# Influencing Factors on Nurses' Motivation to Pursue Bachelor's Degree. A Study in a Class B Hospital in West Jakarta

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Article info	Abstract
	Background: Hospital X, a state-owned enterprise, aims to increase the ratio of nurses with a Bachelor of Nursing degree to 30:70, but the current ratio is reversed, necessitating an increase in this number. **Objective**: This study aims to evaluate the influence of social support, and hospital organizational support mediated by self-concept factors on the motivation of nurses to continue formal education. **Methods**: Quantitative research and a questionnaire, with a 4-point Likert Scale were distributed. There were 489 respondents and 320 respondents met the inclusion criteria. The data was analyzed using three-box method and SEM-PLS. **Results**: Social support and self-concept independently influence the motivation of the nurses to pursue a Bachelor's degree. However, organization support does not affect the motivation of nurses. The role of self-concept as a mediator to motivate nurses is significantly positive. Social support and organization support; each have a positive influence on self-concept. **Conclusion**: Hospital X must calculate the needs of qualified nurses with a Bachelor of Nursing degree and follow it with talent scouting, mentoring, and leadership training programs to improve nurses' self-concept. Providing scholarships or tuition assistance can increase the perception of organization support, which further increases commitment and loyalty of the nurses. **Recommendation**: The equalization Bachelor of Nursing degree program must be improved to utilize the potential of nurses who have already obtained the degree independently. Further study to explore the type of organization support and other motivational factors is also needed. **Keywords:** nurse motivation, higher education, social support, hospital organizational support, self-concept
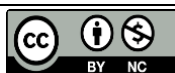
Introduction

The regulation from The Minister of Health of the Republic of Indonesia Number 1128 Year 2022 stated that hospitals must implement Patient-Centred-Care (PCC), which is a collaboration care between doctors (as the Doctor in Charge of Service/DPJP), nurses (as Nurses in Charge of Care/PPJA), pharmacists, dietitians and other medical personnel that involved in patient care (1). Another regulation from the Minister of Health; number 26 Year 2019, article 24 stated that only nurses with Bachelor of Nursing degrees are authorized to manage nursing care (2). These nurses must have passed the 2nd level of Clinical Nurse and fulfilled the assessment competencies as Nurse in Charge of Care.

Continuing nursing education is important for the assurance and improvement of patient care. In Indonesia, nurses with a Diploma in Nursing still dominate the number of nurses practicing. According to data from the Director General of Health Service of the Ministry of Health of Indonesia, in 2017 around 77.56% of nurses working in hospitals held a Diploma in Nursing, 10.84% with Bachelor of Nursing degree, 5.17% graduated from a Nursing Secondary School and only 6.24% nurses held a specialistic degree in Nursing. This condition is far from the nursing profession's standards for work as a professional nurse in charge of care (PPJA). Several research publications have reported a significantly better impact on postoperative patient care and the completeness of medical record files if the number of nursing staff with Bachelor of Nursing degree in hospital is higher (3-5). In addition, higher education will provide better motivation and financial compensation for nurses (6).

The motivations of nurses with a Diploma degree to pursue a Bachelor of Nursing degree based on some researches are to master nursing theories, provide professional nursing services, job demands, career promotion, professional development, to gain recognition, career improvement, increase social status, financial incentives, due to demands from patients (7-9). The desire to get a degree, the ease of applying to other institutions, an increase in salary, increased confidence, to meet the demand from the superior, for job security, personal achievement, and because enjoy learning new things are also the motivation for nurses to return to school (10-12).

However, the motivation to continue formal education can decrease due to limited time and energy, household obligations, unclear compensation received, huge costs, family commitments, unstable personal financial conditions, lack of support from superiors, lack of information regarding the program and its requirements, concerns about self-ability and due to ignorance of the benefits of obtaining a bachelor's degree (13-15). Other demotivating factors are minimal recognition of academic achievement from institution management, lack of desire to study formal education, and a sense of complacency with the current position, age factor, not supported financially by the workplace, and inflexible programs (16-17).

Hospital X is a Class B hospital in Jakarta with a total capacity of 758 beds, provides subspecialized services that are nearly similar to a Class A Hospital, and has 5 centers of excellence (Orthopedic, Ophthalmology, Cancer, Cardiovascular, and Neurology). It was built in 1913 and was designated to serve the workers from a Dutch shipment company and their families. In 1957 the hospital was nationalized and in 2019 acquired by the state-owned enterprise (BUMN Indonesia Healthcare Cooperation). Currently, most of the service provided in this hospital is directed to serve patients with government insurance (BPJS) with the ratio of nurses with Bachelor of Nursing degrees to nurses with Diploma of Nursing is 30:70. The hospital management aims to expand the service towards patients with private insurance and also to increase the numbers of Nurses with Bachelor of Nursing degree up to 70%. A preliminary study in Hospital X was conducted on 30 nurses with Diploma degrees and found that 60% of nurses are motivated to continue their professional education with the reason to increase the level

of positions which will also raise salaries, to use their free time better, and better usage of their savings. However, some nurses are not motivated for some reasons; such as having reached old age, having no money, children are still young age, not eager to hold any position, and because the mechanism for career advancement is unclear.

This research explores the influence of social support, organization support, and self-concept towards the motivation of nurses to attain a Bachelor of Nursing degree, and also the mediating role of self-concept to enhance the influence.

METHODS
Design

This is a quantitative study with the cross-sectional method. that measures the social support, organization support, self-concept, and nurses' motivation to pursue a Bachelor's degree, including the mediating role of self-concept on the influence of social support and organization support separately on nurses' motivation to continue education based on this conceptual framework (Fig.1.)
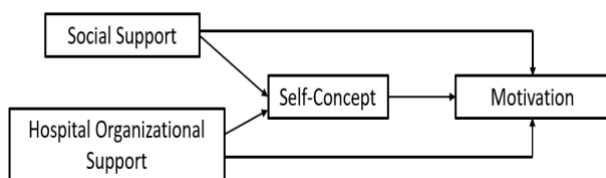

Figure 1. Research conceptual framework

Sample, sample size, & sampling technique

This study was conducted at Hospital X in July 2024. The inclusion criteria are nurses who hold a Diploma of Nursing and have worked >3 years and not on annual or maternity leave. Based on the data in the Nursing Department, 331 nurses meet these criteria. According to Slovin Formula with a 95 percent confidence level, the minimal sample size is 174.

$$n = \frac{N}{1 + Ne^2} = \frac{331}{1 + (331 \times 0,052)} = 174$$

Instrumentation and data collection

The survey used an online survey platform (Google-Form) which is distributed to all nurses who met the inclusion criteria. All respondents who are willing to participate in this study signed the informed consent, which consists of information regarding the process of this study, the objective, and the risks of the research. Data gathering was done in two weeks. The survey records demographic information and four sections with statements about social support, organization support, self-concept, and motivation; The respondents responded using a 4-point Likert-type scale (1=strongly disagree, 4=strongly agree).

The social support questionnaire was adapted from Lundberg's research, which has 10 items that describe emotional support and instrumental support from spouses, family, colleagues, and superiors. Acceptance, encouragement, and praise are the realization of emotional support; while instrumental support can be in the form of funds, assistance in childcare, and the implementation of household tasks (18). The original scale has a Cronbach alpha ranging from 0.343 to 0.762. One item was removed due to the Cronbach alpha value <0.4 and one item was also removed due to the value of Average Variance Extracted (AVE) being <0.5. The remaining statements still represent the two dimensions of social support.

The instruments are developed based on Rhoades and Eisenberger's theory that consists of three aspects: support from the superior, reward from the organization (such as increased salary, career promotion, work autonomy, appreciation-recognition and learning opportunities), and organization justice regarding obligations, rights, reward and punishment (19). The instrument has 10 items with Cronbach alpha ranging from 0.393 to 0.825. One item was removed due to the Cronbach alpha value being 0.393 and one item was also removed due to not meeting the AVE validity value. The questionnaire still represents the three dimensions of organization support even though two items are removed.

The instrument from Angel et al. consists of 12 items and it measures four dimensions of nurse self-concept; namely care,

knowledge, staff relationship, and leadership (20). The process of adapting the instrument was done by translation-back translation method. All statements passed the Cronbach alpha reliability test.

The motivation of nurses to pursue higher education was measured using 25 statements based on the questionnaire by Knutsen, which adopting Maslow's Theory (21). The adaptation was done by translation-back translation method. The Cronbach's alpha of each statement ranges from 0.510 to 0.843. Seven items must be removed because the values are in between 0,4-0,6 but do not meet the AVE validity value, the remaining statement still represents the five dimensions of motivation (physiological needs, safety needs, love-belonging, self-esteem, and self-actualization).

Data analysis

The following steps were conducted in this study: first, the demographic data were calculated and analyzed to show the characteristics of the subjects. Subsequently, the Partial Least Square of Structural Equation Modeling (PLS-SEM) method is used to analyze the measurement (reflective and formative) and structural models. The PLS-SEM method is suitable for analyzing multivariate relationship models between the construct of social support and organization support towards motivation mediated by the self-concept variable as the research conceptual framework described. Classic assumption test for this study (multicollinearity test) are simultaneously assessed with PLS-SEM by analyzing the Variance Inflation Factor (VIF) as shown in Table 3. This study utilizes Smart PLS 4.0 software.

The Three-Box Method was used for descriptive statistical analysis to determine the respondents' tendency toward each questionnaire item and categorized it into three groups; low, medium, and high (22). The tendency of the behavior of the respondents later can be summarized based on this category.

Ethical Considerations

This study was approved by the Research Ethics Committee of Esa Unggul University with the ethical clearance certificate number 0924-08.057 /DPKE-KEP/FINAL-EA/UEU/VIII/2024. Before the study, the researcher presented the proposal to the hospital management for approval. Informed consent was obtained from the nurses who participated with clear assurance of confidentiality and that their involvement would not affect their performance appraisal.

RESULTS
Characteristics of the Respondents

A total of 320 nurses answered the questionnaires therefore the sample size for this study is appropriate. The majority of respondents are female (83.4%) and in the age group >28-34 years (52.2%). Based on working duration, most have been working >6-12 years (49.1%) and 95% are permanent workers. The respondents mostly work in Special Unit Care e.g. ICU, HCU, Dialysis unit, ER, OT, etc. (65%) and 77.5% are married.

Table 1. Characteristics of respondents

Variables	f	%
Sex		
Female	267	83.4
Male	53	16.6
Age		
<28 years old	99	30.9
>28 - 34 years old	167	52.2
>34 - 39 years old	16	5.0
>39 years old	38	11.9
Work Unit		
Outpatient Clinic	31	9.7
Inpatient Ward	81	25.3
Special Unit Care	208	65,0
Employment Status		
Permanent Staff	304	95.0
Contract Staff	16	5.0
Employment Duration		
>3 - 6 years	116	36.3
>6 - 12 years	157	49.1
>12 - 18 years	15	4.7
>18 years	32	10.0
Marital Status		
Divorced	4	1.3
Single	68	21.3
Married	248	77.5

Measurement model assessment

Cronbach's Alpha and Composite reliability tests were carried out to assess internal consistency reliability. All Cronbach's Alpha and Composite Reliability values are above the acceptable level of 0.7; hence all the post-correction latent variables were retained for further analysis. Convergent validity was measured using Average Variance Extracted (AVE). All values are greater than 0.5, confirming the internal consistency of the reflective scales. Table 2 exhibits the outcomes.

Table 3. Structural model assessment

			Path-coefficient	T-statistics	P value
Direct Effect	**VIF**	**R²**			
Organization support → self-concept	1.583	0.432	0.356	5.976	0.000
Social support → self-concept	1.583		0.380	6.609	0.000
Organization support → motivation	1.807	0.532	0.057	1.075	0,283
Social support → motivation	1.839		0.357	6.848	0.000
Self-concept → motivation	1.771		0.411	7.881	0.000
Indirect Effect	**VAF**				
Organization support → self-concept → motivation	71.9%		0.146	4.624	0.000
Social support → self-concept → motivation	30.4%		0.156	5.055	0.000
Total Effect					
Organization support → motivation			0.204	3.677	0.000
Social support → motivation			0.514	10.224	0.000

Table 2. Internal Consistency Reliability Test and Validity Test (AVE).

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
Social support	0.866	0.875	0.894	0.516
Organization support	0.875	0.886	0.900	0.531
Self-concept	0.962	0.962	0.966	0.706
Motivation	0.942	0.943	0.948	0.505

Structural Model Assessment and Path Analysis

The structural model analysis begins by checking for the possible existence of a multicollinearity problem by analyzing the Variance Inflation Factor (VIF). The results in Table 3 show how the values fluctuate from 1.583 to 1.839. The overall construct showed a value below 5 which means the model did not show symptoms of multicollinearity (Hair et al., 2022), therefore the research could be continued to the next stage.

The model's explanatory power is described by the value of R^2. The R^2 values of 0.75, 0.50, and 0.25 can be considered substantial, moderate, and weak (23,24). The R^2 of self-concept is 0.432 and R^2 of motivation is 0.532 (Table 3), therefore, the model in this study has moderate explanatory power.

With the R^2 value, the predictive relevance (Q^2) value can be calculated. A structural model with Q^2 values bigger than zero means the construct has predictive and 0.5 depict small, medium, and large predictive relevance of the PLS-path model (25). The predictive relevance value is calculated as follows:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2)$$
$$Q^2 = 1 - (1 - 0,432)(1 - 0.532)$$
$$Q^2 = 0.734$$

The Q^2 value of this model is 0.734, which indicates that the model is good and has a predictive relevance value of 73.4%. This means that 73.4% of the variable that influences the motivation of the nurses in hospital X to pursue higher education can be explained by the variables used in the study, while the remaining 26.6% is explained by other variables not included in the model.

Path analysis, which tests whether or not exogenous variables have a significant effect on endogenous was carried out using the T-statistic value, which can be seen in Table 3 below. A T-statistic value above 1.96 indicates a positive relationship. The p-value below 0.05 indicates that the result is statistically significant.

Based on the direct effect test, it is concluded that organizational support has a positive significant influence on self-concept (t statistics=5.976, p=0.000), and social support also positively influences self-concept (t statistics=6.609, p=0.000). Social support has a positive significant effect on the motivation of nurses to pursue Bachelor's degrees (t statistics=6.848, p=0.000); however organizational support does not influence the motivation of nurses (t statistics=1.075, p=0.283). The motivation of nurses to pursue higher education also being influenced significantly by self-concept (t statistics=7.881, p=0.000).

Full mediation by the intervening variable is concluded if the VAF is above 80%. A VAF value between 20% and 80% is considered partial mediation, and a VAF <20% is considered no mediation (26). For the indirect effect of organization support on motivation, the VAF is 71.9%, which concludes self-concept has a partial mediation role.

Finally, self-concept also shows a partial mediation role for social support to influence nurses' motivation to pursue Bachelor of Nursing degrees. The path analysis shows a significant positive influence (t statistics=5.055, p=0.000) with VAF 30.4%. It can be concluded the intervening role of self-concept is stronger in organization support compared to social support in influencing nurses' motivation.

Three-Box Method

The respondents' answer was analyzed with the Three-Box method and will describe the tendency of the answers and their behavior,

Based on the calculation, it can be concluded that the respondents already have high motivation, even mostly have the desire on's
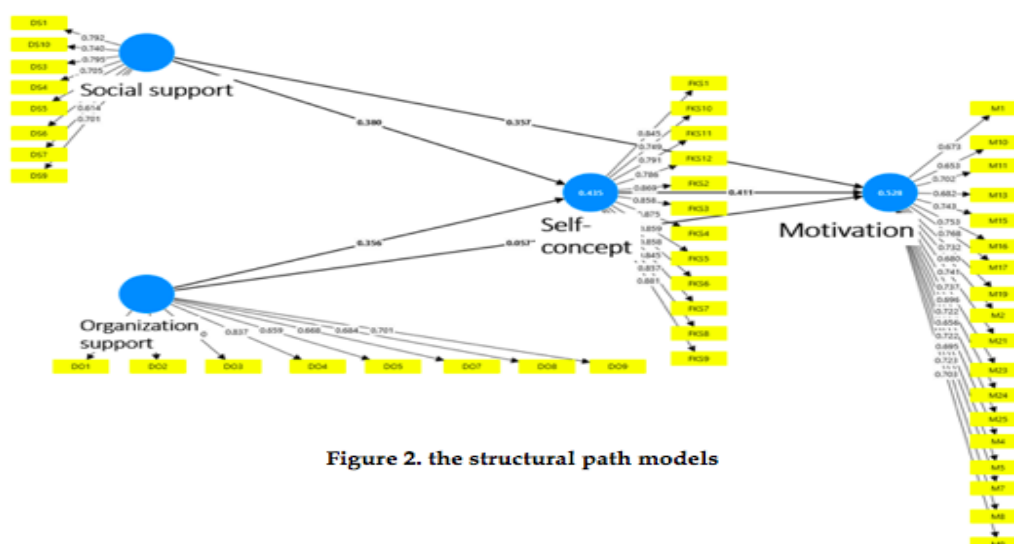

Figure 2. the structural path models

To assess the influence of self-concept as a mediating variable in the relationship between organizational support and motivation, results indicate that the indirect effect is statistically significant (t statistics=4.624, p=0.000); however, the direct effect is not statistically significant.

source is intrinsic. For the social support variable, emotional support is perceived stronger than instrumental support and this will generate an affective commitment to those who have provided support. Whereas the organization's support is only perceived

as moderate by the nurses. The support from superiors is felt high, while organizational fairness, appreciation from the organization, and working conditions are only felt moderate. This condition only creates a normative commitment from nurses towards the hospital, they comply with the organization's system and rules but are not willing to walk the extra mile for the sake of the organization. The respondents' answers to the self-concept variable showed high results, meaning that the nurses at Hospital X already had a strong positive self-concept.

DISCUSSION

This study aimed to determine the influence of social support, organization support, and self-concept on the motivation of nurses to pursue higher education; and whether self-concept can increase the impact of social support and organization support.

The direct effect testing of social support on motivation shows a positive significant influence of social support on motivation; and the higher the social support, the higher the motivation level will become. Several studies also concluded that parental support has a significant influence on nurses' motivation to continue their studies (27,28,29) and social support from friends, family, colleagues, superiors, and doctors in the hospital has a positive impact on motivation. The support can be in the form of providing information, empathy, affirmations, and instrumental (e.g. assistance in house chores, child care and lending money) (15,16,28,30,31,32).

The respondents concluded that social support has a positive and significant influence on self-concept. According to several reports, social support from friends, family, life partners, and co-workers has a strong positive influence on self-concept; which is formed through the individual's role in family, school, and workplace. This positive self-concept can be formed when the individual receives acceptance, encouragement, and affirmation from his family, co-workers, and superiors (33,34,35). Nurses in hospitals work in a team that has a close bond because the patient care

process must run continuously, so this activity will form a social identity and lead to the formation of self-concept.

Direct effect testing of hospital organizational support on nurses' motivation to continue their education showed no influence from organizational support on motivation. This result is different from previous research, which concluded that support from workplace organizations, in the form of employer support, recognition of academic degree achievement, sponsorship or financial assistance, better working conditions (in the form of workplace arrangements or workload), can motivate nurses to continue their education (11,15,16,17,28,31). The different result in this study is due to the low perception of organizational support felt by nurses at Hospital X. This is visible in the Three-Box method analysis which shows that the organizational support is perceived as moderate by nurses; whereas the motivation of nurses is high. Organizational justice is the employee's perception of equality in the division of obligations, rights, rewards, and punishments for violations (19); a low perception of this justice can affect the commitment and loyalty of nurses.

The direct effect test of hospital organizational support on nurses' self-concept shows a positive influence and the higher the organizational support, the higher the nurse's self-concept. This conclusion is in line with several reports, that a person's role in the social sphere, including in the work environment (interaction between staffs, workplace communication, professional nurse behaviour and leadership) has a significant impact on self-concept (33,36,37).

Self-concept has a significant influence on motivation based on the result of direct effect testing, and the higher the nurse's self-concept, the higher the motivation will be. Based on the calculation, self-concept gives the strongest influence on motivation compared to other variables. In this study, it was found that self-concept had the strongest influence on motivation to continue education compared to the influence of other variables. Nurses with

positive self-concept will desire to master the theory of nursing and develop it, and when they apply nursing theories in their daily work, it will give extra motivation to pursue higher education (7,9,12,38).

The mediation role of self-concept to increase the influence of social support on nurses' motivation to continue education shows a significant role. Several researchers have reported similar results, that high self-concept can be formed because of solid support and appreciation from the family. Nurses with a good self-concept will happily carry out nursing care, apply their knowledge in their daily work, and want to develop their knowledge continuously. So that a nurse with positive self-concept will have the motivation to continue education because of the awareness of his/her responsibility and the drive for self-development (7,14,32,39).

There is a significant intervening role of self-concept factors in enhancing the influence of organizational support on the motivation of nurses to continue professional education. Nurses at Hospital X perceive the support of the organization as moderate, but a high self-concept will make a nurse want to continue her education, even though she does not feel supported by the hospital. Based on the calculation of the mediating effect size, it is concluded that self-concept certainly plays a more significant role in the relationship between organization support with motivation, compared to the relationship between social support and motivation. The effect of commitment of organizations towards employees in the form of scholarships or tuition assistance has been reported; it increases the motivation and commitment of nurses to continue their education (11). In Hospital X, the organization support is not perceived well, this should raise awareness at the hospital management level because the commitment of the nurses will be stronger towards the people who provide the social support than towards the hospital, and this could affect the process of retaining the nurses after the completion of their study. Hospital X has collaborated with an educational institution to conduct a special class for the nurses, but with no financial support program, either scholarships or tuition assistance. In addition, the nurses also feel that the unclear mechanism for equalizing the Bachelor of Nursing degree and competencies program after completing education is a demotivating factor; another condition that reduces the motivation to pursue higher education is the unclear career paths and promotion of job classes.

Implications and limitations

It was concluded that the motivation of nurses to attain a Bachelor of Nursing degree was more driven by the social support received from the closest people, life partners and co-workers than from the hospital organization. This can result in a low commitment of nurses to continue working at Hospital X after completing their education, due to minimal contribution from the organization to their education program. Organizational support in the form of full or partial scholarship will be perceived well by nurses and increase their commitment and loyalty. A clear career path and promotion process will also increase the motivation of nurses to pursue higher education.

Some limitations of this study are due to the quantitative method which only provides a one-way questionnaire, which could result in a homogenous answer and not exploring further as in qualitative research.

Conclusion

This study shows that social support and self-concept independently have a positive effect on the motivation of nurses to continue their undergraduate education significantly so the increase in nurse motivation can be through an increase in social support and self-concept; however, organizational support does not affect this motivation. Social support and organizational support each have a positive effect on the self-concept of nurses so in order to improve nurses' self-concept, social support and organizational support can be enhanced.

The role of self-concept as a mediator to increase the influence of social and organizational support on the motivation of nurses is significant. It is necessary to conduct research in Hospital X to find out the type of organizational support needed for nurses and to conduct further research on other factors that affect the motivation of nurses to achieve a Bachelor of Nursing degree.

Conflict of interest

The authors hereby declare no conflict of interest in this study, either to any institutions or individuals.

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