# Learning Motivation and Self-Rated Anxiety: Nurse Interns' perspectives

**Hamida Ahmed Mustafa Darweesh** [1], **Neama F. Kamel** [2], **Ayah Shaban Abd-ElFattah Abd-ElRasoul**[3]

(1,3) lecturer of Nursing Education, Faculty of Nursing, Alexandria University.

(2) Assistant professor of Psychiatric and Mental health Nursing, Alexandria University.

## Abstract

**Background:** Internship nursing students may go through many stressful experiences due to the acceleration of field experience and assignment to many roles and workload; however, they have limited clinical preparation. Therefore, this period is considered a stressful, tense, and demanding time of nursing practice. **Aim:** The study aimed to assess learning motivation and self-rated anxiety among nursing interns. **Design:** a descriptive correlational research design was used to conduct this study. Setting: This study was conducted at four governmental hospitals in Alexandria, Egypt, namely; El Shatby, Somoha, El Merey, and Nariman hospitals. **Sample:** a convenience sample of all nursing interns who enrolled in the internship year 2017-2018, 272 comprised the study subjects. **Tool:** An electronic triple-section questionnaire was used for collecting the necessary data in the current study, the First section; interns' personal data, the Second section; the Self-Rated Anxiety Scale (SRAS), and the third section; Nursing interns' Learning Motivation Scale (NILMS). **Results:** The results of this study showed that nursing interns perceived mostly low anxiety levels and high motivation levels. Hence, an inverse correlation between both can be seen. **Conclusion:** Anxiety is highly widespread among nursing students, dominantly in clinical settings due to many factors including; stressful environment and lack of experience. It is a normal response to unfamiliar and unknown experiences. In some cases, anxiety can be a power to enhance a nursing student's coping and learning motivation. However, it can also be a mute threat that may distress nurses' achievements and decrease their motivation levels without noticing it. **Recommendation:** In general, accordingly it is recommended that the psychological state and anxiety levels among nursing students be assessed as a priority issue in the healthcare system. It is also recommended to work on increasing the level of motivation to learn among internship students, as it contributes significantly to reducing their level of anxiety, especially in the first months of clinical practice.

**Keyword:** Self-rated Anxiety, Learning Motivation, Nursing Interns

## Introduction

Nursing interns are the graduates who have to pass the fifth field experience year to be employed as a registered nurse after the bachelor nursing program. Nursing education has to optimally get benefits from nursing interns in their clinical training. As a result, in this clinical training year, the nurse interns are assigned to a load and exhausting experiential learning under faculty directions and appraisal due to staff shortage (especially in Arabian countries) and dependency on the clinical training setting. Nursing interns are also expected to achieve work duties and responsibilities appropriately even though they still have limited knowledge, skills, and clinical experience. So, the internship year is full of exhausting clinical work, physical and psychological stress, and role adjustment. Internship time is considered a step of switching from academic work to reality and employment work raises a lot of distress and

suffering factors for nursing graduates. (Adjei, et al., 2016; Casey, et al, 2004; Abdel Kader & Abood, 2012).

On the other hand, those interns should have an adept emotional aptitude and calm psychological state to face these several disturbing and problematic field training. Additionally, they should be motivated to accomplish the academic goals of the internship period. But, they almost feel anxious and de-motivated toward clinical learning experiences. Therefore, they face a lot of problems and the quality of their performance is insufficient which may reflect negatively on patients' outcomes. Interns' learning motivation is a necessary variable to empower them in providing effective practice and obtaining needed learning experiences. Moreover, psychological steadiness such as decreasing their stress and anxiety is necessary for their success. (Dar, et al., 2014; Abdel Kader & Abood 2012, Toode, et al., 2014).

Nursing work experience, lack of training, patients' and families' needs, and adaptation abilities with the nursing interns are considered apparent factors to provoke anxiety and work stress. Anxiety is a feeling characterized by a displeasing state of inner emotional upset. Frequently, the person with anxiety has disturbed nervous actions, irritability, poor attention, physical health problems, and deprived thinking. It commonly comes with muscle tension, calms less, lack of concentration, and mental misperception. Moreover, job-related anxiety means a demanding emotion of restlessness, uneasiness, and worry during work. The nursing intern may experience anxiety at work because of any work risks, difficulties, or conflict situations, such as improper communication and lack of recognition, deficiency of support, and limited motivation. Additionally, workload, lack of skills or information, work errors, absenteeism, and academic rules are strong anticipated reasons for nurse interns' anxiety at work. (Green, & Whitfield, 2009; Jones et al., 2011)

Anxiety is a destructive motivational factor in learning that may interrupt academic work stability and acquire any new information or behaviors. Additionally, anxiety tends to disturb the interns' self-efficacy and to which extent they are able to understand and apply the required tasks. Hence, anxiety is a big obstacle for nurse interns' training effectiveness and the expected reason for their frustration, de-motivation, and work separation. Investigation of provoking and relieving factors that are affecting anxiety among nurse interns is mostly needed. The first factor that can decrease and dismiss this anxiety is the interns' motivation for learning and clinical application. (Abdel Kader & Abood 2012; Toode, et al., 2015; AbuRuz, 2014, Warr, et al., 1979).

Motivation is a requirement for improving performance. Motivation is the development of the person's strength, path, and perseverance of energy directed to attain the desired goal. It can enforce, satisfy and enhance a specific behavior. Accordingly, learning motivation during nurse interns' clinical nursing practice plays a vital role in their academic and training achievements. (Toode, et al., 2015, Lambrou, et al., 2010; Pinder, 2008; Dar, et al., 2014). Consistent with self-determination theory, and other related theories in education and work motivation, when the nursing interns are internally or externally motivated, they will be satisfied and do the best performance to keep this satisfaction. This will be represented in academic training or real work achievement. Learning motivation enhances the feeling of recognition, self-efficacy, and a sense of gratification. Generally, there are three categories of motivation styles: First, motivation which indicates stopping motives in any direction of action that can help in doing certain behaviors. Second; intrinsic motivation occurs once the individual does the desired behavior or specific conduct for his/her own favor and this produces a feeling of pleasure in doing it. The third is extrinsic motivation which refers to carrying out the behavior for instrumental explanations, like; incentives, promotion, rewarding statements, stopping punishments, and appreciation. Those features of external motivation, fortunately, improve one's self-esteem, self-value and enhance the person to accomplish their desired goal. These types of motivation depend on the degree of one's awareness, acknowledgment, or orientation to such motivation categories. Therefore, the nurse intern adhered (Intrinsically) to expert achievement, and adhered (extrinsically) to interesting and appreciated instructions and guidance. (Gagné et al., 2010; Toode, et al., 2015; Toode, et al., 2014; Abdel Kader & Abood 2012).

Another sorting of motivation types, in learning or work, are the five classes and described more deeply and in line with Gagne in 2010. The five types can be used with workers or students and they are; Motivation, Extrinsic Motivation, Intrinsic Motivation, Interjected Motivation and Identified Motivation. Motivation is the deficiency of motivation; consequently, the person carries out any task that leads to the cessation of behavior. Extrinsic motivation is the minimum self-identified type, and it involves actions of compliance for gaining external motives, such as rewards and having days off. Likewise, it includes management of workplace features that allow the person to work smoothly, for example; work cooperation and effective policies' orientation. Additionally, intrinsic motivation denotes that the person is

interesting and provides their own attention in task performance. It is the most required type for its significant impact on behavior attainment with self-pleasure and gratification. Therefore, nurse interns who are internally motivated will exhibit entertaining work execution. Moreover, interjected motivation is associated with all entities of the ego and persons' beliefs or values that depend on the task achievement. If the interjected type is high or low, depends on the nurse's own variable values and their relation with the job task. Nurses with a strong interjected motive, do excellent work to keep their good image and satisfy their values. The last motivation type is the identified motivation which is emphasizing the missions that are done to achieve personal needs, self-dignity, and improve one's own confidence because the person is aware of the importance of such missions. Therefore, these tasks can be pleasant or not, but they should be significant to the person to implement them. Nurse interns with high identified motivation type, essentially, penetrate for the tasks that aid them to accomplish their goals in life and are congruent with their demands. All those motivation types are observed clearly in work and should be identified and assessed to determine the level of employee nurses' motivation.(Gagné et al., 2010; Toode, et al., 2015; Toode, et al., 2014; Abdel Kader & Abood 2012; Lambrou, eat al., 2010; Pinder, 2008; Dar, et al., 2014).

For learning motivation, Tuan et al., 2005 described that there are many factors, evidently identified and discussed, that have positive and negative effects on the students' learning motivation. Those factors are; self-efficacy, active learning strategies, subject learning value, performance goal, achievement goal, and learning environment. Self-efficacy refers to a student's perception of his/her own ability to execute the required learning tasks in certain subjects. Active learning strategies describe the importance of the active role of the learner in the learning process using different teaching approaches to construct his/her own learning. Subject learning value refers to the extent to which the subject encourages the learner to build learning competencies such as; problem-solving competency, critical thinking abilities, and clinical judgment skills and allow the

students to use those abilities in reality. Performance goal denotes the learner's goal in the subject learning which is different from others. Achievement goal indicates the student's satisfaction when reaching competency and achieving the goal of learning. Learning environment refers to the surrounding circumstances during learning, including; teachers, peers, patients, and infrastructures that have a definite effect on the level of learner's motivation. Thus, motivation is a crucial element in nursing academic and clinical work, since it positively affects their skills acquisition and work performance. Motivation for learning or performing is an essential tool to repeat, modify and shape nursing interns' behaviors. (Tuan et al., 2005, Pintrich et al., 2003, Midgley et al., 1996, American Association for the Advancement of Science, 1993)

**Significance of the study:**

To maintain a nurse intern's work retention, loyalty, high-quality achievement, and satisfaction, they have to be motivated and at the same time they should have limited levels of anxiety. The nurse mentor or internship educator and supervisor, certainly, should manage and overcome any work surroundings that may provoke an intern's anxiety, and simultaneously, they should enhance and carry out any factors that can motivate the nursing interns during internship training. Organizational authorities with faculty's support have to work together to empower nursing interns' psychological stability and learning motivation to maintain and sustain nursing interns' work. Work motivation and self-rated anxiety are key professional concerns in nurse interns' work. The first issue should be enhanced and the second should be reduced. (Gagné et al., 2010; Toode, et al., 2015;Abdel Kader & Abood 2012; Lambrou, eat al., 2010; Dar, et al., 2014) Consequently, both should be explored and assessed to plan fit strategies for empowering learning motivation and decreasing anxiety for those nursing interns. Effective psychological work climate for nursing interns is highly necessitated. Therefore, the current study aims to assess self-rated anxiety and learning motivation levels among nursing interns and

determine the relationship between both in their field experience period

## Aim of the study:

The study aims to assess learning motivation and self-rated anxiety among nursing interns.

## Research question:

1. What are nursing interns' self-rated anxiety levels during the internship training period?

2. What are nursing interns' learning motivation levels during the internship training period?

3. What is the relation between nursing interns' self-rated anxiety and their learning motivation during the internship training period?

## Materials and method

### Materials

**Research design:** A descriptive research design was used in the current study. All nursing interns who were enrolled in the internship year 2017-2018 were assigned in the study sample.

**Settings:** This study was conducted at the internship enrolled four governmental hospitals in Alexandria, Egypt, namely; El Shateby, Somoha, El Merey, and Nariman hospitals

**Subjects:** A convenience sampling of 238 nursing interns agreed to participate in the study, from 378, excluding the students who refused to participate or did not fill the questionnaire and who were in the pilot sample. The minimal sample size estimated by the Epi info7 program 2017, was 220. They were registered for their internship year at four governmental hospitals in Alexandria, Egypt, namely; El Shateby, Somoha, El Merey, and Nariman hospitals.

## Tool of data collection:

### One tool will be used by the researcher for the purpose of data collection:

A triple-section questionnaire was used for collecting the necessary data in the current

study. The first section contained interns' personal data such as age, gender, residence, marital status, etc.). The second section contained the Self-Rated Anxiety scale (SRAS) which was developed by Healthcare Workers Care Network, in 2011 and the researchers adopted it to accomplish the study aim. It was developed to assess healthcare workers' anxiety during their work. This section included 10 statements about anxiety signs and symptoms and was designed in a form of a five-point Likert Scale: ranged from always = 5 to never = 1. The total score varies from10 from 50, in terms of low anxiety level= $10 \leq 23$, moderate anxiety level= $23 \leq 36$, and high anxiety level= $36 \leq 50$. The third section contained Nursing interns' Learning Motivation Scale (NILMS) which was developed by the researchers, based on the work of Tuan et al., in 2005, Gagné et al., 2010 and Toode et al., 2015, to assess nursing intern's learning motivation during their clinical training. This section comprised 55 statements about learning motivation types and factors. The learning motivation types that were included were; General motivation insight (3 statements), External motivation socially (3 statements), External motivation consequences (3 statements), Interjected Regulation (4 statements), Identified regulation (3 statements), and Intrinsic motivation (3 statements). For the learning motivation factors that were included were; Self-Efficacy (7 statements), Active Learning (8 statements), Training Learning Value (5 statements), Performance Goal (4 statements), Achievement Goal (5 statements), and Clinical Learning Environment (7 statements). It is represented in the form of a five-point Likert Scale: ranged from strongly agree = 5 to strongly disagree = 1. The total score ranges from 55 to 275, in terms of: low motivation level= $55 \leq 128$, moderate motivation level= $128 \leq 201$ and high motivation level= $201 \leq 275$.

## Method

An official permission to conduct the study was obtained from the ethics committee at Faculty of Nursing of the above-mentioned settings.

- The triple section questionnaire was checked for its content validity through a jury of five experts in Nursing Education, Nursing Management, and Psychiatric

nursing fields. Then, it was checked for reliability by Cronbach Alpha Reliability Test and got values ranging from 0.76 to 0.79 for sections two and three. The triple-section questionnaire forms, with the informed consent, were sent to nursing interns' academic emails and WhatsApp via in their faculty group.

● A pilot study was carried out using the triple section questionnaire on 25 nursing interns at the mentioned settings. The pilot sample was excluded from the study sample, and all modifications were done

## Data collection: data was collected by:

**Preparation phase:** the data collection tool was prepared in an electronic and paper form.

**Implementation phase:** The tools were sent to internship students via their emails and WhatsApp faculty groups. The data collection began at the beginning of December 2018 till the end of February 2019 after three months spended by the interns in their units. The data were collected from  El Shatby hospital pediatric and obstetric ICUs and eclampsia department , Smouha hospital ICU unit and pediatric ICU unit, El Merey general and coronary  ICUs and Nareman hospitals medical and  surgical ICUs .

**Limitation of the study:** This study was conducted over the interns who take their intern in Alexandria city so extending the findings of the present study to other interns from different cities that haven't a different demographic or environmental context might be a controversial issue. Moreover the researchers dropped one important variable to be collected such as the students' training areas but the period of intern training was the same.

## Ethical considerations:

After obtaining Research Ethics Committee agreement on the study plan, some ethical steps were executed. The permission for data collection was taken from the Faculty of Nursing, and the management authorities of the mentioned settings, Alexandria, Egypt. Electronic written informed consents were signed from the study subjects who were ensured to take voluntary decisions to participate in the study. Moreover, they were informed that no penalties or any adverse effects may affect their internship training appraisal. The triple-section questionnaire form was allowed to be filled only once by each participant. Confidentiality and coding of data were established.

## Statistical analysis

Microsoft Excel was employed for the entry of data coding. Data were paired-pass in and cross-checked. Filled excel with student's responses for each section of the study tool were backed up and statistically analyzed. The Statistical Program for Social Sciences (SPSS, Version 20) and Windows Version 10.0 were used. Questionnaire responses were treated and presented by descriptive statistics measures. Spearman's rho was employed for illustrating the variance between both study variables. P-value was $< 0.05$ and had a confidence interval of (95% CI).

## Results:

**Table I** illustrates nurse interns' personal data by number and percentage. 57.1% of the study subjects were 22 to 24 years old\in between 22 and 24. 83.1 % of them were females respectively. Furthermore, 49.5% of the interns came from urban areas. 82.77% were single, and 84.87% had an average grade of B in their last academic year. Also, 78.99% of the study subjects worked in private hospitals parallel to internship training.

Corresponding to the findings in **Table 2,** which represents the nurse interns' distribution according to their Self Rated Anxiety during internship training globally, the mean percentage (55%) of the whole participants' perceived low levels of self-rated anxiety. While, in items 3 and 4, (41.18% and 42.2%) of them had moderate anxiety levels. Also, concerning items 1 and 7, (32.77% and 36.55%) of the subjects had high anxiety levels during their training. Generally, 55.08 of the participants had low levels of self-rated anxiety in their clinical training.

Consistent with the revealed scores from the NILMS Scale, **table 3** shows nursing interns' distribution according to their learning motivation during internship training. (72.69%, and 69.75%) had high learning motivation

levels concerning general motivation insight and identified regulations. But, 50.8% of the nurse interns had high levels of learning motivation regarding the remaining learning motivation types. For the factors affecting learning motivation, 53.57% of the participants perceived high levels of learning motivation in relation to all factors. Generally, the nursing interns had high learning motivation levels concerning its types and the factors affecting it.

Fitting with the result in **Table 4,** it clarifies the correlation and the relationship between nursing interns' Self-rated anxiety and their learning motivation in their clinical training. It is evident that there is an adverse correlation between both study variables, while Spearman's rho association test was r = - 0.417. Moreover, 34.18% had identical proportions for those who had low self-rated anxiety levels and those who had high learning motivation

levels. Certainly, this result matches the study's hypothesis. Therefore, the correlation coefficient among self-rated anxiety and learning motivation was a significant reverse relation.

Additionally, **figure 1** proves the correlation between nurse interns' levels of self-rated anxiety and their levels of learning motivation as presented by mean percentage. A reverse correlation is noticed. This contrary relation is detected with the subjects who perceived low levels of self-rated anxiety at the same time with who perceived high levels of learning motivation in their clinical training, and vice versa

**Table 1: Nursing intern's personal data:**

| Personal data | Nurse interns (n= 238) | |
|---|---|---|
| | **No** | **%** |
| **Age** | | |
| 20 ≤ 22 | 62 | 26.1 |
| 22 ≤ 24 | 136 | 57.1 |
| 24 ≤ 26 | 28 | 11.8 |
| 26 ≤ 28 | 12 | 5.0 |
| **Sex** | | |
| Female | 198 | 83.1 |
| Male | 40 | 16.9 |
| **Residence** | | |
| Urban | 118 | 49.5 |
| Rural | 88 | 36.97 |
| Upper Egypt | 32 | 13.44 |
| **Social status** | | |
| Single | 197 | 82.77 |
| Married | 29 | 12.18 |
| Divorce | 12 | 5.04 |
| Widow | 0 | 0.00 |
| **Previous GPA\* in last academic year** | | |
| A | 12 | 5.04 |
| B | 202 | 84.87 |
| C | 24 | 10.08 |
| **Working in private hospital parallel with internship training** | | |
| Yes | 188 | 78.99 |
| No | 50 | 21.1 |

GPA= Grade point average (their academic grade before internship)

**Table 2:** Nurse Intern's distribution according to their Self-Rated Anxiety during internship training

| SRAS items | Nurse interns (n= 238) | | | | | |
|---|---|---|---|---|---|---|
| | Low | | Moderate | | High | |
| | No | % | No | % | No | % |
| 1. I feel tense, nervous, restless, or agitated | 134 | 56.30 | 26 | 10.92 | 78 | 32.77 |
| 2. I feel afraid for no apparent reason | 126 | 52.94 | 75 | 31.51 | 37 | 15.54 |
| 3. I worry about bad things that might happen | 88 | 36.97 | 98 | 41.18 | 52 | 21.85 |
| 4. I have difficulty falling asleep, staying asleep, or waking up early | 122 | 51.3 | 100 | 42.02 | 16 | 6.72 |
| 5. I have difficulty eating too much, too little, or digesting my food | 130 | 54.6 | 85 | 35.71 | 23 | 9.66 |
| 6. I wish I knew a way to make myself more relaxed | 117 | 49.16 | 92 | 38.66 | 29 | 12.18 |
| 7. I have difficulty with my concentration, memory or thinking | 95 | 39.9 | 56 | 23.53 | 87 | 36.55 |
| 8. I would say I am anxious much of the time | 144 | 60.5 | 76 | 31.93 | 18 | 7.56 |
| 9. From time to time I have experienced a racing heartbeat, cold 10. Hands or feet, dry mouth, sweating, tight muscles, difficulty breathing, numbness, frequent urination, or hot/cold flashes | 200 | 84.03 | 14 | 5.88 | 24 | 10.08 |
| 11. I wish I knew a way to make myself more relaxed with myself and others. | 155 | 65.12 | 47 | 19.75 | 36 | 15.12 |
| **Total mean percent** | | 55.08 | | 28.11 | | 16.80 |

**Table 3:** Nurse Intern's distribution according to their learning motivation during internship training:

| NILMS items | Nurse interns (n= 238) | | | | | |
|---|---|---|---|---|---|---|
| | Low | | Moderate | | High | |
| | No | % | No | % | No | % |
| **Motivation types** | | | | | | |
| **General motivation insight** | 16 | 6.73 | 49 | 20.58 | 173 | 72.69 |
| **External motivation…social** | 16 | 6.73 | 101 | 42.43 | 121 | 50.84 |
| **External motivation consequence** | 28 | 10.3 | 80 | 33.7 | 130 | 54.63 |
| **Interjected Regulation** | 53 | 22.26 | 84 | 35.29 | 101 | 42.43 |
| **Identified regulation** | 27 | 11.34 | 45 | 18.91 | 166 | 69.75 |
| **Intrinsic regulation** | 24 | 11.76 | 87 | 36.75 | 126 | 52.95 |
| **Total mean percent** | | 11.76 | | 31.1 | | 57.14 |
| **Factors affecting learning motivation** | | | | | | |
| **Self-efficacy** | 43 | 18.07 | 64 | 26.8 | 131 | 55.04 |
| **Active learning** | 57 | 23.94 | 77 | 32.35 | 104 | 43.68 |
| **Training Learning Value** | 33 | 13.86 | 79 | 33.62 | 126 | 52.95 |
| **Performance Goal** | 26 | 10.92 | 92 | 38.66 | 120 | 50.42 |
| **Achievement Goal** | 44 | 18.49 | 60 | 25.21 | 134 | 56.30 |
| **Clinical Learning Environment** | 57 | 23.94 | 80 | 33.19 | 101 | 42.44 |
| **Total mean percent** | | 18.49 | | 31.51 | | 50 |
| **Total scale mean percent** | | 15.12 | | 31.3 | | 53.57 |

**Table 4:** Correlation between Nurse Intern's self-rated anxiety and their learning motivation levels in their clinical training, as presented by number and percentage.

| Correlation | | | Self-Rated Anxiety (N=238) | | | Statistical test |
|---|---|---|---|---|---|---|
| | | | Low (55.08) | Moderate (28.11) | High (16.80) | |
| | | | % | % | % | |
| Level of Motivation (N=238) | Low (15.12) | % | 9.6 | 2.52 | 3 | r = -0 .417** P = 0.004 |
| | Moderate (31.3) | % | 11.3 | 14.5 | 5.5 | |
| | High (53.57) | % | 34.18 | 11.09 | 8.3 | |

**\*\* Correlation Coefficient is significant at the 0.01 level (2-tailed).**
**Spearman's rho** used to quantify the strength of association between 2 numerical ordinal variables.
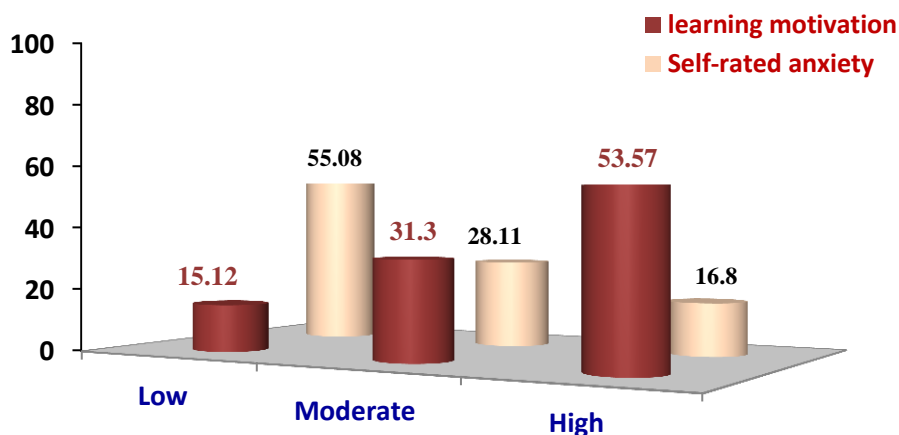


**Figure 1:** The correlation between nurse intern's level of self-rated anxiety and their learning motivation level at their clinical training, as presented by mean percentage

## Discussion

Even though it is preferred they maintain mild levels of anxiety, it is expected from nursing interns to perceive high levels of anxiety and, consequently, low motivation levels. This is because they are put under pressure from their faculty to get high grades to fit their work which doesn't allow any errors (Al-Mahmoud et al., 2013, Morgan et al., 2018). They have to be well prepared with expert nursing skills, knowledge, and experiences or attitudes to fit their difficult and demanding profession (Horsburgh, & Ross., 2013). Most of the study participants tend to work long shifts or join second nursing jobs which may be due to their financial burden. Of course, they may acquire a lot of experiences and learning practice from such additional work, but they are still under training and are likely to face multiple conflicts and difficulties. They usually stay a long time with patients, fulfilling their needs, so they may face physical and psychological issues (Knowles 2019, Morgan et al., 2018).

However, the results of the current study have proved otherwise. The revealed data showed that most participants perceived levels of self-rated anxiety ranging from low to moderate during their internship training. It was observed that although the study participants had to face the internship challenges and risks, they still had moderate to high learning motivation levels and had enough energy to satisfy their learning needs. This reflects their ability to manage their emotions and work assignments. This may be attributed to the fact that nursing educators create high-quality education for students through teaching based on problem-based approaches, simulation of clinical scenarios, and practical training. All of which act as catalysts for resilience, increasing their tolerance and ability to handle a variety of positions.

According to Pajares et.al (1996) the larger one's perception of effectiveness, the greater one's effort, perseverance, and resilience. As a result, a student's resilience and tenacity are closely linked to his or her efficacy.

Moreover, enough learning motivation can be a magical way to bridge the gap between theory and practice in the nursing education paradigm. Therefore, all nursing instructors in internship programs should identify the positive and negative factors that affect nursing interns' performance. So, it is necessary to work to support internal and external motivators by working professionally and modeling, respecting specific disciplines, increasing the sense of job security, and working to improve the image of the profession in the community.

Teachers must motivate students by teaching them about ethics and ensuring that they have the appropriate nursing knowledge (Kudo, Y et.al 2013).

Nursing education has to prepare the nurse interns in three major domains of learning; knowledge, attitudes, and skills. Accordingly, they have intense needs to be motivated in those three domains of learning to be ready and acquire job confidence. Therefore, nurse educators have important roles and have to use several motivating factors such as teaching aids and strategies, communication skills, and effective preparation of learning climate.

Moreover, Toode et al., in 2014 and in 2015, and Ahmadi et al., in 2018 spotlighted that the interns will show their best performance when receiving adequate support from seniors and instructors. In addition, the nurse interns will comply with all job tasks and achieve all responsibilities when they receive enough recognition and learning directions or guidance about their roles. These are considered major factors of their learning motivation.

Furthermore, the clinical environment is considered a great source for nursing interns' learning motivation. However, several studies reported that the nursing interns show a serious lack of motivation, confidence, and even interest during their clinical practice. These are all considered great barriers to their clinical education. Many nursing interns may leave the nursing career due to their dissatisfaction and unfamiliarity with the clinical placement (Christiansen, & Bell., 2010, Edwards et al in 2010, Changiz in 2012, O'Brien et al in 2009). Additionally, Al-Mahmoud et al., 2013 and Toode et al., 2015 emphasized that the new graduates in transitional times such as the internship period perceive high levels of anxiety especially with their inadequate skills and practical levels. In addition, Abdel Kader et al. in 2012 mentioned that students may also encounter high anxiety levels due to their lack of experience and the work environment which is usually full of many stressors.

Moreover, AbuRuz ME, in 2014, Ahmadi et al., in 2020, and Toode et al., in 2015 clarified that nursing work is filled with many problems and difficulties which, of course, aggravate anxiety and stress among nursing staff, mainly the new graduates in their internship period. But, recognition and motivation, particularly in clinical education time, eliminate such anxiety and improve nursing interns' adaptation to the profession.

Therefore, an association between both study variables (anxiety and motivation) is obvious and the present study and several others prove that it is an inverse relationship. This outcome was anticipated, and it is the result of individual insight and logical reasoning. The amount of study subjects who have low self-rated anxiety levels are congruent with those who have high learning motivation levels.

## Conclusion

Anxiety is highly widespread among nursing students, dominantly in clinical settings due to many factors including; stressful environment and lack of experience. It is a normal response to unfamiliar and unknown experiences. In some cases, anxiety can be a power to enhance a nursing student's coping and learning motivation. However, it can also be a mute threat that may distress nurses' achievements and decrease their motivation levels without them noticing it. The results of this study showed that nursing interns perceived mostly low anxiety levels and high motivation levels. Hence, an inverse correlation between both can be seen.

## Recommendations

Based on the current study finding, although the results of this study were fairly pleasing, some changes can be done to further improve them. Firstly, investigating and identifying the psychological condition and anxiety levels among nursing professionals should become a prioritized issue in the healthcare system. Moreover, nursing interns should be oriented about learning motivation, how to promote self-rated anxiety, and how to cope with it especially in the first month of clinical practice. Additionally, workshops and training programs should be given to nursing educators about learning motivation encouragement and how nursing interns can overcome anxiety during their clinical training. Further studies such as; "Evaluating the effects of an educational program about learning motivation on nursing educator leadership skills' ' and " The relationship between learning motivation, self-efficacy and satisfaction of clinical environment among nursing interns"; is recommended.

## References:

Abdel Kader, A. M., Mohamed, E. A., & Abood, S. A. (2012). Perception of Nurse Interns about Clinical Assignment Preparation Requirements. Journal of American Science, 8(12), 676-682.

AbuRuz, M. E. (2014). A comparative study about the impact of stress on job satisfaction between Jordanian and Saudi nurses. European scientific journal, 10(17).

Aduo-Adjei, K., Emmanuel, O., & Forster, O. M. (2016). The impact of motivation on the work performance of health workers (Korle Bu Teaching Hospital): Evidence from Ghana. Hospital Practices and Research, 1(2), 47-52.

Ahmadi, S., Abdi, A., Nazarianpirdosti, M., Rajati, F., Rahmati, M., & Abdi, A. (2018). Challenges of clinical nursing training through internship approach: A qualitative study. Journal of Multidisciplinary Healthcare, 13, 891.

AL-MAHMOUD, S. A., Dorgham, S. R., & Abd El-Megeed, M. I. (2013). Relationship between nurse interns' satisfaction regarding internship program and clinical competence. The medical journal of Cairo University, 81(2).

American Association for the Advancement of Science (1993). Benchmarks for Science Literacy. New York: Oxford University Press.

Anxiety Self-Rating Scale - Healthcare Workers Care Network. 2011, available at https://www.healthcareworkerscarenetwork.org.za/images/pdf/anxiety-self.pdf retrieved in August 2018

Casey K., Fink R, Krugman M., Propst J. (2004) The Graduate Nurse Experience. Journal of Nursing Administration; 34 (6) 303-3011.

Changiz, T., Malekpour, A., & Zargham-Boroujeni, A. (2012). Stressors in clinical nursing education in Iran: A systematic review. Iranian Journal of Nursing and Midwifery Research, 17(6), 399.

Christiansen, A., & Bell, A. (2010). Peer learning partnerships: Exploring the experience of pre-registration nursing students. Journal of Clinical Nursing, 19(5-6), 803-810.

Dar, S., Zehra, N., & Ahmad, F. (2014). Extrinsic factors are strong motivators for nurses in tertiary care hospitals. Pak J Med Dent, 3(1), 31-36.

Edwards, D., Burnard, P., Bennett, K., & Hebden, U. (2010). A longitudinal study of stress and self-esteem in student nurses. Nurse education today, 30(1), 78-84.

Gagné, M., Forest, J., Gilbert, M. H., Aubé, C., Morin, E., & Malorni, A. (2010). The motivation at work scale: Validation evidence in two languages. Educational and psychological measurement, 70(4), 628-646.

Green, G. F. (2009). The non-material aspects of the employee work experience: trends and distribution. Employee Wellbeing and Working Life: Towards an Evidence-based Policy Agenda. ESRC/HSE, Swindon, 13-19.

Jones, M. K., Latreille, P. L., & Sloane, P. J. (2016). Job anxiety, work-related psychological illness, and workplace performance. British Journal of Industrial Relations, 54(4), 742-767.

Knowles M. (2019). Most new nurses work 12-hour shifts, some have second jobs Becker's Healthcare

Kudo, Y., Hayashi, S., Yoshimura, E., Shibuya, A., & Aizawa, Y. (2013). Nursing students' learning motivation toward technical knowledge and their ethics regarding patients' rights. The Tohoku journal of experimental medicine, 230(1), 33-42.

Lambrou, P., Kontodimopoulos, N., & Niakas, D. (2010). Motivation and job satisfaction among medical and nursing staff in a Cyprus public general hospital. Human resources for health, 8(1), 1-9.

Iunes, D. H., Moura, C. C., Carvalho, L. C., Nogueira, D. A., Silva, A. M., Souza, V. H. S., ... & Chaves, E. (2017). Predictors of Anxiety in College Students. Nurse Care Open Acces J, 3(6), 00089.

Midgley, C., Maehr, M. L., Hicks, L., Roeser, R., Urdan, T., Anderman, E., ... & Middleton, M. (1996). Patterns of adaptive learning survey (PALS). Ann Arbor, MI: Center for Leadership and Learning.

Morgan, R., Ayiasi, R. M., Barman, D., Buzuzi, S., Ssemugabo, C., Ezumah, N., ... & Waldman, L. (2018). Gendered health systems: evidence from low-and middle-income countries. Health Research Policy and Systems, 16(1), 1-12.

O'brien, F., Keogh, B., & Neenan, K. (2009). Mature students' experiences of undergraduate nurse education programs: The Irish experience. Nurse Education Today, 29(6), 635-640.

Pajares F. Self-efficacy beliefs in academic settings. Rev EducRes 1996;66:543e78

Pinder, C. C. (2014). Work motivation in organizational behavior. psychology press.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. Journal of educational Psychology, 95(4), 667.

Toode, K., Routasalo, P., Helminen, M., & Suominen, T. (2014). Hospital nurses' individual priorities, internal psychological states, and work motivation. International Nursing Review, 61(3), 361-370.

Toode, K., Routasalo, P., Helminen, M., & Suominen, T. (2015). Hospital nurses' working conditions in relation to motivation and patient safety. Nursing Management, 21(10).

Tuan*, H. L., Chin, C. C., & Shieh, S. H. (2005). The development of a questionnaire to measure students' motivation towards science learning. International journal of science education, 27(6), 639-654.

Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. Journal of occupational Psychology, 52(2), 129-148.