not motivate others	133	92.36
Not interesting of the subject, materials and the field	128	88.89
There is not enthusiasm of the class on the whole	139	96.53
Teaching & learning process not fulfillment of expectations	123	85.42
Financial resources are not adequate	141	97.92
No academic preparation to succeed in the nursing program	137	95.14
Negative interactions with the faculty educators	130	90.28
Not support from my family	134	93.06
Not sufficient tutoring service to student support	126	87.5
Not get an excellent grade	122	84.72

Table (4) shows the highest percentage was 97.92 reported by nursing students for financial resources are not adequate as the obstacle for motivating nursing students and followed by 96.53 and 95.14 for There is not enthusiasm of the class on the whole and No academic preparation to succeed in the nursing program respectively. While the lowest percent was 84.72 reported for not get an excellent grade.

### Discussion

In recent years, increase in nursing educational institutions has been occurred because of the expanding interest of nurses in national and international market. The purpose of nursing education is to develop nurses by equipping them with the necessary knowledge, attitude and skill to perform their duties efficiently (Prabha et al., 2016). Bachelor nursing program aims to develop competent graduate nurses who capable of delivering high-quality nursing care and to equip future nursing professionals with the skills and competencies required to meet professional standards of practice (Skúladottir & Svavarsdottir, 2016).

The retention of students in college programs has been an ongoing issue for many universities, big and small alike; specially nursing is not an exception. Nursing student's retention and recruitment continue to be a challenge for nurse educators and the attrition of student nurses is a major problem. Furthermore, there is existing evidence that suggests successful outcomes are highly correlated to a person who has a strong match between his or her motivation and interests and external demands, such as the demands of nursing school (Rose, 2011)

There are many factors that impact retention rates and success for nursing programs. Oftentimes, factors such as intelligence, socioeconomic issues, and personal issues play a role in the success of nursing students. It is essential however to consider how a student's motivation preference plays a role in their success for completion

of a nursing program(Rose,2011).The present study was conducted to identify factors that affecting nursing students' motivation to success in bachelor nursing program.

Understanding what motivates the student not only for learning but also for entering the nursing profession may provide educators insight and strategies for retaining those students (McLaughlin et al., 2010). In addition retention strategies focusing on motivation should accommodate to nursing student in nursing programs continues to enroll an ever changing student population (Gambino, 2010). The question of what motivates student behavior and more specifically what type of motivation toward academic achievement is one area that has been of interest. As well as (Raman,(2013) found that motivation predicted academic success.

Motivation is typically classified as either intrinsic or extrinsic. Intrinsic motivation is motivation that engages students for their own sake (Vansteenkiste, et al., 2006).As regards to intrinsic motivational factors, findings of the present study revealed the majority of students emphasized the importance of self-realization and learn new information & skills are the important factors to motivate them to success in nursing program. This may be contributed to those students who are intrinsically motivated view learning as opportunities to satisfy their own inquisitiveness and their own desire for knowledge. In comparison study done by Bengtsson & Ohlsson, (2010) found extrinsically motivated students strive to satisfy others, such as good grades to please a parent, or work on tasks because they believe it will result in a desired external reward such as earning money.

Intrinsic motivation is maintained only when students feel competent and self-determined (Parlett,2012). As hypothesized in the Walker et al., (2005) study, there was a positive correlation among intrinsic motivation, self-efficacy, and meaningful cognitive engagement. Even when the academic environment supports autonomy and competence, if a person is simply not interested in a particular learning activity, he or she will not likely be intrinsically motivated for engagement and thus may not be successful with regard to learning outcomes.

Intrinsic motivation is reflected in self-determination and effort. And Rose,(2011) found a positive relationship between self-efficacy and academic success. As well as. Moller et al.,(2006) report a positive relationship between achievements and self-concepts .General Self-esteem was found to influence students' ability to perform academically, and therefore, high general SE was seen to be a factor in student success. However, (Lucio et al., 2012)found a positive relationship between self-efficacy and academic success.

According Vansteenkiste et al.,(2006)have shown that there is an overall enhanced learning outcome resulting from intrinsic motivation, such as more interest, excitement, confidence, enhanced performance, persistence, creativity, self-esteem, and general well-being. While Lepper et al., (2005) demonstrated positive correlations between intrinsic motivation and student's grades and standardized test scores and a negative correlation between extrinsic motivation and academic outcomes. Gambino, (2010) conducted a study that offers insight into the motivation for entry into the nursing profession, and although students oftentimes are motivated to enter nursing for the altruistic reasons of caring for another person and the desire for human contact, there is also evidence that suggests extrinsic motivation is a strong driving force for choosing nursing as a career.

Besides Freitas et al.,(2011) using Maslow's hierarchy of needs as a framework for factors contributing to successful and facilitators to successful academic performance in a nursing program. Through identification of these factors, faculty, administrators, and students can implement plans to facilitate success of students in their respective nursing programs. As strategies to promote retention are explored, identifying at risk factors for students becomes imperative for providing direction to develop programs that facilitate academic success. The expectations of students and educators refer to the belief in how well they will accomplish a task. Their values refer to the incentives and reasons for achieving academic and teaching success(Parlett,2012).

Findings of the present study revealed that interactions with the nursing faculty and supportive from family and faculty have a positive effect on their success in program. Students' academic and social support seeking behaviors were demonstrated to have an impact on both progression and attrition. And Parlett,(2012) found that US students with more social support from families, friends, university and community during their studies had better overall GPA. While Pittet al.,(2012) emphasized teachers' roles play an important part on students' success through modeling and direct reinforcement of students' efforts. The hope of becoming nurses at any level enables students to approach the designated nursing program along with its many challenges with a focus on success.

There are many external factors such as the complex healthcare environment, heavy workloads, and job insecurity which severely hinder nursing undergraduates' enthusiasm and motivation for choosing nursing as a lifetime career (Lyu et al., 2016). However, intrinsic factors including the significant value and fast development of nursing work, altruistic motivation, and interest, have been identified as being more influential. In nursing undergraduates, the educational environment had a relatively strong positive association with career motivation Therefore, schools and educators should attach more importance to the intrinsic career motivation of nursing undergraduates, encouraging them to be more optimistic, offering them a more supportive and professional educational environment, and providing guidance and career education to promote their career adaptability(Nesje, 2015).

Again the present study also shows there is a relationship between nursing students' retention and

satisfaction. This is agree with **Crombie et al., 2013**)who found nursing students' satisfaction have the greatest impact on student retention and added that the majority of nursing students are satisfied with their nursing education. This finding is consistent with **Milton-Wildey et al., 2014** findings who explained their decrease in satisfaction with the difficulties and lack of support in the clinical setting. Many other reasons were mentioned by **Abouelfetoh & Al Mumtin, 2015**) related to students' dissatisfaction in the clinical setting such as too short periods of practice; inadequate supervision from clinical preceptors, nurse teachers, ward managers and staff nurses; lack of individualized supervision; problematic evaluation processes; the quality of patient care on the ward; not being prepared for clinical practice; and the role of the nurse. Satisfaction with the choice of nursing as a profession varies among countries and might be explained by the status of the profession (**Lee et al., 2009**).

Student satisfaction is a quality measure of increasing importance in undergraduate programs, including nursing programs. students' perceptions of the educational environment rather than their perceptions of learning. Understanding how students determine satisfaction with learning is necessary to facilitate student learning across a range of educational contexts and meet the expectations of diverse stakeholders (**Smith et al 2018**). Student satisfaction with learning will be enhanced by the continued reduction of the workplace university divide. When students receive the grades they anticipate they are likely to be satisfied with their learning. **Svanum & Aigner (2011)** suggested that it is well established that course grades influence student satisfaction. They also suggest that receiving expected grades positively influences course effort and appears to be associated with optimism and aspiration to succeed implying receiving expected grades can potentially enhance future learning as well as satisfaction.

According to **Hamshire & Willgoss, (2012)** emphasized the importance of motivation to predict academic success and enhanced nursing practice. Therefore, **Lucio et al., (2012)** pointed to faulty support regarded as positive student–faculty relationships is very important to motivate students success. Nursing faculty who were committed to their role in educating varied ethnically/culturally nursing students was able to facilitate student success. This may be contributed to instructional support and a student–faculty relationship is the most part to enhance student learning somewhat by providing motivation (**Raman2013**). As well as **Pitt et al., (2012)** emphasized the important role of tutors in supporting them both clinically and academically. Providing opportunities for increased in-class support and interactions between nurse educators and students might motivate students to learn and persist in the program (**Pence,2011**).

Findings of the present study revealed the most obstacles affecting nursing students to success is lacking of financial resources. This is supported by **Freitas et al., (2011)** who emphasized student success may be facilitated by connecting students with the resources and support to address behaviors that are counterproductive. Early detection and intervention of untoward behaviors by educators are integral in facilitating student retention and subsequent progression in the program. Because of the pervasive use of external incentives both to stimulate achievement of certain learning standards and to promote task completion is important for success (**Rose,2011**).

According to **Childs et al., (2004)** identified four obstacles that often influence academic success among baccalaureate nursing students include feelings of alienation, lack of academic preparation, financial problems, and the faculty and institution's commitment to retaining students from diverse cultural backgrounds. To improve the retention and graduation rates of nursing students. They assert that an educational environment conducive to learning for all students needs to exist.

Recently the number of students graduating from nursing programs has been insufficient to replace nurses leaving the workforce. At the same time, the number of students interested in pursuing a baccalaureate nursing education has outpaced the number of positions available for entry into these academic programs. While there have been concerted efforts by nursing educators to identify factors that predict a student's ability to succeed in a baccalaureate nursing education program (**Peterson, (2009)**). The number of BSN graduates will need to increase to meet this nation's future demands for a highly educated nurse workforce. As a result, baccalaureate nursing programs are under increased pressure to produce more graduates.

### Conclusions and Recommendations

In the present study a descriptive correlation study set out to examine King Khalid nursing students' motivational factors to success in bachelor nursing program. Findings of the present study concluded all educational organizations must be working to develop programs for effective motivation and retention nursing students in bachelor nursing program and to promote the profession and reward the best performance.

Based on the results of the present study, the following recommendations are suggested:

- Facilitating and supportive programs of nursing students.
- Developing preparation program for new nursing students enrolled in bachelor program to motivate success
- Developing strategies that enhance nursing students' motivation and retention and also constructing and maintaining a work environment that is supportive.
- Designing educational approaches to support the role transition of graduate nurses clinical field.



- Additional research to identify motivational factors and strategies to promote student's success
- Nurse academics and universities with an additional framework for understanding student satisfaction with undergraduate nursing programs and suggests where additional strategies to enhance satisfaction and retention
- This study should be replicated in other faculties of nursing to in Saudi Arabia.

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