ARAŞTIRMA

Motivational Resources and Problems of Nursing Students: Vocational Choice, School Culture and Other Associated Factors

Hemşirelik Öğrencilerinin Güdülenme Kaynakları ve Sorunları: Meslek Seçimi, Okul Kültürü ve İlişkili Diğer Faktörler

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ABSTRACT

OBJECTIVE: The aim of this study was to analyze the relationship between motivational resources and problems of nursing students and their vocational choice and school culture.

METHODS: This was a cross-sectional study. The study was conducted at two universities in Western Black Sea region of Turkey. The population of the study consisted of a total of 914 nursing students educating during 2013-2014 academic years. The study was conducted with 662 students. Data were collected by using Student Information Form, Occupational Learning Motivation Scale, and Problems Scale, Vocational Choice in Nursing and School Culture Scale.

RESULTS: It was determined that students' motivation for choosing the vocation was effected by the current perception about the vocation, perception about the future of the vocation, commitment to school, relationships with the teaching staff, structure and organization in the school, gender and family type (p<0.05).

CONCLUSION: Institutions providing nursing education should assess their structure and organization, detect their needs for change and improvement in terms of quality research in education and students' motivation and should create a positive school environment for teaching staff, students and other employees.

Key words: Motivation, nursing students, vocational choice, school culture

ÖZET

AMAÇ: Çalışmanın amacı, hemşirelik öğrencilerinin güdülenme kaynakları ve sorunları ile meslek seçimi ve okul kültürü arasındaki ilişkiyi değerlendirmektir.

YÖNTEM: Kesitsel tipte bir çalışmadır. Çalışma Türkiye'nin Batı Karadeniz bölgesinde bulunan iki üniversitede yürütülmüştür. Çalışma evrenini, 2013-2014 eğitim öğretim dönemindeki toplam 914 hemşirelik öğrencisi oluşturmuştur. Çalışma 662 öğrenci ile yürütülmüştür. Veriler Öğrenci Bilgi Formu, Güdülenme Kaynakları ve Sorunları Ölçeği, Hemşirelikte Meslek Seçimi Ölçeği ve Okul Kültürü Ölçeği kullanılarak toplanmıştır.

BULGULAR: Mesleği tercih nedeninin, mesleğe yönelik şimdiki algının, mesleğin geleceğine yönelik algının, okula bağlılığın, öğretim elemanı ile ilişkilerin, okuldaki yapı ve işleyişin, cinsiyetin ve aile tipinin öğrencilerin güdülenmelerini etkilediği belirlenmiştir (p<0.05).

SONUÇ: Hemşirelik eğitimi veren kurumlar yapı ve işleyişlerini değerlendirmeli, eğitimde kalite çalışmaları ve öğrencilerin güdülenmeleri açısından değişim ve gelişim gereksinimlerini saptamalı, öğretim elemanları, öğrenciler ve diğer çalışanlar için olumlu okul ortamı oluşturmalıdır.

Anahtar kelimeler: Güdülenme, hemşirelik öğrencisi, meslek seçimi, okul kültürü

INTRODUCTION

Motivation is defined as a power that activates, maintains and directs a target-oriented behaviour (Büyüköztürk et al., 2004; Acat and Köşgeroğlu, 2006; Gayef and Sarıkaya, 2012; Radi, 2013). The concept of motivation, that was introduced as a separate working area in 1930s, has followed an improvement line from behaviorism towards cognitivism in parallel with learning theories (Beydağ et al. 2008; Gayef and Sarıkaya, 2012). It was indicated that an activating potential power exists which is activated by some theoretical factors concerning motivation. Despite different opinions that are introduced, the view stating that motivation is an important determinant during learning process and educational process which likely carry required features under the control of the motives is acknowledged by all theories (Ryan and Deci, 2000; Acat and Köşgeroğlu, 2006).

When students are motivated during the learning process, things go more smoothly, communication flows, anxiety decreases, creativity and learning become more apparent (Kosgeroglu et al. 2009). Students have different levels and types of motivation. That is, not only the level of motivation, but also orientation of that motivation demonstrate variations (Ryan and Deci, 2000). Motivation can be effected by interacting intrinsic and extrinsic factors. Intrinsically motivated students view learning as opportunities to satisfy their own inquisitiveness and their own desire for knowledge. In comparison, extrinsically motivated students strive to satisfy others, such as good grades to please a parent, or work on tasks which they believe will result in a desired external reward (Ryan and Deci 2000; El-Nilsson and Warrén-Stomberg, 2008; Newton et al., 2009; Bengtsson and Ohlsson, 2010; Rose, 2011; Radi, 2013). It is necessary to convert extrinsic motivation into intrinsic motivation in order to provide better motivation and performance. While students may show unwillingness, lack of interest and resistance during learning process with extrinsic motivation, intrinsic motivation is considered as an important source of learning by educators since it triggers creative and high quality learning (Özkan and Yılmaz, 2009).

Studying motivation among nursing students is important because nursing education is different from general education in several aspects such as high intensity of study, training at simulation laboratory, the requirement to carry out clinical work along with study and the need to follow a highly specifically defined path to be able to qualify to practice as nurses (Radi, 2013). Many nursing students are not well motivated; nurses tend to lose their interest in their jobs early; and despite an increase in the number of nurses with graduate and postgraduate qualifications, the quality of nursing care seems to have declined instead of improving (Adib-Hajbaghery and Dianati, 2005). Hence, it is imperative that nursing educators facilitate and propel students' motivation. Understanding motivating factors for the students may provide educators with insight and strategies for improved training of those students (Bengtsson and Ohlsson, 2010).

In the literature, it is emphasized that successful outcomes are highly associated with a student who has a strong match between his or her motivation, interests and external demands (Zysberg and Berry, 2005; Rose, 2011), such as the demands of the nursing school (Newtonet al., 2009; Rose, 2011). It is also stated that cultures of nursing schools directly affect motivation of the students during their schooling period (Kanteket al., 2010). Therefore, it is important to examine the cultures of nursing schools, to detect their requirements for change and improvement and to establish a positive school environment for teaching staff, students and other employees.

In Turkey, it is observed that several problems are experienced in nursing education. When relevant literature was examined, it was determined that students experience various difficulties during their education period such as inability to like the profession, studying theoretical information in a short time and being held responsible for learning all these extensive knowledge, being in a hospital or a foreign environment during clinical practice, stressors created by clinical environment and the team, problems experienced between teaching staff and the students and being inadequate in practical courses, and caregiving (Güldiken and Özekicioğlu, 2004; Tanrıverdi and Ekinci, 2007; Yiğit et al., 2007; Ünlü et al., 2008; Yıldırım et al., 2008; Konuk-Şener et al. 2011; Altıok-Öner and Üstün, 2013). All these factors decrease motivation in students. In order to address the difficulties and concerns regarding students' learning, we need to better understand the motivational factors of the students and to know more about their perception of their learning. A few literature studies on nursing education in Turkey have focused on motivation of nursing students (Acat and Köşgeroğlu, 2009; Kosgeroglu et al., 2009). This study is the first of its kind that investigates the relationship between motivational resources, problems of nursing students, school culture and other associated factors, and this paper focuses on the research approach and the findings.

METHODS

Study Aim and Design
This research was a cross-sectional study aims to analyze the relationship between motivational resources and problems of nursing students and their vocational choice and school culture.

Study Questions
- Is there a relationship between motivational resources and problems of nursing students and their vocational choice?
- Is there a relationship between motivational resources and problems of nursing students and school culture?

Study Population and Sample
The study was conducted at two universities in Western Black Sea region of Turkey. Study population consisted of a total of 914 nursing students during 2013-2014 academic term. The students who were studying during the period of data collection and who approved to participate were included in the study. In accordance with these criteria, 662 students participated in the study. This meant that 72.4% of the target population was analyzed.

Instruments
Student Information Form: This form contains open and closed-ended questions which evaluate personal and family characteristics of the students and their thoughts regarding nursing profession.

Occupational Learning Motivation Scale (OLMS): The scale, which aims to determine professional learning, motivation level, motivational resources and problems of the nursing students, was devoloped by Acat and Köşgeroğlu (2006). Scale is composed of 24 items and three subfactors. The factors were classified as follows: 1st component as Intrinsic Motivation Subscale (IMS), 2nd component as Negative Motivation Subscale (NMS) and 3rd component as Extrinsic Motivation Subscale (EMS) which consist of 11, 8 and 5 items, respectively. In items forming intrinsic and extrinsic motivation subscales, responses as "Strongly disagree", "disagree", "neither agree nor disagree", "agree" and "strongly agree" are given 1, 2, 3, 4, and 5 points, respectively. In the items under negative motivation subscale, "Strongly disagree", "disagree", "neither agree nor disagree", "agree" and "strongly agree" are given 5, 4, 3, 2, and 1 points, respectively. The score of each subscale is determined by calculating arithmetic average of the scores obtained from the items of the subscale. Higher scores obtained meant higher level of motivation. Cronbach alpha value of the scale was 0.824 for the whole scale, 0.848 for the intrinsic motivation subscale, 0.688 for extrinsic motivation subscale and 0.690 for negative motivation subscale (Acat and Köşgeroğlu, 2006).

Scale of Vocational Choice in Nursing: The scale, which was developed by Zysberg and Berry (2005), was a self-report questionnaire assessing participants' motivations and reasons for choosing nursing as a vocation. The Turkish adaptation and validity and reliability tests for the scale were performed by Önler and Varol-Saraçoğlu (2010). While original scale is composed of two subfactors and 20 items, its Turkish form consisting of two subfactors and 17 items was found to be appropriate. Eighth, 9th and 10th items were removed from the original scale. The factors were classified as follows: 1st component as Vocational Congruence Subscale (VCS) and 2nd component as Survival Needs Subscale (SNS) which consist of 11 and 6 items, respectively. Each item is graded between 0% (ineffective in vocational choice) and 100% (the most important factor in vocational choice). Total scale and subscale scores were obtained by dividing the sum of the scores of the participants by the number of questions in the scale. In the adaptaed scale, Cronbach alpha value was found to be 0.84 for the whole scale, 0.77 for the vocational congruence subscale and .63 for the survival needs (Önler and Varol-Saraçoğlu, 2010).

School Culture Scale (SCS): The scale, which aims to identify organization culture from the students' view in nursing training institutions, was developed by Kantek et al. (2010). The scale is composed of 50 items and eight subfactors. First factor was named as "relationships with school directors"; 2nd factor as "commitment"; 3rd factor as "relationships with teaching staff"; 4th factor as "reward system/openness to change"; 5th factor as "structure and organization"; 6th factor as "relationships between teaching staff"; 7th factor as "relationships between students" and 8th factor as "participation/support". In each item in the scale, responses as "Agree", "partially agree", "disagree" and "no idea" were given 3, 2, 1 and 0 points, respectively; and they were assessed by subdimension score assessment. Scale scores were ranged from 1 to 3 points (minimum 1, medium 2 pts, and maximum 3 pts) and the increase in the scores means that the culture perception of the individual has a positive trend. Cronbach alpha reliability coefficient was 0.93 for the whole scale, while for the following dimensions they were as indicated in parentheses ie, relationship between school directors and students (0.89 pts), commitment to school (0.86 pts), relationship between teaching staff, and student (0.83 pts), reward/change (0.69 pts), 0.76 in structure/organization (0.76 pts), interrelationship between teaching staff (0.78 pts), intetrrelationship between students (0,73 pts), and support (0.70 pts) (Kanteket al., 2010).

Data Collection
In order to use Occupational Learning Motivation Scale (OLMS), Scale of Vocational Choice in Nursing and School Culture Scale (SCS) in the research, written approvals were received from Acat and Köşgeroğlu (2006), Önler and Varol-Saraçoğlu (2010), Kantek et al. (2010) who conducted Turkish validity and reliability study of the scales. In order to conduct the research, written approvals were received from the nursing departments of the universities. The most appropriate days and hours were determined for the collection of data by discussing the issue with the supervisors of the departments. The classes were visited at these determined days and hours. Students were informed about the purpose and significance of the study and also reminded that they were not obliged to participate in the study. Data collection tools were distributed to the students who agreed to participate in study. Students were

asked to respond to the statements as honestly as possible and they were reminded not to sign the data collection tools because of anonymity of the study.

Data Analysis
Data were analyzed by using SPSS 16.0 for Windows (SPSS Inc., Chicago, IL, USA). Numerical and percentage values were used for categorical variables. Descriptive statistics for numerical variables were expressed as mean ± standard deviation. Compliance with the normal distribution for numerical variables was assessed by Shapiro-Wilk test. Determinants of intrinsic, negative and extrinsic motivation were assessed by multiple regression analysis backward model; and dummy variables were obtained by coding independent categorical variables with 0 and 1. Model inclusion criteria was accepted as 0.05. Results were evaluated within 95% confidence interval and $p<0.05$ was considered as statistically significant.

Ethical Approval
Written approvals were obtained from the nursing departments of the universities and verbal consent from all students who participated in the study.

Limitation
The study sample was collected from only two universities which makes it difficult to generalize the study findings to all Turkish nursing students in Turkey.

Table 1: Distribution of Sociodemographic Characteristics of the Students

Variables	n	%
Class		
First class	214	32.3
Second class	144	21.8
Third class	165	24.9
Fourth class	139	21.0
Gender		
Female	502	75.8
Male	160	24.2
Marital status		
Married	12	1.8
Single	650	98.2
Family type		
Core family	567	85.7
Big family	83	12.5
Broken family	12	1.8
Living place of the family		
City center	309	46.6
County	254	38.4
Village/town	99	15.0
Income status of the family		
Income is less than expenses	149	22.5
Income is equal to expenses	438	66.2
Income is more than expenses	75	11.3
Total	662	100.0

RESULTS

A total of 662 nursing students were included in this study. Mean age of the students was 20.64±2.12 years (min:17, max:36). Sociodemographic characteristics of the students are given in Table 1. As shown in Table 1, 75.8% of the students (n:502) were females, 1.8% (n:12) were married, 85.7% (n:67) had a core family, families of 46.6% (n:309) were living in the city center and incomes of 22.5% (n:149) were inadequate to cover their expenses.

Distribution of the students' reasons for choosing nursing profession and their opinions about the profession are included in Table 2. According to Table 2, "more possibilities to find a job" was in the first place among the reasons

for choosing this profession. Forty-five (6.8) students had chosen the nursing profession due to its congruency. Ninety-two (13.9%) students reported that they did not have any idea about the vocation before they began nursing education. While 16.3% (n:108) of the students had a negative impression about the vocation, and 19.9 % (n:132) of the students had unfavourable ideas about the future of the vocation. One hundred and twenty- eight (19.3%) students were thinking of changing the department.

Table 2: Students' Reasons for Choosing Nursing Profession and Their Opinions About the Profession

	n	%
Reasons for choosing the profession*		
His/her ideal	145	21.9
University entrance examination score was just enough for this department	182	27.5
It was recommended by his/her family/close vicinity	185	27.9
Due to possibility of finding a job easily	455	68.7
It is a congruent vocation for her/himself	45	6.8
Ideas about the vocation before education		
Positive	256	38.7
Partially positive	241	36.4
Negative	73	11.0
Has no idea	92	13.9
Current ideas about the vocation		
Positive	299	45.2
Partially positive	245	37.0
Negative	108	16.3
Has no idea	10	1.5
Ideas about the future of the vocation		
Positive	255	38.5
Partially positive	256	38.7
Negative	132	19.9
Has no idea	19	2.9
Status of thinking about changing the department		
Yes	128	19.3
No	534	80.7
Total	662	100.0

* More than one answer

Out of subscales of Occupational Learning Motivation Scale, mean intrinsic motivation score (3.55±0.71 pts), mean negative motivation score (3.28±0.68 pts) and mean extrinsic motivation score (4.01±0.74 pts) of the scores were also calculated. While mean total score of the students in the Scale of Vocational Choice in Nursing was 56.23±14.42, mean total score from School Culture Scale was 1.84±0.50 (Table 3).

Results concerning determinants of intrinsic, negative and extrinsic motivation of the students were given in Table 4. Based on multiple regression analysis backward method, determinants of intrinsic motivation score were student's current perception about the vocation, the future of the vocation, vocational congruency and survival needs subscales of the scale of vocational choice, and the subscale of relationships with teaching staff of school culture scale. It was determined that model was significant (F=147.320, p=0.000) in that negative current perception about the vocation and the future of the vocation and the preference of the vocation due to survival needs decreased intrinsic motivation, while preference of the vocation due to its congruency and positive relationships with teaching staff increased intrinsic motivation and these variables clarified intrinsic motivation at a rate of 52 percent.

Determinants of negative motivation score were family type of the student, subscale of vocational choice scale such as vocational congruency and survival needs, and the subscale of school culture scale such as the relationships with teaching staff. It was determined that the model was significant (F=21.362, p=0.000) in that having a big family and the preference of the vocation due to survival needs increased negative motivation, while positive relationships with teaching staff and preference of the vocation due to its congruency decreased negative motivation and these variables clarified negative motivation at a rate of 11% (Table 4).

Table 3: Mean Scores of the Students From Scales and Subdimensions of the Scales

Scales	Mean±Standart Deviation	Minimum	Maximum
Occupational Learning Motivation Scale			
Intrinsic Motivation	3.55±0.71	1	5
Negative Motivation	3.28±0.68	1	5
Extrinsic Motivation	4.01±0.74	1	5
Scale of Vocational Choice in Nursing			
Vocational Congruency	59.16±18.89	2.73	100
Survival Needs	50.86±15.80	3.33	100
Total	56.23±14.42	4.71	95.88
School Culture Scale			
Relationships with school directors	1.75±0.69	0	3
Commitment	1.66±0.67	0	3
Relationships with teaching staff	2.03±0.59	0	3
Reward system/openness to change	1.65±0.70	0	3
Structure and organization	1.92±0.57	0	3
Relationships between teaching staff	1.99±0.75	0	3
Relationships between the students	1.75±0.62	0	3
Participation/support	1.84±0.68	0	3
Total	1.84±0.50	0	3

Determinants of extrinsic motivation score were the gender of the student, current perception about the vocation, vocational congruency subscale of vocational choice scale and commitment and structure/organization subscale of school culture scale. It was observed that model was significant (F=34.144, p=0.000), in that being a male, negative current perception about the vocation and less commitment to school decreased extrinsic motivation, while preference of the vocation due to its congruency and better structure and organization in the school increased extrinsic motivation and these variables clarified extrinsic motivation at a rate of 20% (Table 4).

Table 4: Determinants of Intrinsic, Negative and Extrinsic Motivation of the Students

Variables	Intrinsic Motivation β	t	p	Negative Motivation β	t	p	Extrinsic Motivation β	t	p
Vocational choice (Vocational congruency)	0.602	19.392	0.000	-0.285	-7.284	0.000	0.354	8.966	0.000
Vocational choice (Survival needs)	-0.097	-3.555	0.000	0.166	4.430	0.000	*	*	*
Current perception about the vocation (Negative)	-0.143	-4.337	0.000	*	*	*	-0.098	-2.524	0.012
Perception about the future of the vocation (Negative)	-0.066	-2.062	0.040	*	*	*	*	*	*
School culture (Commitment)	*	*	*	*	*	*	-0.174	-3.896	0.000
School culture (Relationships with teaching staff)	0.092	3.225	0.001	-0.079	-2.049	0.041	*	*	*
School culture (Structure and organization)	*	*	*	*	*	*	0.181	4.045	0.000
Gender (male)	*	*	*	*	*	*	-0.080	-2.283	0.023
Family type (big family)	*	*	*	0.088	2.391	0.017	*	*	*
	R²=0.520			R²=0.11			R²=0.20		
	F=147.320			F=21.362			F=34.144		
	p=0.000			p=0.000			p=0.000		

*Nonsignificant variables in the model

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DISCUSSION

The concept of motivation is frequently used in our current education system. The most significant reason for that is the adoption of student-oriented education system and increasing the students' role in learning. Making students more willing to learn is possible by increasing their motivations about learning. Knowing the factors that increase and decrease the motivation of the students increases the quality in learning. There are many factors affecting motivation of the students. These factors create differences in their motivation by having different effects due to the differences in the characters of the students (Özkan and Yılmaz, 2009). Therefore, this study was conducted to analyze the relationship between motivational resources, problems of nursing students, school culture and other associated factors.

Vocational choice is the inclination of the individual towards the vocation which she/he thinks congruent to her/his characteristics and abilities and which would give a satisfaction to her/him among many vocations (Önler and Varol-Saraçoğlu, 2010). The correctness and appropriateness of this decision is based on the knowledge of the person about her/his desires and capabilities. Many factors that have an effect on the students' preferences of a certain university such as coincidences, family type, environmental conditions, economic opportunities and individual characteristics may determine the choice of an academic program by the individual Also in this study, among students' reasons for choosing nursing profession, environmental factors such as existence of more possibilities to find a job, recommendations by the family/neighbors and sufficiency of the university entrance score for this department were priorities, however individual factors such that nursing was her/his ideal and he/she thought that this vocation was congruent to her/him were taking the last place When other studies evaluating the reasons for choosing this vocation among Turkish nursing students were evaluated, similar results were obtained. In the relevant studies, while social and environmental factors such as obtaining lower scores from the university exam, easier education, higher possibilities in finding a job, better financial incomes, comfortable working conditions and recommendations from family/teachers and friends were included in the first place, individual factors such as interest and desire for the profession were taking the last place (Tezel and Arslan, 2002; Dinç et al., 2007; Güdücü-Tüfekçi and Yildiz, 2009). Nursing is a profession that has important responsibilities such as promotion and maintenance of health and healing in case of a disease. Therefore, members of this profession should choose the profession willingly, adopt the profession and have the efforts to better implement the knowledge and capabilities that they acquired during their education (Özpancar et al., 2008). However; results obtained from this study and previous studies show that Turkish nursing students do not incline towards the areas that they think congruent to their personalities, personal capabilities, characteristics and satisfaction.

Positive or negative effects of the factors affecting vocational choice also affect the level of motivation of the students during academic and vocational life; and thus, they are reflected on their success and failures. Therefore, motivations that are carried by nursing students during their education and while choosing the profession are important for the success in their lives and satisfaction (San-Turgayet al., 2005; Şirin et al., 2008). Also in this study, it was determined that vocational choice is a significant determinant for motivational resources of the students. According to the results of this study, it was determined that preference of nursing profession due to its vocational congruency increased intrinsic and extrinsic motivation and decreased negative motivation; and preference of nursing profession due to survival needs decreased intrinsic, and increased negative motivation. Similar to the results of the study, it was determined in other studies that reasons for choosing the profession are effective on students' motivation, and students who voluntarily had chosen nursing profession were highly motivated (El-Nilsson and Warrén-Stomberg, 2008; Kosgeroglu et al., 2009; Radi, 2013). However the students who had chosen the profession for the survival needs had been inadequately motivated (Kosgeroglu et al., 2009; Rose, 2011; Radi, 2013).

In this study, it was determined that vocational perception of the students had affected their motivation. According to the results of the study, negative current perception about the vocation decreased intrinsic and extrinsic motivation and negative perception about the future of the profession decreased intrinsic motivation. Vocation is primarily a way of using capabilities, self-realization and self-improvement. Individual's success in her/his profession is associated with her/his physical characteristics, voluntariness in choosing the profession, mental and physical readiness for the profession (San-Turgayet al., 2005; Şirin et al., 2008). Professional perception and perspectives of the nursing students affect their success in their professional life and the quality of their services (Güdücü-Tüfekçi and Yildiz, 2009; Önler and Varol-Saraçoğlu, 2010).Therefore, nursing education should reveal the actions that carry out a change and improvement in the physical, mental and ethical identity of the students, should engrain positive thoughts about the future of the profession, foresee and educate professional members who will act as a modern professional individual in today's society.

Schools are, by definition, social environments. Students have social interactions and build social relationships with their teachers, close friends, and their non-friend classmates. The social contexts created within schools influence not only motivation, but also the individual's development and well-being of the students (Urdan and Schoenfelder, 2006). The ground work for facilitating internalization is imposing a sense of belongingness and connectedness to the students. This means that the school environment is essential for students' willingness to accept the proffered

school values (Ryan and Deci, 2000). Also in this study, it was observed that low commitment to school by the students have decreased extrinsic motivation. This finding of the study supports the relevant literature. In the relevant literature, it was detected that nursing education in Turkey is somewhat problematic and students encounter significant stress factors in their clinical practices, theoretical education period , social and personal lives that affect their learning process (Güldiken and Özekicioğlu, 2004; Tanrıverdi and Ekinci, 2007; Yiğit et al., 2007; Ünlü et al., 2008; Yıldırım et al., 2008; Konuk-Şener et al., 2011; Altıok-Öner and Üstün, 2013).Therefore, it is an important requirement to construct consultation units in nursing schools by teaching staff in order to reinforce one-to-one interaction with the students and create effective interventions for the solutions of student problems with the aid of an effective consultation system.

In this study, it was determined that positive relationships between the students and teaching staff increased intrinsic, and decreased negative motivation. Similar to these results, it was suggested in the relevant literature that educators might increase intrinsic motivation by contributing to the creation of students' individual targets in both class environment and school. Also, it was declared that key elements of student motivation include an effective student-instructor communication, consultation, the creation of challenges for students while not discouraging them, and positive feedback and reinforcement with regard to their learning materials. For this reason, it was suggested that educators should be encouraged to shift their roles away from lecturing, and being a controlling expert toward a more nurturing, supportive facilitator that can provide appropriate levels of support that provide students the opportunities to learn for themselves at their own pace (Ryan and Deci, 2000; Geçer and Deryakulu, 2004; Urdan and Schoenfelder, 2006; Mete and Yildirim-Sari, 2008; Kosgeroglu et al., 2009; Hanifi et al., 2012).

Educational institutions are not only buildings providing education, they are also organizational structures including some dimensions within. These dimensions refer to the schools' structural and organizational processes (e.g., size, course offerings, class formation procedures, grouping practices), resource allocations (teacher course assignment, funding particular programs), their academic focus (e.g., curriculum alignment and delivery, expectations of students, educational experiences, monitoring student progress) and social integrations (e.g., interactive communcation with peers, teachers) (Marcoulides et al., 2005). Educational institutions introduce rich resources for the emergence of motivation by providing a competitive environment. Thus, students become ready to improve their resources in motivational learning. Academic environment is not interesting for many students and does not show compelling features. In addition, students can not be intrinsically motivated for the participation in socially accepted activities and the behavioral arrangements expected from themselves by the school (Özer, 2009; Ryan and Deci, 2000). An outcome of a study showed that teachers' involvement, organization of the program, contents in the studies associated with the profession, living conditions and friendship during the studies were more commonly used as explanation for the motivation (El-Nilsson and Warrén-Stomberg, 2008). Also in this study, it was determined that the structure and the organization of the school affected students' motivation and a good school structure and organization increased extrinsic motivation. This result supports the information obtained from the relevant literature. For this reason, institutions that are giving nursing education should assess their structure and organization, detect their needs for change and improvement in terms of quality research in education and students' motivation and should create a positive school environment for the teaching staff, students and other employees.

In this study, it was determined that being a male decreased extrinsic motivation. Different results were obtained from the studies evaluating motivation levels of the students related to their sexual characteristics. In some studies it was determined that motivation is not affected by sex (Demir, 2008; Azizoglu and Çetin, 2009; Gayef and Sarıkaya, 2012), while in some other studies variations in motivation level was observed with the gender of the patients (El-Nilsson and Warrén-Stomberg, 2008; Kosgeroglu et al., 2009; Özkan and Yılmaz, 2009). The result obtained from this study is considered to be derived from the fact that males have concerns about their professional career since they are recently accepted in nursing field and nursing profession is perceived as a profession for women in Turkey.

It was determined in this study that family type was a significant determinant for negative motivation levels of the students and having a big family increased negative motivation. Negative motivation, in other words, is a condition of amotivation. If individuals cannot establish a connection between the outcomes of their actions and their results, motivation do not occur. Amotivated individuals can not be motivated intrinsically or extrinsically. When individuals experience amotivation, they believe that their behaviours are the result of a condition that is out of their control (Özkan and Yılmaz, 2009). This result of the study suggests that vocational choice of the students with a big family is directed by their families and they preferred this vocation mostly because of their survival needs. Vocational choice is mostly done during adolescence period. Adolescence period is a dynamic period that physiology, psychology, emotions and ideas of the individual change rapidly (Şirin et al., 2008; Çiftçi et al., 2011).Young people are obliged to make some decisions during high school years that will totally affect their future and they experience intense instabilities. The decisions taken by the individual during this period are affected by their families (Özpancar et al., 2008; Güdücü-Tüfekçi and Yildiz, 2009). Therefore, the individual falls into a conflict between the expectations of the family and his/her own wishes (Şirin et al., 2008). A correct choice of profession increases satisfaction level of both the individual, and the people receiving the service, the effectiveness of the service given, and the productivity of the individual (Özpancar et al., 2008; Şirin et al., 2008; Önler and Varol-Saraçoğlu, 2010).Therefore, factors such as interest, desire and ability should be prerequisites in choosing nursing profession.

CONCLUSION AND SUGGESTIONS

According to the results of the present study, reason for choosing the vocation, current perception about the vocation, and the future of the vocation, commitment to school, relationships with teaching staff, structure and organization in the school, gender and family type affect motivation of the students.

From the abovementioned results and discussion, suggestions are made as follows:
- Promotional programs for nursing profession should be prepared, and presented to high school students, their families and teachers
- Learning, and vocational motivations of the students who preferred nursing should be acknowledged.
- Culture of educational institutions, needs for change and improvement in education concerning quality research should be inquired, and, a favourable school environment for the teaching staff, students and other employees should be created.
- Controllable factors such as teaching style, curricula, and school or classroom policies should be changed so as to enhance students' motivation
- The students should be motivated for nursing education by focusing on projects and practical work that will make students aware of their own qualifications besides theoretical knowledge given during education period

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