

# Self-esteem and self-efficacy as predictors of attrition in RN-BS completion students: A descriptive correlational study



Jennifer Bryer PhD, RN, CNE, Virginia Peterson-Graziouse DNP, CNE, ANP-BC,  
Maria Nikolaidou MS, ANP, CNE\*

*Farmingdale State College, Farmingdale, NY 11735, USA*

## KEYWORDS:

Self-esteem;  
Self-efficacy;  
Attrition;  
RN-to-BS students

## Abstract

In recent years the number of associate degree-prepared registered nurses entering into baccalaureate nursing programs has not been sufficient to replace nurses leaving the workforce. The high rate of attrition in nursing programs has further added to this problem. The challenge for schools of nursing is to identify factors affecting attrition and determine ways to decrease it. This article examines self-esteem and self-efficacy as predictors of attrition in first semester registered nurse to bachelor of science nursing students.

© 2015 Organization for Associate Degree Nursing. Published by Elsevier Inc. All rights reserved.

## 1. Introduction

There is a serious and growing shortage of nurses in the United States. At the same time, the health care environment has changed significantly. Several factors, such as an aging population, an increasing awareness of economics, and more complex technologies, have contributed to these changes. In this new environment, technological proficiency alone is no longer adequate; instead, a more comprehensive knowledge base is essential.

The nursing profession has addressed this need by increasing the number of bachelors' degree programs. Bachelor of science (BS) in nursing programs prepare new graduates to practice across all health care settings and assume the broadest range of registered nurse (RN) roles. Regrettably, in recent years, the number of associate degree-prepared RNs entering into baccalaureate nursing programs has not been sufficient to replace nurses leaving the workforce. The high rate of attrition in

nursing programs has further added to this problem. The challenge for schools of nursing, therefore, are both to recruit increased numbers of qualified RN candidates and to determine ways to decrease the rate of attrition in our programs.

The purpose of this study was to determine whether self-esteem and self-efficacy and environmental factors correlate with attrition in first semester RN-BS nursing students. A descriptive correlational design was used to explore the relationship between these variables. A nonprobability convenience sample of first semester RN-BS nursing students was used. Data were gathered using the Rosenberg Self-Esteem Scale, the General Self-Efficacy Scale, and the Holmes–Rahe Social Readjustment Scale.

## 2. Background

According to The Bureau of Labor Statistics, projections are that new jobs in nursing will increase by 29.4% between 2004 and 2014 (Bureau of Labor Statistics, 2012). Health

\* Corresponding author. Tel.: +1 631 420 2032; fax: +1 631 420 2269.  
E-mail address: [nikolam@farmingdale.edu](mailto:nikolam@farmingdale.edu)

Resources and Services Administration projects that the nation's nursing shortage will grow to more than 1 million nurses by the year 2020 and reports that to meet projected growth in demand for RN services, U.S. nursing programs must graduate approximately 90% more nurses than they are currently graduating. In October 2010, the Institute of Medicine released its landmark report on *The Future of Nursing*, initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the population of nurses with doctoral degrees. The current nursing workforce falls far short of these recommendations with only 50% of RNs prepared at the baccalaureate or graduate degree level (American Association of Colleges of Nursing [AACN], 2010).

At the same time, the number of students interested in pursuing a nursing education has outpaced the number of positions available for entry into academic programs. According to the AACN, U.S. nursing schools turned away 75,587 qualified applicants from baccalaureate and graduate nursing programs in 2011 because of an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints (AACN, 2012).

Although interest in nursing remains high, many health care organizations indicate a strong preference for hiring baccalaureate prepared nurses. A growing body of evidence suggests that RNs prepared at the baccalaureate level report feeling more prepared than RNs prepared at the associate degree level in areas such as community health, research, quality improvement, and evidence-based practice (Kovner, Brewer, Yingrengreung, & Fairchild, 2010). In addition, recent research supports an association between BS staffing and patient outcomes including lower incidence of pressure ulcers, deep vein thrombosis, and hospital acquired infections (Aiken et al., 2011). According to the 2012 Nursing and Allied Health Care Professionals Workforce Survey Report, health care organizations currently holding or pursuing Magnet status must employ a higher proportion of RNs with bachelor's degrees. As a result, some hospitals are requiring currently employed associate degree RNs to obtain a baccalaureate nursing degree within a certain number of years on the job.

Nursing students, who are unsuccessful in their nursing program, waste faculty and student time and drain college resources. The high costs associated with students failing out of a nursing program, estimated to be close to \$785,000 per institution, per year, highlight the need to enhance student success and reduce failure rates (Murphy, 2003). In addition, there are high social costs to individuals and communities when nursing students are not successful in their program of study. Reduced success rates directly decreases the number of baccalaureate-prepared graduating nurses entering the workforce.

RN-to-Bachelor of Science in Nursing (BSN) students have been characterized as a "distinct group of learners who are older than generic BSN students, working, studying part-time, concerned with childcare and other family

responsibilities, and dealing with financial/employment constraints" (Robertson, Canary, Orr, Herberg, & Rutledge, 2010, p. 105). Literature examining factors associated with RNs returning to school to obtain their bachelor's degree revealed both personal and professional incentives and barriers. Incentives pertaining to personal factors include personal achievement or satisfaction (Bahn, 2007; Delaney & Piscopo, 2004; Reilley, 2003) and family support (Robbins & Hoke, 2013). Professional incentives include professional enhancement, increased job security and recognition (Bahn, 2007) and increased knowledge (Hughes, 2005). Personal barriers associated with RNs returning for bachelor degrees were found to be associated with family issues (Bahn, 2007) and lack of self-confidence and fear (Megginson, 2008). Work schedules, lack of recognition, and no increase in salary were identified as professional barriers for RNs considering a return to school (Bahn, 2007; Megginson, 2008).

Student persistence in RN-to-BS programs was promoted by factors such as academic advising, technology support, flexible scheduling, and a concrete structure for specific course work and clinical assignments (Robbins & Hoke, 2013). However, research indicates that once enrolled in an RN-to-BS program, RNs were hindered by curriculum demands, limited use of adult learning concepts, dull and repetitive content, and denigration of their prior nursing education. In fact, some nurses harbor hostility and anger because they consider themselves to be professionals who should not be negatively impacted by lack of a BS degree (Cangelosi, 2006).

Because many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles and because of increasing encouragement from employers who provide tuition support for RN-to-BSN programs, more nurses are returning to school to complete a baccalaureate degree (Raines & Taglaireni, 2008). It is important to identify stressors or concerns of nurses returning to school for bachelor's degrees because they are challenged to meet the demands of multiple roles and experience stress because of work and family commitments (Kalman, Wells, & Gavan, 2009). Nursing literature has focused on issues surrounding RNs returning to school for a bachelor's degree (Altmann, 2011). There exists a limited body of knowledge related to RN-to-BS student attrition after enrollment in a nursing program.

### 3. Purpose of the study

An increase in the number of RN-to-BS students who are successful in their nursing program would save resources and increase the number of qualified baccalaureate-prepared RNs entering the workforce. This would have a significant positive impact on the communities where these graduates would ultimately practice. With limited space and resources available, it is imperative that the student who is most likely to succeed is the student who is accepted into the program.

Download English Version:

<https://daneshyari.com/en/article/2680340>

Download Persian Version:

<https://daneshyari.com/article/2680340>

[Daneshyari.com](https://daneshyari.com)