Influential factors in Undergraduate Nursing Research Analysis

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Abstract

**Purpose:** Undergraduate college students often tend to view research courses with negative attitudes. These negative attitudes have well documented in numerous studies. Prior research studies have documented that negative attitudes toward a course have been found to serve as barriers to learning. In addition, these negative attitudes influence the amount of effort one is willing to invest in learning a subject. Studies have shown that research experience in undergraduate education is associated with graduate education and future career in research. Nursing students in many undergraduate baccalaureate degree programs are often required to take a course in research to understand and utilize evidence-based research in practice. This study assessed the attitudes of 51 2nd semester junior level BSN students toward a research course using a 20-item pre- and post-questionnaire. Sample participants included female (88.4%) and male (11.6%); with the age under 25 years (97.6%); and this being their first research class (88.1%). Findings from factor analysis identified 4 factors and 11 subscales of student’s attitude toward research with reliability coefficients that ranged from .523 to .893. The four factors and subscales included: 1. **Anxiety and Fear of Research** (I get a feeling of malaise when I think about research, Research is one of my least favorite subjects, Coming to research class makes me anxious, I will be glad when my research class is over, Research is a very boring field, I will avoid taking additional research courses); 2. **Usefulness of Research** (Taking research will help get me into graduate school, Research has many useful applications in everyday life as well as in my future education); 3. **Academic Relevance of Research** (I will do my research work quickly, my research course will be useful in future courses that I take), and 4. **Positive Attitudes toward Research** (I will do my best to attend all my research classes).

Paired t-test analysis was significant ($\alpha = 0.05$) for perceived research anxiety ($p<0.005$), research as a boring field ($p<0.040$), duration of research class ($p<0.009$), usefulness of research towards professional career or graduate education ($p<0.004$) and the commitment to regularly attend research class ($p<0.039$). Study findings have implications to inform pedagogy in nursing education. Findings ways to motivate students to overcome negative attitudes toward research is essential.

**Keywords:** Nursing research, undergraduate, influential, factor analysis, test-statistics.