

**Sigma's VIRTUAL 31st International Nursing Research Congress (Wednesday, 22 July - Friday, 24 July)**

## **Baccalaureate Nursing Students' Attitudes Toward Nursing Education Research and Pedagogical Research Participation**

**Sherry A. Burrell, PhD, RN, ACNS-BC, CNE**

Jennifer Gunberg Ross, PhD, RN, CNE

*M. Louise Fitzpatrick College of Nursing, Villanova University, Villanova, PA, USA*

**Purpose:** Nursing students generally have positive attitudes toward research and appreciate the value of research for professional practice,<sup>1-4</sup> but no studies have explored students' attitudes toward education research or participation in pedagogical research. The purposes of this study were to: 1) explore nursing students' attitudes toward research in general, education research, and participation as subjects in pedagogical research; 2) describe the relationships among these attitudes; and 3) identify associated factors.

**Methods:** The mixed-methods, descriptive, cross-sectional study was conducted at a mid-sized, private university in the mid-Atlantic Region of the United States. One-hundred and ninety-five baccalaureate nursing students were recruited using convenience sampling techniques to participate in this study. Three instruments that demonstrated adequate validity and reliability were used to measure nursing students' attitudes toward: a) nursing research in general (Nursing Students' Attitudes and Awareness of Research and Development in Nursing questionnaire<sup>1</sup>), b) nursing education research (Nursing Students' Attitudes toward Nursing Education Research Questionnaire<sup>5</sup>), and c) pedagogical research participation (Nursing Students' Attitudes toward Participating in Nursing Education Research Survey). Additionally, barriers and facilitators to research participation were identified through the use of a researcher-developed, literature-supported, survey that included both select-all-that-apply and open-ended items. Quantitative data were analyzed using descriptive statistics, *t*-tests, Pearson's correlations, and analysis of variance (ANOVA). Qualitative data were analyzed using conventional content analysis. Katz's Functional Attitude Theory<sup>6</sup> served as the theoretical framework for this study.

**Results:** Nursing students' attitudes about research in general, education research, and participation in pedagogical research were predominantly positive and directly correlated. Age was significantly associated with attitudes about education research and research participation; whereas, year in program was only associated with participation in pedagogical research. The most prevalent factors that students identified as promoting participation in nursing education research were: extra credit, potential to improve practice, and interest in the research topic. The most common barriers to participating in research included: academic obligations, extracurricular activities, and employment, which all affected the amount of time available to participate in pedagogical research.

**Conclusion:** Study findings provide valuable insight into nursing students' attitudes toward research that may be used to design study protocols to enhance student participation in pedagogical research. This study should be replicated on a larger scale

in more geographically diverse areas and with different types of pre-licensure degree programs to improve generalizability of the findings.

---

**Title:**

Baccalaureate Nursing Students' Attitudes Toward Nursing Education Research and Pedagogical Research Participation

**Keywords:**

Attitudes, Nursing Education Research and Nursing Students

**Abstract Summary:**

This presentation will discuss the results from a mixed methods study exploring nursing students' attitudes toward nursing education research and participation in pedagogical research. Study findings provide valuable insight into nursing students' attitudes toward research that may be used to design study protocols to enhance student participation in pedagogical research.

**References:**

- Bjorkstrom ME, Johansson IS, Hamrin EKF., Athlin EE. Swedish nursing students' attitudes to and awareness of research and development within nursing. J Adv Nurs. 2003;41(4):393-402.
- Brooke J, Hvalic-Touzery S, Skela-Savic, B. Student nurse perceptions on evidence-based practice and research: An exploratory research study involving students from the University of Greenwich, England and the Faculty of Health care Jesenice, Slovenia. Nurs Educ Today. 2015;35:e6-e11.
- Halabi, JO. Attitudes of Saudi nursing students toward nursing research. Saudi J Health Sci. 2016;5(3):118-124.
- Toraman AU, Hamaratcilar G, Tulu B, Erkin O. Nursing students' attitudes toward research and development within nursing: Does writing a bachelor thesis make a difference? Int J Nurs Pract. 2017;23:e12517.
- Burrell SA, Ross, JG. Psychometric evaluation of the nursing students' attitudes toward nursing education research questionnaire. J Nurs Meas. In press.
- Katz D. The functional approach to the study of attitudes. Public Opin Q, 1960; 24(2):163-204.

**First Primary Presenting Author*****Primary Presenting Author***

Sherry A. Burrell, PhD, RN, ACNS-BC, CNE  
Villanova University  
M. Louise Fitzpatrick College of Nursing  
Assistant Professor  
Villanova, Pennsylvania  
USA

**Author Summary:** Dr. Burrell is an Assistant Professor in the M. Louise Fitzpatrick

College of Nursing at Villanova University. She is a Certified Nurse Educator with 14 years of experience as an academic nurse educator. She also has more than 20 years of experience as a surgical oncology nurse and 9 years of experience as clinical oncology nurse researcher. Dr. Burrell has presented and co-authored manuscripts on nursing education research and various cancer-related topics.

Second Author

Jennifer Gunberg Ross, PhD, RN, CNE  
Villanova University  
M. Louise Fitzpatrick College of Nursing  
Assistant Professor  
Villanova, Pennsylvania  
USA

**Author Summary:** Dr. Jennifer Ross is an Assistant Professor of Nursing at Villanova University. Her research focuses on the effect of innovative, evidence-based teaching strategies on student outcomes. She has published and presented nationally on various evidence-based teaching strategies including simulation.