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**PERCEPTION ON THE MOTIVATIONAL FACTORS FOR EDUCATIONAL
ADVANCEMENT AND SELF-EFFICACY TO PROVIDE
QUALITY CARE AMONG NURSES**

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5 August 2025

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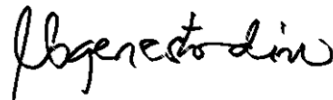
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Perception on the Motivational Factors for Educational Advancement and Self-Efficacy to Provide Quality Care Among Nurses

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This Thesis of **LYN B. GENESTON-DINO** titled: “**PERCEPTION ON THE MOTIVATIONAL FACTORS FOR EDUCATIONAL ADVANCEMENT AND SELF-EFFICACY TO PROVIDE QUALITY CARE AMONG NURSES**” is hereby accepted by the Faculty of Management and Development Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Master of Arts in Nursing.


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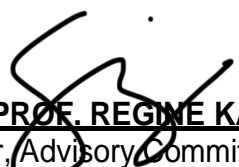
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Biographical Sketch

Lyn B. Geneston-Dino is from Palo, Leyte, Philippines. She graduated from De Los Santos College, Quezon City, with a Bachelor of Science in Nursing in 1993. Lyn worked in the Middle East for 10 years, from 1996 to 2006, as an ER Nurse. She received the Best Employee of the Year 2000 award from Al-Mouwasat Hospital in Dammam, KSA. She obtained a CGFNS certificate in 2004 and got her NCLEX license in 2005. She migrated to Arizona with her husband in May of 1996. She received the July 2013 Employee of the Month award and was awarded the 2014 Nurse of the Year in Banner Casa Grande Medical Center (previously Casa Grande Regional Medical Center). She works as an ER nurse in the VA Southern Nevada Health Care System in Las Vegas, where she was nominated for a Daisy Award in 2023. Lyn is also employed as a Quick-Urgent Care nurse in the University Medical Center, one of the Ambulatory Care Clinics, on a per diem basis. She's been a Certified Emergency Nurse for 10 years now. She is currently in graduate school for a Master of Arts in Nursing, specializing in Nursing Administration, and working on her thesis.

Lyn's inquisitive nature has led her to explore two crucial aspects of the nursing profession. She is keen to understand the motivation behind nurses' pursuit of academic advancement and the factors that define the quality of care they provide. Her research aims to uncover if educational advancement enhances nurses' self-confidence in providing care, a topic that will pique the interest of her colleagues and educators.

Lyn's plans are a testament to her ambition and belief in the nursing profession's potential. She is set to graduate with her master's degree soon and has her sights set on a leadership position in the VA system. Her interest in pediatric emergency and nursing quality further underscores her commitment to improving patient care. Her

future endeavors are sure to inspire her colleagues and professionals in the nursing field.

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Dedication

To my beloved husband, Jerry D. Dino Jr., my pride and joy children, Kean Allen G. Dino and Kevin Aaron G. Dino.

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ABSTRACT

This study examines the relationship between Filipino nurses' perceptions of motivational factors for educational advancement and their self-efficacy in providing quality care. The research aimed to explore the socio-demographic characteristics of nurses and understand how these factors influence their professional growth and care delivery. A cross-sectional online survey was conducted targeting Filipino nurses through social media platforms. A total of 102 respondents were surveyed in the study.

Descriptive and inferential analyses, such as Chi-square and Spearman tests, were used to assess the relationship between variables. The majority of respondents were young adults, with females representing two-thirds of the sample. Most nurses held a bachelor's degree, and a large portion were employed as staff nurses in specialized units such as dialysis and intensive care. The findings showed that high motivation for further education was observed, driven primarily by the desire for professional development and enhanced service delivery. Self-efficacy was generally high, particularly in patient interaction and professionalism. However, there were lower ratings for areas such as cultural sensitivity and empathetic care. A weak, no significant correlation between motivation and self-efficacy was identified. Age showed a moderate positive correlation with educational motivation, while job position and department revealed slight associations. Filipino nurses show strong motivation for educational advancement, which aligns with their self-efficacy in providing quality care.

However, the correlation between the two factors was not strong enough to establish causality. Nurses should seek ongoing education to improve their skills. Nurse managers and healthcare institutions should support these efforts by offering

flexible learning options and mentorship. Further research should explore the long-term impact of education on care quality.

Keywords: *self-efficacy, motivation, academic career, educational advancement.*

CHAPTER I

THE RESEARCH PROBLEM

Background of the Study

Educational advancement in any profession is challenging, and nursing is no different. Nurses in the Philippines, like their peers worldwide, face the demanding yet rewarding journey of furthering their education to enhance their skills and competencies. Although the path to higher education can be demanding, earning an advanced degree in nursing offers excellent benefits. It enhances nurses' qualifications and better prepares them for leadership roles in the healthcare system, which is vital for improving patient care outcomes (Wilson, 2015). Nurses who pursue advanced education, such as master's or doctoral degrees, gain the knowledge necessary to become healthcare leaders, influencing both clinical practice and research.

Florence Nightingale, a pioneering figure in nursing, once stated in the 1800s, "Let us never consider ourselves finished nurses. We must be learning all our lives." This highlights the value of continuous learning and the role of advanced education in developing nursing as a profession. In the Philippines, there is a growing demand for highly skilled nurses who can take on leadership roles in clinical and managerial positions. Nurses with advanced degrees are better equipped to provide quality care and assume roles such as nurse managers, nurse educators, and nurse researchers (Conley, 2019).

In the Philippines, where the healthcare system is constantly evolving to meet the needs of a growing population, advanced degrees in nursing are becoming more essential. Nurses with advanced degrees can handle complex patient care, contribute

to evidence-based practices, and serve as mentors to their peers. The pursuit of higher education in nursing benefits the nurses themselves and significantly impacts the quality of care provided to patients. Gong et al. (2022) noted that the growth of nursing education is closely tied to improving patient care standards, as highly educated nurses can better manage patient needs in the constantly changing healthcare landscape.

By 2030, the nursing profession in the Philippines, like in other parts of the world, is expected to undergo significant changes to meet the evolving needs of the healthcare environment. Nurses must be ready to work with diverse patient populations, embrace new technologies, and collaborate with multidisciplinary teams (Flaubert et al., 2021). The need for nurses with advanced education is clear; they will lead improvements in patient care, mentor new nurses, and guide research initiatives. For example, pursuing a master's degree can position a nurse as a leader in knowledge and clinical practice, guiding others and setting new standards of care (Svavarsdottir et al., 2018).

In this study, "educational advancement" refers specifically to postgraduate education in nursing, like master's or doctoral degrees. The pursuit of higher qualifications not only enhances the abilities of individual nurses but also supports the development of nursing as a profession. Academically prepared nurses can better address the evolving challenges in healthcare and deliver more effective, patient-centered care (King et al., 2021).

Motivating factors for pursuing educational advancement among nurses stem from both intrinsic and extrinsic influences (DeSilets, 1995). Intrinsic motivators, such as professional development and personal growth, inspire nurses to seek further education. Additionally, promotions and other forms of financial compensation also

encourage nurses to further their education (Kinsella et al., 2018). For nurses seeking to advance their careers, increase job security, and make a meaningful impact on the development of nursing science, the prospect of further education is attractive due to both intrinsic and extrinsic factors. As an immigrant nurse who initially felt uncertain about practicing in a foreign country, the researcher saw the common challenges that nurses face when pursuing further education. Reflecting on her own experiences in the United States, she noted that nursing practice has many similarities across different countries. The competitive nature of the profession, along with the growing need for higher qualifications, led her to investigate why nurses in the Philippines also choose to pursue educational advancement. What drives these nurses to return to school, and how do they view the benefits of a higher education?

In recent years, the evolving healthcare system in the Philippines, which is increasingly relying on technology and evidence-based practices, has made continuing education more important than ever. Many healthcare institutions now encourage or require their nursing staff to pursue higher education, offering benefits such as flexible work schedules, tuition support, and opportunities for career growth. However, despite the many advantages of further education, there is limited research on how Filipino nurses see the factors that motivate them to pursue higher education, especially considering their unique socio-economic environment.

This study aims to explore how Filipino nurses perceive the reasons that drive them to seek advanced education. While similar studies have been done in other countries, there is a significant gap in research focused on the Philippines, particularly within both government and private healthcare settings. Understanding these motivations is essential for nursing leaders, educators, and policymakers. The study's

results can inform strategies for facilitating professional growth and enhancing the national quality of patient care.

Statistics on the educational outcomes of nurses in the Philippines are not available; however, reports and studies have been published, documenting prevailing trends in nursing education. According to a 2020 report issued by the Professional Regulation Commission (PRC), a notable increase in the number of nurses pursuing further education has been observed nationwide. Approximately 15-20% of Filipino nurses have achieved master's degrees, and fewer than 5% have gone on to earn doctoral degrees (PRC, 2020). This aligns with global trends, where financial constraints and the demands of clinical practice often hinder nurses who aspire to leadership positions. In collaboration with the Commission on Higher Education (CHED), the number of nursing students pursuing doctoral and master's degrees has also increased due to the demand for higher levels of qualifications in the healthcare profession (CHED, 2019). This need for educational advancement is very real because healthcare facilities are seeking nurse leaders with the ability to manage the complexity of a rapidly evolving healthcare system, with a greater focus on technology, evidence-based practice, and leadership.

Evidence from Gong et al. (2022) suggests that development in nursing education, such as advancing towards higher degrees, has been associated with improved patient outcomes. Nevertheless, according to Chavez and Pantoja (2021), many Filipino nurses, despite encouraging trends, also face challenges in sustaining their higher levels of education due to financial constraints, familial responsibilities, and the immense demand prevalent in the nursing profession. Therefore, understanding the motivational factors behind nurses' decisions to pursue educational advancement is crucial for the future development of the profession in the Philippines.

In summary, while the trend toward higher education in nursing is on the rise, more targeted efforts are necessary to support and motivate nurses in pursuing these advanced degrees. Offering financial assistance, flexible work hours, and academic support could play key roles in encouraging more nurses to pursue postgraduate education, ultimately benefiting both the profession and patient care.

Statement of the Problem

There is a growing trend toward higher education in nursing. These changes are driven by factors like the increasing complexity of healthcare, growing demand for specialized nursing roles, and the need for more nursing leaders and educators worldwide. Focused efforts are necessary to support and motivate nurses in pursuing these advanced degrees.

Main Objective: To determine the relationship between the perception of motivational factors for educational advancement and self-efficacy to provide quality care among nurses.

Specific Objectives:

1. What is the socio-demographic profile of the respondents in terms of:

1.1 age

1.2 sex

1.3 marital status

1.4 educational level

1.5 job position

1.6 area of assignment

1.7 years of experience in this department

2. What is the perception of nurses on the motivational factors for educational advancement in terms of:

2.1 personal benefit and job security

2.2 professional improvement and development

2.3 professional service

2.4 collegial learning and interaction

2.5 professional commitment and reflection

3. What is the level of nurses' self-efficacy to provide quality care for their patients?

4. Is there a significant relationship between the level of motivational factors for educational advancement and nurses' self-efficacy to provide quality care for their patients?

5. Is there a significant relationship between the perception of nurses on the motivational factors for educational advancement and the following socio-demographic profiles:

3.1 age

3.2 sex

3.3 marital status

3.4 educational level

3.5 job position

3.6 area of assignment

3.7 years of experience in this department

Significance of the Study

The findings of this study will contribute to the following stakeholders:

Patients

This study investigates the factors that motivate nurses to advance their careers. Better-educated nurses lead to improved patient outcomes, lower mortality rates, fewer readmissions, and shorter hospital stays. Advanced education gives nurses more skills. This enables them to manage complex or critically ill patients more effectively and utilize technology more efficiently.

Nurses

Research indicates that ongoing education is essential for nurses to stay current with evolving best practices. This study examines the impact of nurses' views on postgraduate qualifications on clinical outcomes. It assesses their attitudes toward further education, which improves their knowledge, skills, and competitiveness on a global scale.

Career development is essential for maintaining the skills required to deliver safe, effective, and person-centered care.

Nursing Administration and Managers

This study aims to provide insight into the factors that influence nurses' decisions to pursue further education. It will help nursing leaders create a supportive environment for education and learning. The findings will help managers and policymakers understand how the desire for education influences nurses' decisions.

This information will inform strategies to enhance these motivations and foster positive learning environments.

Nursing Research

The findings from this study will help update outdated practices, improve treatment protocols, and create new methods that benefit patient care. It will enhance nursing research capabilities, encourage institutional support for ongoing education, and lay the groundwork for future studies in various practice environments.

Human Resource Management/Hospital Administration

This study provides new approaches to evaluating HR policies and addressing challenges in human resources management. It demonstrates how motivation for education can enhance nurses' desire to pursue graduate degrees. This, in turn, will improve efficiency, quality of care, and performance in healthcare organizations.

Academic Institutions/Hospital Partnership

Collaboration between academic institutions and hospitals is crucial for nurses' professional development and educational growth. It benefits both sides and improves healthcare delivery. This partnership helps prepare nurses for the changing healthcare environment. As a result, there is a skilled nursing workforce that can provide high-quality patient care.

Scope and Limitation of the Study

This study examined the relationship between nurses' perceptions of motivational factors for their educational advancement and their self-confidence in healthcare jobs in the Philippines. It focused on nurses who completed or were working toward further degrees from 2000 to the present. The study included BSN nurses who moved on to earn a Master of Arts/Science or a doctoral degree in nursing.

Data was collected through online surveys conducted in March or April 2024. Participants who agreed to participate met the criteria. Since the study included only nurses from the Philippines, the findings may not apply to other areas.

CHAPTER II

THEORETICAL BACKGROUND

Review of Literature

This chapter is divided into three main sections. The first section provides a discussion of related literature and studies. The literature is organized in a topical format. Moreover, the researcher utilized online databases to review the literature, including PubMed, Nursing Journals, ClinicalKey, CINAHL, and CINAHL Plus. The second section presents the theoretical framework on which the study is based, along with the corresponding conceptual framework derived from the relationships between the variables under study. The third section is the statement of the hypothesis generated from the study.

The keywords used for the literature review are *self-efficacy, nurses' motivation, academic advancement, career advancement, motivation factors, and educational advancement.*

Educational Advancement Among Nurses

A systematic literature review was conducted to determine nurses' motivations for career development. Articles published in PubMed, the Cumulative Index to Nursing and Allied Health Literature, Clinical Key, and Nursing Journals using the following search terms: nurses' motivations, factors influencing career advancement/development, educational advancement, and academic advancement were reviewed. The articles included suggestions for future research investigating the correlation and predictability between nurses' motivations for professional development, demonstrating a relationship. In organizations, a well-established

connection exists between training opportunities, personal skill development, promotion prospects, and employee motivation. This relationship is explained by theories such as human capital theory, as proposed by Gary Becker (1964). Essentially, when employees receive training, enhance their skills, and see opportunities for career growth, they become more motivated to perform well, benefiting both themselves and the organizations they work for. Numerous influential factors impact nurses' careers. These factors include -Personal benefit & job security in Educational Advancement. - Professional Improvement and Development in Educational Advancement - Professional service in Educational Advancement - Collegial Learning and Interaction in Educational Advancement -Professional commitment and reflection in Educational Advancement. Ultimately becoming the driving force to educational advancement (Murphy et al., 2020; Lloyd et al., 2016). However, the availability of literature that discusses these influential factors is scarce. There have been relatively few published studies that have considered why nurses pursue advanced education.

Ultimately, these factors serve as the impetus for nursing progression (Murphy et al., 2020; Lloyd et al., 2016). However, despite the increasing recognition of the significance of these factors, the availability of literature on them remains limited. Published research asking why nurses seek advanced education is somewhat lacking.

Nursing educational progression is driven by a range of reasons, which, upon careful examination, reveal both internal and external motivations for nurses to continue their education. Internal drivers are usually a result of a professional need to improve, intellectual growth, and a sense of duty triggered by enhanced credentials. Nurses are most often driven by better clinical results and patient care, which is increasingly feasible as they develop greater understanding and competence. This is

also supported by Wilson's (2020) research, which demonstrated that nurses pursuing higher nursing degrees (Master's or Doctoral) are more likely to plan complicated medical cases and become leaders of quality improvement in health. Extrinsic motivators, however, influence the pursuit of higher education. Job stability, compensation, and professional growth are among the key factors that employees consider when evaluating their workplace. Research indicates that nurses are motivated by professional development opportunities, with the prospect of advancing their careers into roles such as nurse managers, teacher educators, and scientists (Murphy et al., 2020). In the Philippines, for example, nurses are typically motivated by opportunities for higher salaries and the prospect of more influential and responsible positions in healthcare institutions. This is supported by studies elsewhere, which have found that nurses with higher educational levels are more likely to achieve leadership positions, which in turn are associated with increased remuneration and employment security (Gong et al., 2022).

Additionally, collegial interaction and learning play significant roles in education. Nurses pursuing higher education tend to do so in environments that encourage teamwork and the sharing of best practices. Not only do such environments enhance the academic abilities of nurses, but they also contribute to the development of a strong professional community. As Lloyd et al. (2021) discuss, collaborating with a cohort of researchers provides nurses with the opportunity to attend interactive discussions with other nurses, creating a setting that is likely to foster professional development and the sharing of innovative ideas. This community of peers can significantly motivate nurses to pursue higher education, knowing they are part of an extended community transforming the discipline.

Motivational Factors for Educational Advancement

Factor 1: Personal Benefits and Job Security

Nurse educators may investigate the determinants of professional identity among nursing students to foster a confident and satisfied nursing workforce (C. Wu et al., 2020). Increasingly, literature within the field has acknowledged that knowledge and abilities developed in training are not automatically translated to practice. This has been defined as 'the knowledge-to-action gap' (Hakvoort et al., 2022). Nurses must translate their newly acquired knowledge and skills into practice (Graham et al., 2006). Transfer is a multidimensional phenomenon that depends on numerous variables. The dynamic model of transfer describes it as an evolving process over time (Blume et al., 2019). It has three stages: individual variables, such as motivation, and environmental variables, including supervisor and peer support (Blume et al., 2019). Some also discuss the role of contextual factors in transfer (Davidson et al., 2020; Graham et al., 2006; King et al., 2020). Social psychology concepts are crucial for fostering a healthy workplace for nurses and developing personal skills and confidence that lead to a more positive attitude toward learning (Pickens, 2005). However, the perceived improvement in knowledge, skills, or benefits to the patient is primarily subjective (Abu-Qamar et al., 2020). Well-educated health professionals who possess the latest information and skills are crucial for nurses, particularly during the COVID-19 pandemic. Most patients rely on them for safe, timely, effective, efficient, patient-centered, and fair nursing care (Chen et al., 2020; Nsemo et al., 2020).

Additionally, a nurse's job satisfaction is essential for maintaining the safety and quality of nursing care (Amendolair, 2012). Obtaining an advanced education degree can be helpful both personally and professionally (Hooper, 2009).

Factor 2: Professional Improvement and Development

All nurses strive to keep developing professionally. Organizations should recognize nurses' personal goals and individual approaches to patient care. This recognition will help make resources available and accessible. It will enable all nurses to pursue continuing professional development successfully (Hakvoort et al., 2021). Individual nurses' career plans are crucial for taking up postgraduate education. Illing et al. (2018) used a practical approach to explore the education and training of health and social care staff. They created a guide to aid staff training based on four steps: designing training to demonstrate patient benefits, ensuring the learner is motivated and ready to learn, and ensuring that the learning is practical and applicable to practice.

Factor 3: Professional Service

All nurses have different levels of need for ongoing professional development, and current nursing practice does not meet these needs (Hakvoort et al., 2022). However, several factors hinder the pursuit of academic certification, including certification costs, limited time, and a lack of support from employers (Lindell et al., 2020). Strong nurse leaders are vital as change agents and role models. They can help tackle the existing lack of access and resources (Hakvoort et al., 2022). By removing barriers to practice and expanding opportunities, we can encourage collaborative improvement efforts (Wilson, 2015).

Factor 4: Collegial Learning and Interaction

Understanding what motivates employees in the public healthcare sector is crucial for hospital administrators. This insight can help tackle issues related to attendance, performance, turnover, and productivity. A 2022 study by Karaferis et al. emphasizes this point. Nurses aim for ongoing professional development.

Organizations should consider nurses' personal goals and unique approaches. This support will improve the availability of resources needed for all nurses to pursue continuing professional development successfully (Hakvoort et al., 2022). Individual career plans are essential for nurses to pursue postgraduate education. Illing et al. (2018) explored the education and training of health and social care staff using a realistic approach. They developed a guide outlining four steps for staff training. This includes designing training that demonstrates patient benefits, ensuring learners are motivated and ready to learn, and ensuring that the learning is practical and effectively applied in practice.

Factor 5: Professional Commitment and Reflection

Health system performance depends heavily on the commitment and dedication of healthcare workers. Their ability to reflect on their practice and continually improve is also vital. These elements are key in improving the quality of healthcare services and patient outcomes (Heidarian et al., 2015). As the diversity of patients increases and the healthcare system evolves, nurses play a crucial role in ensuring high-quality patient care (DeCelle, 2015; Loos, 2019). This highlights the crucial role of frontline healthcare workers and their impact on society. It also highlights the importance of nursing education in promoting academic growth (Jackson et al., 2020; Bieschel, 2011; Teel & Peltzer, 2018). Nurses recognize the benefits of ongoing professional development for their profession, their families, newborns, and the healthcare system as a whole. These advantages include a greater sense of autonomy, increased confidence in practice, and motivation for lifelong learning (Kasine et al., 2018).

Organizational nurse leaders must examine specific career advancement practices within their facilities to ensure equal opportunities for all employees (Iheduru-

Anderson, 2020). Racial bias in hiring and promotion creates an unfriendly and unproductive work environment that impacts nurses' chances for advancement. We need to explore and understand what motivates nurses to learn. This understanding will enable employers to provide more effective support and enhance nurses' learning experiences (Sarver et al., 2015). Many students are pursuing further education to enter nurse practitioner programs or master's programs. They seek opportunities in management, jobs, and leadership positions (Borgos, 2017; Sarver et al., 2015). The benefits of pursuing higher education through initiatives such as nurse residency programs and continuing professional education (CPE) are substantial. It is expected that these efforts will increase the number of nurses with a bachelor's degree to 80% and double the number of nurses with a doctorate (Wilson, 2015; Nsemo et al., 2020). This highlights the importance of nurses' educational qualifications. Still, measuring effectiveness is tough due to the lack of follow-up monitoring (Loos, 2019; Nsemo et al., 2020). All nurses want to continue their professional development. Organizations should recognize nurses' personal goals and unique needs to make resources available and accessible to them. This support is essential for nurses to pursue ongoing professional development successfully (Hakvoort et al., 2022). Warren and Mills (2009) noted that combining rewards and incentives can encourage nurses to enroll in additional degree programs. Higher salaries, professional recognition, and organizational support were frequently mentioned as motivating factors by those who had not pursued continuing nurses' education (CNE). However, there were mixed outcomes associated with CNE, making it challenging to measure due to various influencing factors (Lindell et al., 2020). Unfortunately, financial rewards for returning to school are insufficient, and a lack of financial assistance negatively impacts the likelihood of enrolling. Older respondents and those with more experience were less

likely to return to school (Romp, 2014). The absence of opportunities for higher positions while working was a clear source of frustration and demotivation (Bellerose et al., 2021).

Nurse's Self-Efficacy

Self-efficacy is a critical concept in nursing practice and professional development. Defined by Bandura (1994) as the belief in one's ability to accomplish specific tasks, self-efficacy plays a pivotal role in the professional identity, job satisfaction, and overall performance of nurses health care organizations and schools must foster and maintain this sense of self-efficacy, since it directly impacts the ability of nurses to deliver quality care, de-stress, and handle clinical practice issues.

Current studies recognize that self-efficacy is not just a belief in oneself, but also the continuous development of competence through performing, learning, and receiving mentorship. Healthcare organizations can instill a sense of self-efficacy by providing regular mentorship, extensive training programs, and recognition of nurses' accomplishments. Such support systems reinforce nurses' confidence, building their professional self and their capacity to perform under stress. For example, Kim and Sim (2020) found that highly self-efficacious nurses are more likely to be confident in their decision-making abilities, leading to improved patient care and increased job satisfaction. In addition, Yao et al. (2021) highlighted that self-efficacy affects nurses' resilience in adapting to workplace issues, enabling them to remain resilient and survive in dynamic healthcare environments.

Self-efficacy is a powerful predictor of professional identity in nurses. Self-efficacy development in nursing is equated with a nurse's developing belief in their role and ability as a healthcare team member, as proposed by Yu et al. (2021). Nurses

with high confidence in their capability are more likely to have confidence in their professional decision-making, thus improving their self-esteem and overall professional satisfaction. This professional persona not only augments nurses' enthusiasm for pursuing educational enhancement but also enhances their commitment to providing quality care.

Job satisfaction, a crucial component of nurse productivity and turnover, is also significantly influenced by self-efficacy. Nurses who are highly self-efficacious are more job-satisfied, as they feel that they can make decisions, enhance patient care, and overcome workplace barriers. According to Lloyd et al. (2020), nurses who are confident and supported are more engaged at work, which in turn makes the profession more satisfying. In addition, constructive criticism and continuous training were also seen to enhance nurses' confidence and professional competencies, having a direct impact on job satisfaction (Nguyen et al., 2022).

Related Studies on Nurses' Self-Efficacy

Several studies have explored the relationship between self-efficacy and nursing practice. Miller et al. (2022) have discussed the influence of self-efficacy on performance under pressure capacity among nurses, concluding that nurses with high levels of self-efficacy are more effective in managing emergency cases, enhancing patient outcomes, and demonstrating professional capacities. This evidence suggests that self-efficacy influences nurses' decision-making skills, particularly during periods of high stress, and is a crucial factor in ensuring patient safety and the delivery of effective care.

Likewise, Cummings et al. (2020) examined the impact of self-efficacy and work support on job persistence among nurses. What they discovered was that those who were supported and encouraged by peers and supervisors through mentoring showed

enhanced self-efficacy, which was found to be associated with greater job satisfaction and longer job tenure. This result highlights the need for supportive settings in developing self-efficacy not only for the nurse but also for the stability of the healthcare workforce.

The Role of Self-Efficacy in Educational Advancement

When nurses pursue higher education and advanced degrees, self-efficacy emerges as a significant factor shaping their success in these endeavors. Those with a strong belief in their own abilities are far more likely to consider and engage in postgraduate study, since they trust they can meet the demands of rigorous academic environments. As Kim and Sim (2020) note, this sense of self-efficacy motivates nurses to undertake complex coursework and fully participate in advanced clinical practice—both of which are crucial for academic achievement. In this way, self-efficacy is not limited to clinical performance; it also actively drives educational progression within the nursing profession.

When nurses possess genuine confidence in their abilities—self-efficacy, in other words—they are much more likely to participate actively in research and evidence-based initiatives. This sense of capability not only encourages them to question established practices but also to critically engage with new information, directly impacting the quality of patient care. As noted by Yao et al. (2021), nurses who believe they possess the necessary skills are significantly more likely to conduct research or apply evidence-based solutions in practice, which often leads to meaningful innovations within healthcare settings.

Perception of Motivation for Educational Advancement and Self-Efficacy

The pursuit of further education in nursing is influenced significantly by both motivation and self-efficacy. Essentially, when nurses possess a strong sense of self-efficacy—that is, confidence in their ability to achieve their goals—they are much more inclined to view educational advancement as both attainable and worthwhile (Duka et al., 2023; Magon et al., 2023). These individuals actively seek out opportunities to enhance their skills and professional growth, recognizing that ongoing education directly contributes to the quality of patient care they provide.

Understanding the interplay between motivation, self-efficacy, and educational advancement is vital for developing effective strategies to support nurses in their educational journeys. Ultimately, such support not only benefits individual practitioners but also leads to improved patient outcomes and continued progress within the nursing profession (Winslow et al., 2014).

Perception of Motivation for Educational Advancement and *Personal Benefits and Job Security*

Many nurses view further education as a strategic step toward personal advancement. Gaining additional qualifications often leads to increased earning potential, greater job security, and access to more specialized or senior positions. Continuing education not only broadens career opportunities but also contributes to long-term professional stability and financial assurance. The level of education has a significant influence on nurses' professional values, decision-making, behaviors, and the quality of care they provide to patients. Nurses with higher degrees have a better understanding and application of nursing values in their work compared to those with lower academic levels. Individuals with a stronger professional identity tend to have more clinical experience and view their learning environment more positively (Wu et

al., 2019). It is essential to incorporate professional values and ethics into nursing curricula at all educational levels internationally, thereby strengthening nursing as a profession (Sibandze, B.T., & Scafide, K.N., 2018). There is a clear difference in work motivation among nurses based on their education. Employees with academic degrees tend to focus more on career development and job satisfaction.

In contrast, those with less education often prioritize pay, independence, respect, and relationships within the workplace. A study in Ethiopia found that health professionals holding master's and doctoral degrees had the highest motivation scores. There was also a significant difference in motivation linked to education level. Undergraduate healthcare providers reported feeling less motivated than those with graduate degrees (Baljoon et al., 2016).

In Japan, enrolling in graduate schools is a good option for registered nurses who want to deepen their knowledge in nursing and find better job opportunities (Toyoda et al., 2019). Nurses who believed they could manage graduate-level courses, gain skills to help society, and felt their colleagues were capable showed greater interest in master's programs. Research highlights various personal barriers that nurses face in their professional growth, including family responsibilities, stress, work-life balance issues, financial challenges (such as high expenses or low pay), inadequate employer support, and insufficient staffing (Caporiccio et al., 2019).

Empowering nurses and ensuring patient safety were identified in the literature as factors that can boost nurses' motivation. Additionally, another study indicated that workplaces must support and empower nurses to meet the organization's needs (Iranmanesh et al., 2014). Giving nurses more autonomy was linked to higher motivation levels in several studies (Baljoon et al., 2016). The desire for career growth is linked to traits such as conscientiousness, which contribute to a sense of purpose

and a drive for curiosity. These traits indirectly influenced the development of interpersonal relationships and personal skills through the interest in advancing careers (G. Sunagawa et al., 2022). Therefore, we examined self-efficacy as a crucial component of this dynamic. A strong sense of self-efficacy fosters individual confidence, enabling nurses to tackle challenges proactively and achieve success. Thus, nurses need to focus on enhancing their self-efficacy in clinical practice. Both personal factors and external conditions play a vital role in achieving career success. It is essential to balance internal and external relationships and use positive strategies to solve clinical problems (WU et al., 2022).

Professional improvement and development

Educational advancement for nursing professionals focuses on individual career goals and provides easy access to a range of resources. Practical training combines theory with real-world situations. Recognition and teamwork encourage a culture of continuous learning. Evaluation keeps the training relevant, creating an engaging experience that benefits both nurses' careers and patient care standards. Following the approach of Illing et al. (2018), healthcare training programs now place nurses in realistic scenarios that connect theory and practice. Simulations, case studies, and firsthand workshops form the foundation where nurses develop their skills, ensuring that the knowledge they gain translates effectively into real-world healthcare environments.

Educational advancement provides nurses with opportunities for professional growth and development. By acquiring new knowledge and skills through further education, such as higher degrees or specialized certifications, nurses can enhance their clinical abilities, critical thinking, and evidence-based practices, ultimately leading to improved patient care outcomes.

The COVID-19 pandemic has posed an unprecedented challenge to the global healthcare system. Therefore, it is essential to provide nurses with adequate support for their professional development (Davidson et al., 2020). Leadership and support for nurses' professional growth are lacking at all levels. This includes insufficient support structures, lack of clear staff development plans, missing career pathways, unclear job descriptions, a lack of uniform nursing education, and inadequate staffing levels (Beal & Riley, 2019; Caporiccio et al., 2019; Parker et al., 2011). Nurses motivated to further their education often have a strong commitment to professional service and quality patient care. They recognize that continuous learning and skill development are crucial for delivering high-quality, evidence-based care and for positively impacting their healthcare team and organization.

Professional Service

Nurses' perceptions of their work environments may influence their interest in graduate school enrollment. They may experience favorable stimulation from their colleagues if they find their colleagues working in a clinical setting competent, which in turn increases their interest in graduate-level studies. Further, nurses' impressions regarding graduate school may influence their interest in enrollment. Still, nurses' interest in career advancement through graduate school may be weakened if they perceive graduate school lectures as challenging to understand (Toyoda et al., 2019).

One study in the United States examined "magnet hospitals," which are recognized for their ability to retain nurses (McClure ML et al., 1983). It found that these hospitals provide educational support for nurses to gain formal education and academic degrees. This includes flexible scheduling, financial assistance, and leaves of absence. Educational support is also important in Japan, where a nursing shortage exists (Sawada, A., 1997; Takahashi, Y., 2008). Such support could improve retention

rates by creating workplaces where nurses feel satisfied and valued for their skills. Part-time work arrangements, which allow nurses time for research and writing, are viewed as beneficial (Sharabani et al., 2023). Several studies have shown that giving nurses more control over their work leads to increased motivation. Work engagement has been noted in nursing literature as a factor that can boost nurses' motivation (Toode K, 2015; Cai C et al., 2011). In China, researchers have found that work engagement is positively related to both intrinsic and extrinsic motivation (Baljoon et al., 2019). There is also a positive link between health workers' motivation and education opportunities (Sato M et al., 2017). Access to suitable educational programs supervised by experienced nurse managers can foster nurses' motivation (Iranmanesh S et al., 2014). Career development emerged as the strongest motivator for nurses in their jobs (Negarandeh R et al., 2015).

Several studies have found a link between training and work motivation (Perreira TA et al., 2016). A quantitative study surveying nurses in Rwanda revealed that two-thirds of respondents believed that education, training, and professional development could improve work motivation levels (Baljoon et al., 2019). Additionally, rewards such as performance evaluations, management, leadership skills, and supervision strongly predict healthy employee motivation (Weldegebriel Z et al. 2016; Adzei FA & Atinga RA, 2012). On the other hand, a lack of appreciation, rewards for good work, and recognition leads to low work motivation (Baljoon et al., 2019). Support and guidance from an organization are crucial for those who do not yet have a clear picture of their future work situations. Organizational support for development can be defined as the plans and opportunities that employees believe their organizations can provide to enhance their skills and management abilities (Han & Hwang, 2023). A positive organizational culture, characterized by a commitment to staff development

and career advancement, has a profoundly positive impact on resident outcomes. Organizational cultures have a significant impact on staff experiences and outcomes, including retention and satisfaction (Fitzpatrick et al., 2022). Hospital managers are expected to enhance support for clinical nurses by creating supportive policies, and colleagues should help and support one another (Gouweloos-Trines et al., 2017).

Regarding financial support, nursing managers can increase bonuses to boost nurses' work enthusiasm. For emotional support, they need to care about nurses' work and living conditions, providing immediate help and emotional backing (Wu et al., 2022). Therefore, hospital managers should emphasize the importance of information literacy in nursing and organize literacy training to enhance nurses' information literacy skills (Carroll et al., 2019). Furthermore, managers should enhance nurses' information literacy by upgrading the hospital information system and promoting digital medicine (Ricciardi et al., 2019).

Collegial learning and interaction

Educational advancement promotes learning and interaction among nurses. Collaborative experiences, like attending seminars, workshops, or pursuing advanced degrees together, encourage knowledge sharing, support, and networking. Nurses can learn from one another's experiences, exchange best practices, and foster camaraderie within the profession.

Encourage regular gatherings or online forums for nurses seeking advanced degrees to share ideas, discuss coursework, exchange resources, and provide support. Nurses at various stages of their careers recognize the importance of ongoing professional development in fostering healthy work environments and enhancing nursing practice and patient care (Price & Reichert, 2017). By forming structured learning groups, nurses pursuing advanced degrees can thrive in a supportive setting

that enhances their learning journey, fosters collaboration, and drives their career growth.

Professional Commitment and Reflection

Nurses' motivation for continuing education shows their commitment to professional growth and excellence. Engaging in ongoing learning and self-improvement shows dedication to the values, standards, and ethical principles of the nursing profession. Nurses who focus on their development are more likely to seek educational opportunities, embrace lifelong learning, and adjust to changes in healthcare challenges and advancements. While studies suggest that postgraduate nursing qualifications may improve patient outcomes, the evidence remains weak (M.Z. Abu-Qamar et al., 2020). Postgraduate education does not always lead to a clear improvement in knowledge and skills, nor does it yield benefits to patient care and health services (M.Z. Abu-Qamar et al., 2020). The link between nurses' educational activities and patient outcomes is uncertain (Hakvoort et al., 2021). The absence of follow-up evaluations leaves little evidence that the knowledge and skills gained through education have a lasting impact on practice or that nurses' educational activities contribute to better patient outcomes (Griscti & Jacono, 2006).

Reflection encourages self-awareness and helps identify learning needs. This ongoing process empowers nurses to become more effective practitioners and agents of positive change in the healthcare field. Research shows a significant difference in nurses' work motivation based on their educational qualifications. Employees with academic degrees tend to place greater value on their career development and job satisfaction (Baljoon et al., 2016). There was a notable difference in education levels, with undergraduates feeling less motivated than graduates in healthcare roles.

In Austria, Ng *et al.* investigated the attitudes of registered nurses toward postgraduate education (Ng et al., 2016). They conducted a factor analysis of these attitudes and identified three factors from the results: becoming facilitators, achieving professional recognition, and inhibiting factors. The "facilitators" factor accounted for 28.5% of the variance. It encompassed six key areas: enhancing nurses' knowledge, increasing nurses' confidence in clinical decision-making, improving nurses' career prospects, enhancing nurses' critical thinking skills, improving nurses' clinical skills, and increasing job satisfaction. They reported that these six items support and attract registered nurses to pursue postgraduate education. However, their study did not examine the importance of registered nurses' interest in enrolling in master's programs in nursing science (Toyoda et al., 2019).

Registered nurses who viewed their colleagues as competent were significantly more likely to be interested in enrolling in master's programs. They are broadening their professional skills while working closely with others in a supportive environment. In this setting, nurses receive positive encouragement from their colleagues in their daily tasks, which sparks a desire to improve and develop their skills. Nurses in such environments tend to seek graduate education and pursue further studies. There is a need to educate about leadership and interprofessional collaboration (Bowles et al., 2019). Motivations for professional development include expanding roles, increasing job opportunities, achieving professional goals, and an interest in how nursing research affects patient care. Additionally, by surveying nurses to examine factors influencing their motivation in various hospitals in Iran, the author found that nurse participation in decision-making is a key motivating factor in healthcare organizations (Akbari, J., 2016).

Furthermore, a positive environment and supportive supervision are important motivation strategies that all managers should consider (Zinnen V et al., 2012). A study on the factors affecting health workers' motivation revealed that effective management was the leading motivator for healthcare employees. This was followed by support during problems and fairness from managers and supervisors. Supportive relationships in the workplace, where effective communication is valued, were linked to increased motivation among nurses (Baljoon et al.). The scores of career success were generally low, related to occupational fatigue, social status, and the nurse–patient relationship of clinical nurses in China (Huang et al., 2019; Wang, Lv et al., 2019; Zhou et al., 2019). Nursing managers may encourage nurses to engage in regular feedback sessions to help them build confidence in their clinical work (Spurlock et al., 2019). In the study of continuing education courses, managers are expected to develop courses that focus on self-confidence. Nursing managers may also provide clinical skill training for nurses to improve their nursing skills and boost their self-confidence (Wu et al., 2022). Good social support, especially from colleagues, helps create a positive working atmosphere and manage challenges (Li, Guo, et al., 2019).

Perception on Motivation for Educational Advancement and Selected Demographic Profiles

Overall, nurses' socio-demographic profiles are closely tied to their views on motivation for continuing education in complex ways. These factors shape their attitudes, goals, and chances for professional growth in nursing. Understanding these relationships can help create targeted support strategies to encourage educational progress among nurses from various backgrounds. Exploring the stages of a nursing career is crucial for nurses' career development (Ismail et al., 2013). The four career

stages in nursing are exploration, establishment, maintenance, and disengagement. Nurses differ in terms of average age, experience, organizational commitment, productivity, and values at each stage (Smith, 2000; Huber, 2000). Interest in enrolling in a master's program in nursing was linked to employment status (Toyoda et al., 2019). Researchers have different opinions about what motivates hospital staff. Key factors include interpersonal relations, fairness, organizational policies, responsibility, working conditions, pay, job security, supervision, recognition, educational growth, and workforce development (Thiengburanatham et al., 2011; Kamanzi & Nkosi, 2011). Heidarian et al. (2015) found a noteworthy connection between demographic factors—such as age, marital status, gender, employment status, and years of service—and motivational factors in healthcare. This study highlights the importance of considering these motivational aspects to enhance nurses' educational opportunities and the quality of healthcare services. Karaferis et al. (2022) demonstrated that socio-demographic variables, including gender, age, marital status, education level, employment status, work experience, and economic situation, have a significant impact on motivation. Men generally score higher in terms of responsibility and the nature of their work, showing more willingness to take on responsibilities. On the other hand, women score higher in motivation related to recognition and flexible working hours.

These studies underscore the importance of understanding how demographic traits and motivational factors interact in healthcare settings. This understanding can enhance motivation and improve the quality of healthcare services, particularly among nursing staff. Full-time nurses show more interest in enrolling in master's programs and take on more responsibilities than part-time nurses. Family situations may affect the type of employment, yet full-time nurses often choose this path because they enjoy

nursing (Altmann, 2012). As a result, full-time nurses might need to focus more on improving their skills and be more interested in career development compared to their part-time counterparts.

Reasons for not returning to school include feeling too old, not seeing an increase in earnings, costs, and concerns about providing good care (Altmann, 2012). Besides work environment challenges, a lack of family support, mainly due to financial burdens, plays a significant role in the decision to pursue doctoral studies. Financial difficulties, family obligations, young children, unstable work positions, and debts can hinder nurses from mentally preparing for graduate school. Expanding the family can also pose a barrier to doctoral studies, particularly for female nurses facing pregnancy and childbirth (Sharabani et al., 2023). Family support and sharing household responsibilities, particularly with a spouse, are crucial for balancing studies and home life.

Overall, nurses' socio-demographic profiles interact with their views on motivation for education in complicated ways. These profiles shape their attitudes, ambitions, and chances for growth within the nursing profession. Understanding these relationships can help create targeted support strategies to encourage educational advancement among nurses from various backgrounds. Examining the stages of a nursing career is vital for professional growth (Ismail et al., 2013). The four identified stages in nursing are exploration, establishment, maintenance, and disengagement. Nurses in these stages vary in age, experience, commitment to their organizations, productivity, and values (Smith, 2000; Huber, 2000).

Interest in enrolling in a master's program is linked to employment status (Toyoda et al., 2019). Researchers have diverse views on what motivates hospital staff, including factors such as relationships, fairness, organizational rules,

responsibility, working conditions, pay, job security, supervision, recognition, educational opportunities, and workforce development (Thiengburanatham et al., 2011; Kamanzi & Nkosi, 2011). Heidarian et al. (2015) found a significant relationship between demographic factors, including age, marital status, gender, employment status, and years of service, and motivational factors in healthcare. This study emphasizes the importance of considering these motivational factors to promote nurses' educational growth and enhance healthcare service quality. Karaferis et al.'s 2022 study reveals that socio-demographic factors, including gender, age, marital status, educational level, employment status, work experience, and financial situation, have a significant influence on motivation. Men generally score higher in terms of responsibility and work nature, indicating their readiness to take on duties. In contrast, women tend to be more motivated by recognition and flexible working hours.

On the contrary, another single mother participant emphasized the importance of her independence, as she does not have to rely on anyone (Sharabani et al., 2023). Older nurses appear to value achieving self-fulfillment, autonomy, and self-direction more, as they often possess higher education, more experience, and have served for a longer period (Baljoon et al., 2018). Additionally, a quantitative study of healthcare providers in India found that older employees were more motivated than their younger counterparts. The study revealed no significant difference in intrinsic motivation across different age groups (Baljoon et al., 2018). Furthermore, a descriptive study in Ghana found that most male healthcare workers were motivated by training and career development.

In contrast, most female healthcare workers were more motivated by recognition, praise, and acknowledgement than their male counterparts. However, four quantitative studies showed no statistically significant differences in motivation

between genders among hospital nurses in Greece, India, Ethiopia, and Türkiye (Baljoon et al., 2018). Employees with academic degrees place greater importance on career development and job content.

In terms of demographic data, hospital grade, age, and marital status also affect career success factors. Patients in lower-level hospitals are less seriously ill than those in tertiary hospitals. As a result, nurses work in a less tense environment, leading to higher career success levels. (Wu et al, 2022). Therefore, hospital managers in tertiary hospitals should prioritize helping nurses achieve career success. They need to offer support, especially considering the younger age of nurses, their lack of work experience, and their low sense of achievement (Chen et al., 2018).

Synthesis

The literature highlights several factors that influence nurses' motivation for further education, including personal benefits, job security, professional growth, and development. These motivations are important for shaping their career paths and the quality of care they deliver. Nurses who pursue further education typically do so to advance their careers, seeking greater financial stability and attaining enhanced job security. These ambitions are understandable given the demands and opportunities within the profession. However, significant barriers often stand in the way—high tuition costs, limited time due to demanding work schedules, and, at times, insufficient encouragement from employers can deter nurses from continuing their studies.

Supportive work environments, opportunities for collaborative learning, and the process of self-reflection have all been shown to encourage nurses to pursue additional education. These factors can play a critical role in motivating professional development.

Despite these insights, there is a noticeable lack of research exploring how demographic factors—such as age, gender, or years of experience—shape nurses' perceptions and motivations regarding educational advancement. Addressing this research gap is essential. A deeper understanding of these variables could inform more effective strategies to support nurses' educational and career goals, ultimately benefiting both individuals and the broader healthcare system.

Theoretical Framework

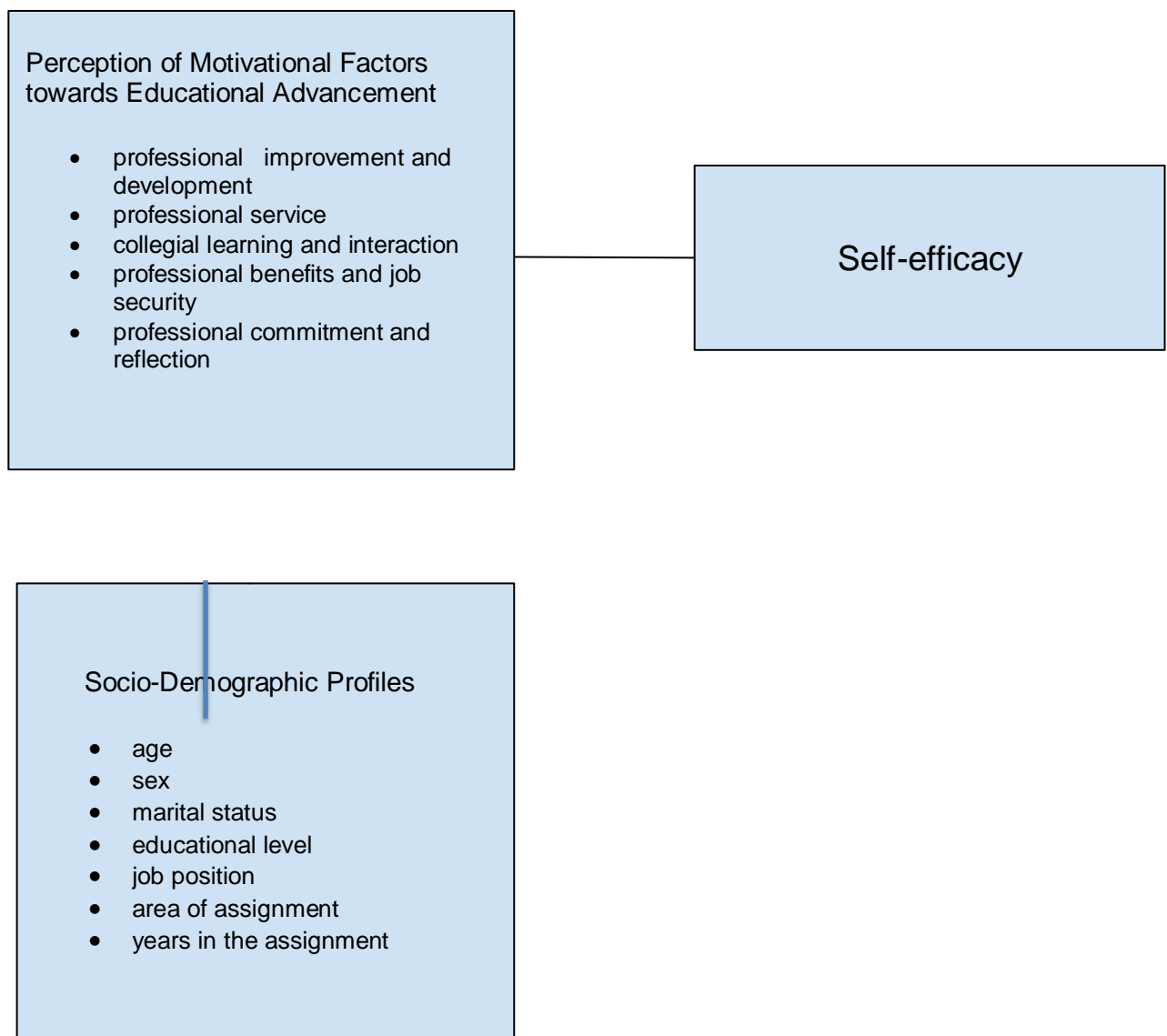
The study draws on Self-Determination Theory, which centers on an individual's capacity to make autonomous choices and exercise control over their life. This theory highlights the importance of personal agency and self-governance in shaping one's actions and personal growth.

A core aspect of SDT is intrinsic motivation—engaging in activities because they are inherently satisfying or meaningful. In the context of nursing, those who are intrinsically motivated may pursue further education not for external rewards, but out of a genuine desire to expand their knowledge and enhance their professional skills. This internal drive fosters both personal fulfillment and ongoing professional growth. They view it as an opportunity for personal growth and enjoy the challenge of acquiring new skills. For instance, nurses with strong intrinsic motivation might pursue further education not just for career advancement or job security. They find the learning process personally rewarding and meaningful (Deci & Ryan, 1985).

SDT is also connected to self-efficacy, which refers to the belief in one's ability to accomplish tasks. A nurse's confidence in their ability to succeed in further education and use what they learn in patient care plays a crucial role in their motivation to participate in educational activities. Nurses with high self-efficacy are more likely to

face challenges and keep trying in their learning efforts. This is an important idea in SDT that links motivation with behavior and achievement (Bandura, 1997). The study reveals that self-efficacy is closely tied to how nurses perceive their chances of success in educational advancement and applying their learning to improve patient care.

Figure 1. Conceptual Framework



This framework illustrates the indirect connection between how people perceive the motivational factors for educational advancement and their socio-demographic

profiles. The motivational factors include professional growth, service, collegial learning, personal benefits, job security, and professional commitment. The socio-demographic profiles consist of age, sex, marital status, educational level, job position, area of assignment, and years of service in the department. There is also a direct relationship between nurses' self-efficacy and the provision of quality care. In this study, perceptions of motivation for educational advancement are the independent variable, while self-efficacy is the dependent variable. The socio-demographic profiles function as confounding variables. The focus is on how the research problem was examined in a specific way.

Operational Definitions

This section outlines the key terms that are utilized in this research. To ensure common understanding, these terms are defined to clarify their specific meaning.

Definition of Terms

Socio-Demographic Profiles

Age - The age of the respondents is categorized into specific ranges that represent their chronological age at the time of the study.

Sex - The biological classification of respondents is male or female, based on self-reporting or identification; this reflects the gender distribution of the sample.

Marital Status - The marital situation of the respondents is categorized into different statuses, such as single, married, or divorced, indicating their relationship status at the time of data collection.

Educational Level - The highest level of formal education attained by the respondents is categorized by degrees such as bachelor's degree, master's degree, or doctoral degree; this indicates their educational qualifications related to their professional field.

Job Position - The current professional role or title held by the respondents within their organization is noted, such as staff nurse, nurse manager, or nurse educator; this defines their hierarchical position within the organization.

Area of Assignment - This refers to the specific clinical or non-clinical area where the nurse is assigned, such as the emergency department, intensive care unit, or pediatrics, which reflects their specialization or department of work.

Years of Experience - This indicates the total number of years the respondent has worked in their current department.

Perception of Nurses on Motivational Factors for Educational Advancement was assessed using the Participation Reason Scale (PRS) and was measured based on the following subscales:

Personal Benefit and Job Security - This reflects how pursuing educational advancement contributes to nurses' benefits, such as financial gain or career growth, and improves their job security, including stability and opportunities for promotions.

Professional Improvement and Development - This focuses on how educational advancement enhances nurses' professional skills, knowledge, and overall career development, including increased competency and the acquisition of specialized skills.

Professional Service - This assesses how educational advancement improves the quality of care and services provided to patients and enhances nurses' ability to perform their professional responsibilities more effectively.

Collegial Learning and Interaction - This considers how educational advancement encourages collaborative learning, peer interactions, and networking with other healthcare professionals, thereby enhancing collective knowledge and practice.

Professional Commitment and Reflection - This examines how educational advancement affects a nurse's commitment to their profession and their ability to reflect on their practice for ongoing improvement and growth.

Self-Efficacy - This refers to the nurses' self-reported level of confidence in their ability to provide effective, high-quality care to patients. This was assessed using the Caring Efficacy Scale (CES).

Hypothesis/Assumptions

Ho 1. There is a significant relationship between the perception of motivational factors for educational advancement and nurses' self-efficacy to provide quality patient care to their patients.

Ho 2: There is a significant relationship between perception of motivational factors for educational advancement and the following selected demographic profiles:

1.1 age

1.2 sex

1.3 marital status

1.4 educational level

1.5 job position

1.6 area of assignment

1.7 years of experience in this department

CHAPTER III

RESEARCH METHODOLOGY

This chapter details the methodology underpinning the study. It specifies participant criteria, how individuals were selected, and the sampling procedures employed. The research design is clearly articulated, including justifications for its selection. Instrumentation for data collection receives attention, as do the procedural steps followed throughout the study. The chapter outlines approaches to data analysis and addresses the ethical considerations involved in conducting the research.

Research Design

The researchers adopted a descriptive-correlational approach for this study, aiming to outline the characteristics of nurses and explore how these relate to their motivations for further education. They referenced foundational work by Romp et al. (2014) and Souza et al. (2007) to guide their investigation in early 2022. As Allen (2017) observed, descriptive-correlational research helps capture the present situation and discern patterns or relationships among variables, which can inform predictions about future outcomes. This design enabled the researchers to analyze connections between nurses' socio-demographic profiles and five key motivational factors for educational advancement. Additionally, the study examined the influence of these factors on nurses' self-efficacy—all while maintaining an observational stance and avoiding any intervention with the participants.

Sampling Technique

In this study, the researcher employed total enumeration sampling, which involves including every eligible participant from the population. All registered nurses who satisfied the established criteria were selected. This approach was chosen due to the relatively limited number of nurses holding or pursuing advanced degrees, making it feasible and methodologically sound to include all qualified individuals. Our focus was on nurses who were either currently enrolled in a master's program or had already completed such a degree, as these participants were directly pertinent to the research questions concerning educational advancement and its impact on professional development. Only nurses meeting the following inclusion criteria were considered for participation in this study:

Inclusion Criteria

1. Nurses who had completed a bachelor's degree in nursing.
2. Nurses who were male or female and either currently enrolled in a master's program or had completed their master's degree.
3. Nurses who were willing to agree to participate in the study.

Exclusion Criteria

1. 1. Nurses who were on vacation during the time of data collection.

Setting

Given the relatively small number of master-prepared nurses and those enrolled in master's programs, the study used total enumeration sampling to include

all nurses who met the criteria. This method reduced sampling bias and provided a better and more accurate representation of the population.

The study took place in a healthcare setting in the Philippines. Nurses are always involved in professional growth and education. The Philippines has many nursing graduates, and many healthcare workers are seeking higher education or advanced degrees to meet the growing need for specialized skills in healthcare. Hospitals and healthcare institutions in the country often offer chances for nurses to pursue postgraduate education. This education is crucial for addressing the evolving demands of the healthcare system.

Data Collection

Procedure

To secure informed consent for the online survey, we followed a careful and structured process to ensure that all participants understood the nature of the study, their rights, and the handling of their data. After securing approval from the Institutional Review Board (IRB), we initiated the data collection phase. A QR code and survey link were generated and disseminated through major social media platforms—specifically Facebook, LinkedIn, and Twitter. These channels were intentionally selected to reach our target demographic while ensuring that only individuals meeting the eligibility criteria would access the survey. The QR code and survey link were distributed in a way that protected participant privacy and anonymity.

To further ensure that only appropriate participants were included, our research assistant discreetly verified eligibility. This additional screening step was essential for maintaining the integrity of the sample.

An online cover letter accompanied the survey, outlining the study's purpose and including a detailed informed consent form. The consent form, clearly presented on the survey's landing page, provided all key information: the voluntary nature of participation, the ability to withdraw at any time without consequence, and the assurance that responses would remain anonymous and confidential. Participants were explicitly informed that no identifying information would be collected, and their involvement would not impact their status on any social media platform or elsewhere. The survey took approximately five to ten minutes to complete in a private setting, promoting comfort and candor when responding to potentially sensitive questions. Before proceeding, participants were required to indicate their consent by checking a designated box, which served as an electronic signature confirming their understanding and voluntary agreement to participate. To encourage completion and minimize attrition, reminder notifications were sent via the same social media channels to those who had not yet finished the survey by the established deadline. These reminders reiterated both the voluntary nature of the study and the confidentiality of all responses. Upon completion, participants submitted their responses directly through the online platform, which safeguarded their anonymity. An additional reminder at the point of submission reinforced our commitment to data confidentiality and the exclusive use of responses for research purposes. Throughout our process, we designed it to foster transparency, uphold ethical standards, and build trust with participants. By prioritizing clear communication and protection of participant rights, we ensured that individuals felt informed and confident in their decision to participate.

Research Instrument

The Participation Reason Scale

a. Standardized-adopted

This tool comes from a study by Danny Kinsella, Margaret Fry, and Alison Zecchin called "Motivational factors influencing nurses to undertake postgraduate hospital-based education." Using the instrument directly showed its reliability and validity based on previous research. There was no need to gather additional evidence. Additionally, this study was connected to another research that employed the same instrument. Finally, using the instrument saved time and effort in making significant changes (Korb, Katrina, 2012). Since the instrument had already been used, a pilot test was not necessary.

Instrumentation

The first section of the tool, the Respondent Information Form (RIF), collected demographic data. The study gathered seven demographic variables: age, sex, marital status, educational level, job position, area of assignment, and years of experience in this department.

Participation Reason Scale (PRS)

PRS is a self-report tool with 30 statements about possible educational reasons for seeking professional education or advancement. Respondents indicated the importance of each reason for their educational progress using a 7-point Likert scale. Scores were calculated by summing and averaging the items in each factor. A total dimension score was created by summing and averaging the factor items in each dimension. The 30 items in the PRS were divided into five motivational factors that reflected both intrinsic and extrinsic motivations (DeSilets, 1995). Factor 1, Personal

Benefits & Job Security, included six questions assessing these reasons for pursuing educational advancement. Factor 2, Professional Development & Improvement, featured nine questions aimed at understanding the motivations behind nurses participating in postgraduate education. Factor 3, Professional Service, had five questions that reflected extrinsic motivations. Factor 4, Learning & Interaction with Colleagues, included four questions that also reflected extrinsic motivations. Factor 5, Professional Commitment & Reflection, had five questions that represented intrinsic motivations.

The tool was tested for reliability using Cronbach's alpha, which ranged from 0.78 to 0.92 (Grotelueschen, 1985), indicating it was reliable. The third section used the Caring Efficacy Scale (CES), which measured individuals' confidence in showing a caring attitude and forming supportive connections with clients or patients. Caring Self-Efficacy scoring followed the following interpretation with means scores: 1-2 (Low Self-Efficacy): The nurse perceives themselves as having limited ability to provide adequate care, possibly feeling overwhelmed or unsure of their skills; 3-4 (Moderate Self-Efficacy): The nurse feels moderately confident, but still has areas of doubt or need for improvement; 5-6 (High Self-Efficacy): The nurse feels confident in their ability to provide adequate care, but may still experience occasional self-doubt or need for further development; 7 (Very High Self-Efficacy): The nurse feels highly confident in their abilities and is likely to view themselves as capable of providing high-quality, compassionate care in any situation. Reverse-scoring is followed for negatively worded items.

This paper describes the creation of a Likert-style self-assessment tool to evaluate nurses' ability to care. It also looked at an early assessment of its reliability and validity by measuring the caring efficacy of both new and experienced nurses

across baccalaureate, nursing doctorate, and master's programs. The CES showed strong internal consistency and meaningful correlations with a measure of clinical proficiency.

b. The Caring Efficacy Scale

The Caring Efficacy Scale was a 30-item self-administered questionnaire. These items were rated on a 6-point Likert scale, featuring three negative values and three positive values, ranging from strongly disagree (-3) to strongly agree (+3). This scale collected ordinal data, assuming that the distances between response categories were equal. Higher mean scores indicated that nurses perceived themselves as more capable of showing caring behaviors. The scale lacked a neutral category. Scores between 1.00 and 2.25 showed very low caring efficacy, scores from 2.26 to 3.50 showed low caring efficacy, scores from 3.51 to 4.75 indicated high caring efficacy, and scores from 4.76 to 6.00 indicated a very high level of caring efficacy.

Data Analysis and Interpretation Plan

Objectives of the Study	Tool to be Used	Variables and Levels of Measurement	Statistical Test to Use
1. To determine the socio-demographic profiles of the respondents in terms of:	Part I Demographic Profiles	age – ratio gender - nominal marital status – nominal educational level - ordinal job position - ordinal years of experience - ratio area of assignment-nominal years of experience in this department - ratio	Descriptive, Frequency, Mean, SD

Objectives of the Study	Tool to be Used	Variables and Levels of Measurement	Statistical Test to Use
2. What is the perception of nurses on five motivational factors for educational advancement	Part 2- Participation Reasons Scale (Questionnaire)	Five motivational factors <ol style="list-style-type: none"> 1. personal benefit & job security 2. professional improvement and development 3. professional service 4. collegial learning and interaction 5. professional commitment and reflection 	Mean, SD
3. What is the level of nurse self-efficacy to provide quality care for their patients?	Part 3- Caring Efficacy Scale		Mean, SD
4. Is there a significant relationship between the level of motivational factors for educational advancement and nurses' self-efficacy to provide quality care for their patients?	Participation Reasons Scale (Questionnaire)		Spearman correlation

Objectives of the Study	Tool to be Used	Variables and Levels of Measurement	Statistical Test to Use
5. Is there a significant relationship between the perception of nurses on the motivational factors for educational advancement and the following socio-demographic profiles?	Part 1 Demographic Profiles Part 2 Participation Reasons Scale		Mean, SD Spearman's rho correlation Chi-Square

Ethical Considerations

In conducting this study, we adhered strictly to established ethical protocols to ensure the safeguarding of participants' rights and privacy. Approval was obtained from the University of the Philippines Open University Ethics Committee prior to data collection, ensuring compliance with institutional and international standards. Informed consent was secured via an online form presented on the survey's landing page. Participants received clear information regarding the study's objectives, their voluntary involvement, and the measures in place to maintain confidentiality. No personally identifying information was collected at any stage, and participants were informed of their right to withdraw from the study at any time without repercussions.

The survey was administered through a secure, anonymous platform compliant with relevant data protection regulations. Detailed instructions were provided, and the

expected completion time was communicated as 5 to 10 minutes. Reminder notifications were sent to encourage participation, with repeated assurances that involvement was entirely voluntary and responses would remain anonymous. Through rigorous data handling procedures and transparent communication, we maintained respect for participants' dignity, autonomy, and privacy throughout the research process.

CHAPTER IV
RESULTS AND DISCUSSIONS

Results

This chapter presents the study's results and discusses the findings. The analysis focuses on the data collected from the participants and offers insights based on these results. The results are organized to address the research questions, and relevant statistical analyses were used to assess the significance of the observed relationships. The discussion compares the findings with existing literature, pointing out areas of agreement, differences, and new insights.

Table 1

Socio-demographic profiles of the respondents

Profiles	Frequency (%)
Age (in years)	
20-29	36 (35.3)
30-39	20 (19.6)
40-49	11(10.8)
50 +	16 (15.7)
Sex	
Male	34 (33.33)
Female	68 (66.7)
Marital Status	
Single	47 (46.1)
Married	54 (52.9)
Divorced	1(1)

Educational Level	
Bachelor's degree (BSN)	48 (47.1)
Master's degree	7 (6.9)
Doctorate degree	8 (7.8)
Job Position	
Staff Nurse	53 (52)
Assistant Nurse Manager	2 (2)
Nurse Manager	12 (11.8)
Nurse Supervisor/Coordinator	5 (4.9)
Nurse Educator	20 (19.6)
Others	10 (9.8)
Area of Assignment	
Dialysis	3 (2.9)
Emergency Department	15 (14.7)
Intensive Care Unit	7 (6.9)
Medical Unit	7 (6.9)
Nursing Training and Education	19 (18.6)
Operating Room	8 (7.8)
Outpatient Unit	6 (5.9)
Pediatrics	2 (2)
Surgical Unit	11 (10.8)
Others	24 (23.5)
Years of Experience	
< 5 years	51 (50)
5- < 10 years	25 (24.5)
10- <15 years	14 (13.7)
15- <20 years	6 (5.9)
20 years or more	6 (5.9)

Table 1 shows the socio-demographic characteristics of the respondents. Super's theory of career development emphasizes that individuals progress through various career stages, including growth, exploration, establishment, maintenance, and disengagement. Most of them belong to the younger age groups. Specifically, 35.3% (36 individuals) are aged 20-29 years, and 33.3% (34 individuals) fall within the 30-39 age range. In contrast, only 10.8% (11 respondents) are in the 40-49 age group, while 15.7% (16 respondents) are 50 years or older. This shows that most nurses are either early in their careers or in mid-career, with a strong representation of those between 20 and 39 years old. The majority of respondents are women, with 66.7% (68 respondents) identifying as female. The remaining 33.3% (34 respondents) are male. This gender distribution is typical in healthcare, particularly in nursing, where women comprise a larger portion of the workforce.

Regarding marital status, the majority of respondents are married, comprising 52.9% (54 respondents) in this category. Single respondents account for 46.1% (47 respondents), and only 1% (1 respondent) is divorced. This suggests that most nurses are in stable marriages, although a notable number remain single. Regarding education, most respondents hold a Bachelor of Science in Nursing (BSN), with 47.1% (48 respondents) in this category. Fewer have pursued higher education, with 6.9% (7 respondents) holding a master's degree and 7.8% (8 respondents) having a doctorate. This reflects the typical educational paths for nurses, with most holding undergraduate degrees and a smaller number advancing to graduate or doctoral levels.

The job positions of the respondents indicate that most are staff nurses, comprising 52% (53 respondents) of the total. Besides staff nurses, there are respondents in leadership and teaching roles, including nurse educators (19.6%, or 20 respondents) and nurse managers (12%, or 12 respondents). The data show that

while most respondents hold frontline care positions, a significant number also hold roles involving supervision and education, highlighting the diversity of careers in nursing.

Respondents work in various hospital departments, with many in specialized areas of expertise. The dialysis unit has the highest representation, with 23.5% (24 respondents) assigned there, followed by the emergency department (18.6%, or 19 respondents) and intensive care units (14.7%, or 15 respondents). Other assignments include medical units, outpatient units, and the operating room. This suggests that these nurses engage in critical care and specialized healthcare services. Most respondents are relatively new to their departments, with 50% (51 respondents) having less than five years of experience. Another 24.5% (25 respondents) have five to less than ten years of experience, while 13.7% (14 respondents) have between 10 and 15 years of experience. Only a small fraction has over 15 years of experience, indicating a young workforce with many nurses at the early stages of their careers.

Table 2*Perception of nurses on the motivational factors for educational advancement*

Items	Mean (SD)	Interpretation
<i>Personal Benefit and Job Security</i>		
1. I seek to improve my education.	6.08 (1.11)	High
2. I want to boost my chances of financial gain.	6.17(0.99)	High
3. I aim to develop leadership skills.	6.37 (1.10)	High
4. I want to help change my current job.	6.25 (0.97)	High
5. I hope to increase my chances of moving up in my job.	6.29 (0.99)	High
6. I want to strengthen the security of my current job.	6.16 (0.96)	High
<i>Professional Improvement and Development</i>		
7. To grow my knowledge and skills for the community's future health care needs.	6.40(1.05)	High
8. To help me be more productive in my job.	6.52 (0.77)	High
9. To keep my current abilities sharp.	6.49 (0.87)	High
10. To create a new professional role or practice.	6.54 (0.71)	High
11. To broaden my view of my professional role or practice.	6.56 (0.67)	High
12. To stay informed about new developments in my field.	6.61 (0.76)	High

13. To help me be more skilled in my current workplace.	6.67(0.62)	High
14. To develop the skills needed to maintain quality performance.	6.67(0.63)	High
15. To uphold the quality of my professional service.	6.62 (0.66)	High
<i>Professional Service</i>		
16. To help me meet patient expectations better.	6.36 (0.89)	High
17. To meet the needs of patients more effectively.	6.45 (0.79)	High
18. To increase my skills with patients.	6.46 (0.89)	High
19. To help me ensure patients get better management.	6.54 (0.84)	High
20. To enhance my service to the community.	6.47 (0.81)	High
<i>Collegial Learning and Interaction</i>		
21. To help me be more productive in my job.	6.58 (0.79)	High
22. To connect my ideas with those of my professional peers.	6.32 (0.94)	High
23. To learn from other nurses who are currently pursuing a graduate degree.	6.12 (1.14)	High
24. To be challenged by the thoughts of my colleagues.	5.83 (1.30)	High
<i>Professional Service</i>		
16. To help me meet patient expectations better.	6.36 (0.89)	High

17. To better meet the needs of patients.	6.45 (0.79)	High
18. To increase my skills with patients.	6.46 (0.89)	High
19. To help me improve patient management.	6.54(0.84)	High
20. To enhance my service to the community.	6.47(0.81)	High
<i>Collegial Learning and Interaction</i>		
21. To help me be more productive in my job.	6.58 (0.79)	High
22. To connect my ideas with those of other professionals.	6.32 (0.94)	High
23. To learn from other nurses who are pursuing a graduate degree.	6.12 (1.14)	High
24. To be challenged by my colleagues' thinking.	5.83 (1.30)	Moderately High
<i>Professional Commitment and Reflection</i>		
25. To keep my identity in the nursing field.	6.35 (0.91)	High
26. To renew my commitment to nursing.	6.35 (0.84)	High
27. To evaluate the direction my profession is taking.	6.37 (0.95)	High
28. To improve how my profession is perceived.	6.28 (1.03)	High
29. To think about the limits of my professional role.	5.91(1.26)	High
30. To reflect on the importance of my professional responsibilities.	6.33 (0.93)	High

Table 2 sheds light on the diverse motivations prompting nurses to pursue further education. The findings cluster around five primary themes: personal advancement and job security, professional growth, the desire to deliver higher-quality service, collegial learning and collaboration, and a commitment to ongoing professional reflection. Each category encompasses specific factors, highlighting the nuanced perspectives and driving forces that influence nurses' decisions to continue their studies.

Personal Benefit and Job Security

The data make it clear: nurses generally view further education less as a lofty ideal and more to secure tangible rewards—higher earnings (mean = 6.17) and career advancement (mean = 6.29) take center stage. These priorities point to the practical importance of professional growth and financial stability in the field. Honestly, this is not surprising and echoes earlier research by Wu et al. (2020), which also found that job security and personal benefits are primary drivers behind nurses' pursuit of additional education.

However, there is a catch. The so-called "know-do" gap persists in the background—nurses may learn new skills in training, but applying those skills on the job does not always follow (Hakvoort et al., 2022). This underlines the potential value of education, not just as knowledge for its own sake, but to help nurses translate learning into practice and reinforce job stability. Blume et al. (2019) expand on this, suggesting the transfer of knowledge is anything but straightforward. It is a dynamic process, shaped by personal motivation and the level of support within the workplace—both of which are crucial for meaningful educational advancement in nursing.

Professional Improvement and Development

Professional growth genuinely drives nurses to pursue further education—it is not just a requirement. The data speak for themselves: priorities such as staying current with skills (mean = 6.49) and preparing for the ever-evolving demands of healthcare (mean = 6.40) both rank high. This underscores a real, ongoing commitment to adapt within a rapidly changing healthcare environment. Hakvoort et al. (2021) emphasize that healthcare organizations must recognize and support nurses' personal development goals, in addition to organizational goals, to foster a competent workforce. Furthermore, nurses' strong dedication to staying up-to-date with developments in their field (mean = 6.61) highlights the importance of lifelong learning for maintaining high standards in patient care (Graham et al., 2006). As Blume et al. (2019) argue, it is not enough to acquire new knowledge—the real challenge is to effectively apply it in clinical practice, especially in a field as dynamic as healthcare. Ultimately, nurses' ongoing educational pursuits reflect their commitment to both professional competence and quality patient outcomes.

Professional Service

The desire to improve professional service and patient care plays an important role. The results from Table 2 show factors like increasing proficiency with patients (mean = 6.46) and improving service to the community (mean = 6.47). These findings suggest that nurses perceive educational advancement to meet patient needs better. This aligns with the literature, highlighting education as a crucial factor in enabling nurses to provide high-quality patient care, especially in response to changing healthcare challenges (Chen et al., 2020; Nsemo et al., 2020). Therefore, educational advancement is not just a personal goal. It also serves to improve the quality of care given to patients and the community. (Hakvoort et al., 2022).

Collegial Learning and Interaction

The desire for collegial learning and interaction, while not as emphasized, remains important. Table 2 shows that productivity in the professional role (mean = 6.58) is highly valued. However, learning from peers currently in graduate programs (mean = 6.12) and being challenged by colleagues (mean = 5.83) are less significant. This suggests that while nurses appreciate peer interaction, personal and professional growth are the main drivers for further education. This finding supports the idea that collaborative learning environments, where nurses can learn from one another, are valuable but often take a back seat to individual career development goals (Illing et al., 2018).

Professional Commitment and Reflection

Nurses' dedication to their work and the chance for self-reflection are important motivators. Factors such as maintaining a connection to their nursing speciality (mean = 6.35) and renewing their commitment to the profession (mean = 6.35) highlight the importance of professional identity in encouraging nurses to pursue further education. This highlights the importance of ongoing reflection on one's professional role. Heidarian et al. (2015) discussed this topic, emphasizing the importance of self-reflection in improving healthcare delivery. Nurses also showed interest in evaluating the direction of their profession (mean = 6.37). This supports the idea that ongoing education helps strengthen professional identity and engagement (Loos, 2019).

Table 3*Level of nurses' self-efficacy to provide quality care for their patients*

<i>Items</i>	Mean (SD)	Interpretation
1. I do not feel confident in my ability to show that I care for my clients or patients. (R)	1.94 (1.34)	Very High caring efficacy
2. If I am not connecting well with a client or patient, I try to think about what I can do to reach them.	4.15 (1.72)	High caring efficacy
3. I feel comfortable touching my clients or patients during caregiving.	4.75 (1.12)	Very High caring efficacy
4. I show a sense of personal strength to my clients or patients.	4.97 (0.86)	Very High caring efficacy
5. Clients or patients can share anything with me, and I won't be shocked.	4.76 (0.89)	Very High caring efficacy
6. I can introduce a sense of normalcy in stressful situations.	5.03 (0.80)	Very High caring efficacy
7. I find it easy to consider the different aspects of a client's or patient's care while listening to them.	4.96 (0.84)	Very High caring efficacy
8. I have difficulty setting aside my personal beliefs and biases to hear and accept a client or patient as an individual. (R)	2.85 (1.49)	High caring efficacy
9. I can enter a room with calmness and energy that makes clients or patients feel better.	5.12 (0.80)	Very High caring efficacy
10. I can tune in to a specific client or patient and forget my personal worries.	4.91 (0.99)	Very High caring efficacy
11. I can usually find a way to relate to nearly any client or patient.	5.03 (0.72)	Very High caring efficacy
12. I lack confidence in my ability to communicate with clients or patients from backgrounds different from my own. (R)	2.47 (1.55)	High caring efficacy

13. I feel that if I talk to clients or patients on a personal level, things might get out of control.	2.69 (1.61)	High caring efficacy
14. I use what I learn from conversations with clients or patients to provide more personalized care. (R)	5.18 (0.87)	Very High caring efficacy
15. I don't feel strong enough to hear the fears and concerns of my clients or patients. (R)	2.37 (1.41)	High caring efficacy
16. Even when I feel confident about most things, I still struggle to relate to clients or patients. (R)	2.66 (1.37)	High caring efficacy
17. I find it hard to relate to clients or patients.	1.94 (1.09)	Very High caring efficacy
18. I can usually form a close relationship with my clients or patients.	4.73 (1.08)	High caring efficacy
19. I can typically get patients or clients to like me.	4.75 (1.00)	High caring efficacy
20. I often find it difficult to communicate my point of view to patients or clients when I need to. (R)	2.67(1.37)	High caring efficacy
21. When trying to resolve a conflict with a client or patient, I usually make it worse. (R)	1.78 (1.18)	Very High caring efficacy
22. If I notice a client or patient is uneasy or may need help, I approach them.	4.85 (0.97)	Very High caring efficacy
23. If I struggle to relate to a client or patient, I will stop trying to work with them. (R)	2.49 (1.34)	High caring efficacy
24. I often find it hard to connect with clients or patients from different cultures. (R)	2.58 (1.32)	High caring efficacy
25. I have helped many clients or patients by building close, meaningful relationships.	4.78 (1.02)	Very High caring efficacy
26. I often find it hard to express empathy toward clients or patients. (R)	2.32 (11.39)	High caring efficacy

27. I often feel overwhelmed by the problems clients or patients are facing. (R)	2.73 (1.28)	High caring efficacy
28. When a client or patient has trouble communicating with me, I can adjust to their level.	4.99 (0.94)	Very High caring efficacy
29. Even when I try hard, I can't reach difficult clients or patients. (R)	2.75 (1.42)	High caring efficacy
30. I don't use creative or unusual ways to show I care for my clients or patients. (R)	2.60(1.37)	High caring efficacy
Composite Mean	3.66 (1.17)	

R- reverse scored

The results in Table 3 indicate how nurses perceive their ability to deliver quality care to their patients. This assessment measures their confidence and skill in building relationships, maintaining professionalism, and providing compassionate care. The average scores and standard deviations across different items indicate a generally high level of self-confidence in caregiving skills. However, some items highlight areas of concern, where nurses reported feeling less confident.

Several items in Table 3 show that nurses have high self-efficacy in their caregiving skills. For instance, nurses reported strong confidence in their ability to convey personal strength to patients (mean = 4.97, SD = 0.86) and to maintain normalcy in stressful situations (mean = 5.03, SD = 0.80). Research suggests that high self-efficacy among healthcare workers enhances job performance, improves patient outcomes, and fosters a strong professional identity (Zhao et al., 2021). Nurses who are confident in their caregiving skills are more likely to provide compassionate and effective care. They can manage complex patient interactions and keep up professionalism in various caregiving settings (Kim & Sim, 2020).

Additionally, nurses showed high self-efficacy in forming relationships with patients. The item "I can usually create some way to relate to most any client/patient" (mean = 5.03, SD = 0.72) reflects their confidence in building rapport with diverse patient groups. This finding supports research that emphasizes the importance of developing strong, trusting relationships to deliver high-quality care (Yao et al., 2021).

Table 4

Relationship between the level of motivational factors for educational advancement and nurses' self-efficacy to provide quality care for their patients

		Correlations	Motivational Factors	Self-efficacy
Spearman's rho	Motivational Factors	Correlation Coefficient	1.00	.151
		Sig. (2-tailed)	.	0.13
	Self-efficacy	Correlation Coefficient	.151	1.000
		Sig. (2-tailed)	0.13	.

A Spearman rho correlation was conducted to examine the relationship between motivational factors for educational advancement and nurses' self-efficacy in providing quality care. The results showed a weak positive correlation between the two variables, $r_s(102) = 0.151$, $p = 0.130$. This finding suggests that higher levels of perceived importance of motivational factors tend to be linked to slightly higher levels of self-efficacy. However, this relationship was not statistically significant at the 0.05

alpha level. External factors, such as workload and institutional support, can significantly impact the results of this study. They can influence how important motivational factors are perceived and how self-efficacy is developed. A heavy workload can harm a nurse's self-efficacy by increasing stress and burnout. Even if nurses understand the value of motivational factors like career development and leadership opportunities, too many responsibilities can lower their confidence in completing tasks effectively. When nurses face overwhelming workloads, their ability to focus on motivational factors often suffers. The constant pressure of immediate tasks can overshadow motivation, dampening its potential impact on self-efficacy. In these high-stress environments, the connection between motivation and self-efficacy can become weakened or, at times, nearly negligible. Institutional support emerges as a critical factor in this context. Elements such as mentorship, structured training programs, and clear opportunities for career advancement are foundational for nurses to build confidence and competence in their roles.

In the absence of adequate support, even highly motivated nurses might find themselves lacking the resources or opportunities needed to develop and sustain self-efficacy. Thus, insufficient institutional backing can undermine the positive influence that motivational factors might otherwise exert on self-efficacy, making it difficult for nurses to translate motivation into improved performance. While research suggests a weak yet positive relationship between motivation and self-efficacy, this relationship is multifaceted and influenced by a range of contextual variables. Fletcher and McEwen (2021) highlight that motivational factors, such as desires for professional growth and personal development, are closely linked to nurses' perceptions of their competence. Nevertheless, the strength of this connection is not always straightforward. Motivation can encourage nurses to pursue further education and bolster their clinical confidence;

however, factors such as workload, workplace support, and individual circumstances often moderate this relationship. Similarly, Jones et al. (2020) found that increased motivation is generally associated with higher self-efficacy among nursing students, but the relationship was not consistently statistically significant. Their findings highlight the significance of institutional support, mentorship, and practical experience in shaping this dynamic. Organizational resources and positive reinforcement can enhance the effect of motivation on self-efficacy, suggesting that structural factors play a pivotal role. Thomas and Johnson (2022) further support this perspective, arguing that both internal motivation and external environmental influences contribute to shaping self-efficacy in nursing. Their study demonstrates that while motivation does correlate with self-efficacy, access to high-quality training and supportive environments are even stronger predictors of a nurse's ability to deliver quality care. This is consistent with Bandura's (1997) social cognitive theory, which emphasizes the interplay of internal and external factors in the development of confidence and professional abilities.

Moreover, Lee et al. (2020) note that nurses' motivation to pursue advanced education is influenced by career stage and professional ambitions. Early-career nurses may be highly motivated to develop their skills and expertise. However, they also encounter significant challenges in balancing work, education, and personal commitments, which can weaken the relationship between motivation and self-efficacy, especially when institutional support is lacking. Conversely, nurses later in their careers may experience decreased motivation, which further diminishes their connection to self-efficacy.

In summary, while motivation is a crucial factor in the development of self-efficacy among nurses, its impact is significantly mediated by workload, institutional

support, and broader contextual factors. A supportive work environment is essential for ensuring that motivation translates into meaningful improvements in confidence and professional performance.

Table 5

Relationship between the level of motivational factors for educational advancement and demographic profile characteristics

Dependent Variable	Independent Variable	Correlation coefficient	Phi coefficient / Cramer's V	Strength of Relationship	p-value
Perception of motivational factors for educational advancement	Age	$r_s = .328$		Moderate, positive	<.001
	Sex	$\chi^2 = 2.02$	$\phi = .141$	Weak, positive	0.33
	Marital Status	$\chi^2 = 1.182$	$\phi_c = .108$	Weak, positive	0.54
	Educational Level	$r_s = -.146$		Weak, negative	0.14
	Job Position	$\chi^2 = 9.291$	$\phi_c = .302$	Moderate, positive	0.09
	Area of Assignment	$\chi^2 = 4.412$	$\phi_c = .208$	Moderate, positive	0.88
	Years of Experience in the Department	$r_s(102) = -.155$		Weak, negative	0.12

Table 5 presents nurses' perceptions of what motivates them to pursue continuing education, linking these views to a range of socio-demographic factors, including age, gender, marital status, educational background, job role, department, and years of experience. Essentially, it examines how these personal and professional

characteristics may shape or influence nurses' attitudes toward continuing education. The Spearman's rho and chi-square tests were employed to analyze the correlations and statistical significance of these relationships. The findings reveal varying levels of significance across different variables, providing insights into how socio-demographic factors influence nurses' views on continuing education.

Discussion

Age

A moderate positive correlation was found between age and the perception of motivational factors for educational advancement (Spearman's rho, $r_s = 0.328$, $p < 0.001$). This suggests that as nurses age, they tend to place greater importance on the factors that motivate them to pursue further education. This finding aligns with previous research indicating that older professionals often value continuous learning and career growth more, likely due to their long-term career perspective and desire for job stability (Kantek, Yildirim, & Kavla, 2015). Nurses in older age groups may see education as essential for career progression and securing their position in the healthcare field.

Sex

To assess the relationship between sex and the perception of motivational factors, the chi-square statistic was used ($\chi^2 = 2.02$, $\phi = 0.141$), which indicated a weak positive relationship with a p-value of 0.33. This suggests that there is no notable connection between gender and nurses' views on the importance of continuing education. Gender differences in motivation for professional development are often debated in the literature, with some studies suggesting that women may place more

value on education due to the additional challenges they face balancing career and family life (Buchan & Aiken, 2021). However, other studies do not find significant gender-based differences in educational motivations.

Marital Status

The chi-square test for marital status ($\chi^2 = 1.182$, $\phi_c = 0.108$, $p = 0.54$) showed a weak positive relationship, indicating no significant correlation between marital status and views on educational advancement. This finding is consistent with prior research, which suggests that while marital status can influence career decisions and educational goals, it does not significantly affect nurses' overall motivation for professional growth (Yu, Huang, & Liu, 2022).

Education Level

A weak negative correlation was found between education level and the perception of motivational factors (Spearman's rho, $r_s = -0.146$, $p = 0.14$). This suggests that nurses with higher education levels may place slightly less importance on the factors motivating them to pursue further education. Individuals holding advanced degrees may experience greater professional security, which could make them less responsive to additional educational incentives (Cheng et al., 2021). Still, the data show this link isn't statistically significant, so education level by itself doesn't appear to have a notable impact on how motivational factors are perceived.

Job Position

A moderate positive association emerged between job position and nurses' perceptions of motivational factors ($\chi^2 = 9.291$, $\phi_c = 0.302$, $p = 0.09$). Essentially, those in higher-level nursing roles appear to place greater value on educational advancement, likely reflecting the advanced skills and ongoing professional development needed for such positions. This observation is consistent with previous

research; for example, Liu et al. (2020) reported that nurses in leadership or specialized roles tend to regard further education as a key driver for career progression and job security. While the p-value here sits slightly above the conventional significance threshold of 0.05, the relationship still suggests that job position influences nurses' motivation to pursue additional education.

Area of Assignment

The data show a mild association between a nurse's assigned department and their perception of motivational factors ($\chi^2 = 4.412$, $\phi_c = 0.208$, $p = 0.88$). In other words, whether a nurse works in critical care, emergency care, or another area appears to have some influence on how they view opportunities for educational advancement. Nurses in high-pressure or specialized units may feel more compelled to pursue further education, possibly to stay current with evolving best practices or to meet the demands of their roles. That said, the p-value here is relatively high, indicating the relationship isn't statistically significant. So, while there is a hint of a connection, it is probably not the main story. Other elements, such as institutional backing or the overall workload, could play a larger role in shaping nurses' perceptions of further education (Zhao et al., 2021).

Years of Experience as a Nurse

Interestingly, a slight negative correlation exists between years of experience in the department and individuals' perceptions of motivational factors (Spearman's rho, $r_s = -0.155$, $p = 0.12$). In other words, as experience increased, the importance placed on these motivational elements tended to decrease, though this relationship was not particularly strong or statistically significant. Nurses with more years of experience may place less emphasis on external motivators for educational advancement, as they have already developed the necessary skills and expertise. This finding aligns with the

idea that more experienced professionals may be less driven by educational incentives compared to those earlier in their careers (Liu et al., 2020). However, the lack of statistical significance suggests that years of experience alone do not significantly influence the perception of educational motivations.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Based on the results presented in the study, the following is a synthesized narrative summary organized by research objectives, followed by a conclusion and recommendations:

Summary

The first objective aimed to describe the socio-demographic profile of the nurse participants. Most of the respondents were young adults, with a significant number (over 68%) aged between 20 and 39 years, showing that the workforce is mainly early to mid-career. Females made up two-thirds of the respondents, which matches the typical gender distribution in nursing. A majority were married and held a bachelor's degree, while only a small number pursued master's or doctoral studies. In terms of job positions, more than half were staff nurses, followed by those in educational or supervisory roles. Most nurses worked in specialized units, including dialysis, emergency care, and intensive care units. Notably, half of the respondents had less than five years of experience in their current department, indicating a relatively new and evolving workforce.

The second objective sought to understand the nurses' views on motivational factors affecting their pursuit of further education. Across all five areas—personal benefit and job security, professional growth, service delivery, collegial learning, and professional reflection—the average scores were high, showing that nurses recognize the value of continuing education. In particular, professional development and maintaining service quality were key motivators. Nurses expressed a strong desire to enhance their skills, stay current in their field, and more effectively meet patient needs.

However, they rated aspects related to collegial challenge and reflection on professional limits somewhat lower.

The third objective measured nurses' self-confidence in providing quality care. The results showed a high level of self-confidence, especially in building rapport with patients, upholding professionalism, and showing empathy. Responses to reverse-scored items indicated strong internal consistency, as nurses generally disagreed with statements that reflected self-doubt or difficulty communicating with patients. Nonetheless, the data also highlighted areas that require improvement, particularly in cultural awareness and empathetic engagement, where scores were somewhat lower.

The fourth objective examined the relationship between motivational factors for educational growth and self-confidence. Statistical analysis revealed a weak positive correlation between the two; however, this correlation was not statistically significant. This suggests that while the motivation to pursue education may link to nurses' confidence in caregiving, the connection is not strong enough to imply a direct cause-and-effect relationship.

The fifth objective analyzed the relationship between motivational factors and specific socio-demographic characteristics. The most significant finding was a moderate, statistically meaningful correlation between age and motivation, indicating that older nurses tend to value educational advancement more. Other factors, such as gender, marital status, and years of experience, showed weak and statistically insignificant connections. The job position and area of work showed a moderate but non-significant positive association, implying that those in specialized or higher roles may view education as more essential for their professional development.

Conclusion

The study reveals that Filipino nurses, predominantly young and female, are eager to pursue further education for both personal and professional reasons. They have a strong sense of confidence in providing quality care, especially in building relationships and clinical skills. While the motivation for further education does not strongly relate to self-confidence, age and job roles appear to influence how much they value additional education. These findings underscore the need for supportive work environments that encourage ongoing learning and skill development, particularly in specialized areas of practice.

Recommendations

Based on the findings of this study, the following recommendations can improve the motivation of nurses and support their educational growth and care delivery:

For Patients

Patients are crucial in motivating nurses. Encouraging patients to participate in their own healthcare actively can boost a nurse's sense of purpose and job satisfaction. Healthcare providers should foster open communication channels, enabling patients to share their thoughts, concerns, and feedback comfortably. Regular feedback from patients can reinforce nurses' commitment to high-quality care, as patient satisfaction is directly related to better healthcare outcomes. This relationship can empower nurses to keep developing their skills and motivation.

For Nurses

Specialized training in cultural competence and emotional intelligence is essential. These areas are foundational—not only for improving empathy and clinical

outcomes, but also for bridging gaps between diverse patient populations. Practitioners should not underestimate the importance of self-awareness. Understanding one's strengths and weaknesses is key to maintaining job satisfaction and sustaining a meaningful career in healthcare.

For Nurse Managers

Creating a safe, supportive environment matters—a place where nurses feel okay asking for help or chasing new learning goals. Thoughtful feedback and genuine encouragement go a long way, especially for those new to the field just starting their careers. That is the absolute path to professional development—not just following the rules but helping people level up.

For Nursing Researchers

The study identified a moderate positive relationship between age and educational motivation among nurses, which certainly warrants further investigation. There is a clear need for research that examines the long-term impact of graduate education on nursing practice, especially within local and resource-constrained healthcare environments. It is essential to consider how factors like professional experience, generational expectations, and the presence (or absence) of institutional support intersect and influence outcomes over time. Future inquiries should aim to clarify how continued education shapes the quality of patient care, with particular attention to variations in educational support across different healthcare institutions. Ultimately, a nuanced understanding of these dynamics will inform the development of educational strategies that are responsive to the evolving needs of the nursing workforce.

For Hospital Administration

Hospital administrators need to step up and actively support nurses' ongoing education—this is not just a nice-to-have, it is essential for a strong workforce. Programs such as scholarships, tuition assistance, and more flexible schedules for nurses pursuing advanced degrees can go a long way in encouraging professional growth. Recognition and clear pathways for career advancement are also important. When nurses feel valued and see real opportunities, their motivation increases. Fair workload distribution is also key—if nurses are overloaded, they cannot juggle both clinical duties and academic goals without burning out. Investing in these areas is not optional if an individual wants a committed and advancing nursing staff.

For Academic Institutions

Academic institutions genuinely need to reassess their approach to graduate nursing education. Universities should actively collaborate with healthcare facilities. The curriculum must align with current hospital practices, not just some idealized version of nursing from a textbook. Educational programs should balance the core foundations of nursing with the latest trends—such as digital health, new care models, and other emerging developments—so that graduates walk out ready to handle today's real-world challenges.

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APPENDIX

Motivational factors influencing nurses to undertake postgraduate Education (Questionnaire)

Part I: Demographic Data:

1. Age:

2. Sex: Male Female

3. Educational level

- Associates Degree of Nursing (RN)
- Bachelor of Science in Nursing (BSN)
- Masters' of Science in Nursing/Masters' of Arts in Nursing (Masters)
- Doctors in Nursing (Doctors)
- other (specify) _____

4. What is your position classification or job title at the hospital?.....

5. Years of experience as a nurse:

6. Marital status: single married divorced widow

7. Area of Assignment:

8. Years of experience in this department

- <5 years
- 5– < 10 years
- 10– < 15 years
- 15– < 20 years
- 20 years or more

Part II: Perception on the Factors Motivating to Undertake Educational Advancement

Please indicate the level of your agreement with the following statements to rate your response in each of the following statements.

The higher the score, the higher the perception.

(A)	Personal benefits and Job Security <i>I pursue educational advancement:</i>	1	2	3	4	5	6	7
1	To increase the likelihood of benefitting my family and friends.							
2	To increase the likelihood of personal financial gain.							
3	To obtain leadership capabilities.							
4	To assist changing my present professional role.							
5	To increase the likelihood to advance my present work position.							
6	To enhance the security of my present work position.							
(B)	Professional Improvement and Development <i>I pursue educational advancement:</i>	1	2	3	4	5	6	7
1	To develop my knowledge and skills for future health care needs of the community.							
2	To help me be more productive in my professional role.							
3	To maintain my current abilities.							
4	To develop a new professional role or practice.							
5	To develop my prospective of my professional role or practice.							
6	To keep abreast of new developments in my specialization.							
7	To help me to be more competent in my current workplace.							
8	To develop proficiencies necessary to maintain quality performance.							
9	To maintain the quality of my professional service.							

		1	2	3	4	5	6	7
(C)	Professional Service <i>I pursue educational advancement:</i>							
1	To enable me to better meet patient expectations.							
2	To better accommodate the needs of patients.							
3	To increase my proficiency with patients.							
4	To help me increase the likelihood patients receive better management							
5	To improve my professional service to the community.							
(D)	Collegial Learning and Interaction <i>I pursue educational advancement:</i>							
1	To help me be more productive in my professional role.							
2	To relate my ideas to those of professional peers.							
3	To learn from other nurses currently enrolled in a graduate degree.							
4	To be challenged by the thinking of my colleagues.							

		1	2	3	4	5	6	7
(E)	Professional Commitment and Reflection <i>I pursue educational advancement:</i>							
1	To maintain my identity with my specialty of nursing.							
2	To redevelop my commitment to my specialty of nursing.							
3	To assess the direction in which my profession is going.							
4	To enhance the image of my profession.							
5	To consider the limitations of my professional role.							
6	To reflect on the value of my professional responsibilities.							

RESEARCH INFORMED CONSENT

Title of the Study:

Relationship Between Perception on the Motivational Factors for Nurses Educational Advancement (Post-Grad) and Self-Efficacy to Provide Quality Care

Primary Researcher:

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Purpose of the Study:

The main purpose of this study is to fulfill the requirement for the degree of Master of Arts in Nursing with specialization in Nursing Administration by the University of the Philippines Open University.

Procedures: The survey questionnaires will be sent by email or paper (depending on the participants preference) is composed of 30 Likert questions and 4 open-ended questions. It will take approximately less than 5-10 minutes to complete.

Risks: none identified

Benefits: Direct benefits to participants can take the form of therapy, education, information, resources, or empowerment.

I hereby give my consent to participate in the above-mentioned survey. I am aware that my participation is voluntary and that I may withdraw from the survey at any time without giving any reason. I am aware that the collected data will be used for research purposes only and will be treated confidentially.

Participants initial:

Date and Time:

CARING EFFICACY SCALE (Coates, 1997)

Rating Scale :

-3 strongly very low	+3 strongly very high
-2 moderately low	+2 moderately high
-1 slightly low	+1 slightly high

Items	Strongly Very low (-3)	Moderate low (-2)	Slightly low (-1)	Slightly High (+1)	Moderately High (+2)	Strongly Very High (+3)
1. I do not feel confident in my ability to express a sense of caring to my clients/patients						
2. If I am not relating well to a client/patient, I try to analyze what I can do to reach him /her.						
3. I feel comfortable in touching my clients/patients in the course of caregiving						
4. I convey a sense of personal strength to my clients/ patients						
5. Clients/ patients can tell me most anything and I won't be shocked.						

6. I have an ability to introduce a sense of normalcy in stressful conditions.						
7. It is easy for me to consider the multifaceted of a client's / patient's care, at the same time as I am listening to them.						
8. I have difficulty in suspending my personal beliefs and biases in order to hear and accept a client/ patient as a person.						
9. I can walk into a room with a presence of serenity and energy that makes clients / patients feel better.						
10. I am able to tune into a particular client/patient and forget my personal concerns.						
11. I can usually create some way to relate to most any client/ patient.						
12. I lack confidence in my ability to talk to clients / patients from backgrounds different from my own.						
13. I feel if I talk to clients/ patients on an individual,						

personal basis, thing might get out of control.						
14. I use what I learn in conversations with clients/ patients to provide more individualized care.						
15. I don't feel strong enough to listen to the fears and concerns of my clients/ patients.						

16. Even when I'm feeling selfconfident about most things, I still seem to be unable to relate to clients/patients.						
17. I seem to have trouble relating to clients/ patients.						
18. I can usually establish a close relationship with my clients/ patients.						
19. I can usually get patients/ clients to like me.						
20. I often find it hard to get my point of view across to patients/ clients when I need to						
21. When trying to resolve a conflict with a						

client/ patient, I usually make it worse.						
22. If I think a client/ patient is uneasy or may need some help, I approach that person.						
23. If I find it hard to relate to a client/patient, I'll stop trying to work with the person.						
24. I often find it hard to relate to clients/ patients from a different culture than mine.						
25. I have helped many clients/ patients through my ability to develop close, meaningful relationships.						
26. I often find it difficult to express empathy with clients/ patients.						
27. I often become overwhelmed by the nature of the problem's clients/patients are experiencing.						
28. When a client/ patient is having difficulty communicating with me, I am able to adjust to his/her level.						
29. Even when I really try, I can't get through to difficult clients/patients.						

30. I don't use creative or unusual ways to express caring to my clients/patients.						
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Watson, J. (2009). Assessing and measuring caring in nursing and health sciences (2nd ed.). New York: Springer Publishing Company, LLC. Email communication of permission to use from the Author. (in process)