

Original Article

The Relationship between Self-Efficacy-Sufficiency and Professional Motivation of the Midwifery Students

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Abstract

Background: Midwifery training is aimed to educate students who love their profession and can find solutions to professional problems. It is essential to train students with high levels of self-efficacy and motivation. In this context, it is important to determine the source of motivation and problems among midwifery students since these will significantly affect their educational life or professional performance.

Aim: This study was aimed to investigate the relationship between self-efficacy-sufficiency and professional motivation of the midwifery students.

Method: The population of the study that was made as cross-sectional descriptive study consisted of 212 students. The data was collected through Motivation Sources - Problems Scale and the Self-Efficacy-Sufficiency Scale. The data was analyzed with SPSS (22.0) and the statistical significance was taken as <0.05 .

Findings: The total mean score of Motivation Sources and Problems Scale was 85.30 ± 12.54 ; the total mean score of Self-Efficacy-Sufficiency Scale was 77.79 ± 11.6 . The mean Motivation Sources and Problems Scale scores of the students who were younger than 22 years of age and who voluntarily selected the profession with no other health workers in their families were found to be high ($p < 0.05$). The mean Self-Efficacy-Sufficiency Scale scores of the students in the 3rd grade who view the view of the society towards the profession positive with no other health workers in their families were found to be high as well ($p < 0.05$). A statistically significant positive correlation was found between total scores of Motivation Sources - Problems Scale and Self-Efficacy-Sufficiency Scale total scores ($p < 0.05$).

Conclusion: As the professional motivation of the students' increases, the sense of self-efficacy-sufficiency also increase. It is recommended that the students become involved in the learning process based on self-efficacy-sufficiency and be supported by academicians and their families, and encourage students to become more aware of their sufficiency through professional motivation.

Keywords: Motivation, self efficacy, sufficiency, motivation, midwifery student

Introduction

Motivation is the most important power that determines the direction, severity and determination of human behaviors. Since motivation has a great potential to shape human behaviors, it has an important role in educational activities (Acat and Kosgeroglu, 2006).

Motivation in education is defined as the power that reveals the students' potential abilities, encourage their learning and their work and is classified into three parts: internal, external and negative motivation (Martin, 2004). In internal motivation, the individual is guided by internal factors such as curiosity about learning, love of the profession, sense of development and pleasure

obtained by the output achievement while in external motivation the individual is influenced by external factors such as being appreciated, avoiding criticism, winning a prize or reinforcement (Korkmaz and Ipekci, 2015). The negative motivation occurs when individuals can not build a connection between their behavior and the consequences of these behaviors. Research has shown that internal motivation contributes to creative learning (Xiang et al., 2005) and provides a strong and continuous motivation (Ryan and Stiller, 1991). On the other hand, internal motivation alone is not sufficient when the learning is to be promoted since internal motivation is also influenced by external sources of motivation (Ryan and Deci, 2000). Hence, external stimulus sources should be clearly identified in increasing the educational motivation of students (Ryan and Stiller, 1991). Self-efficacy is one of the most important factors affecting learning like motivation (Cetin, 2008). Self-efficacy is not the sum of an individual person's potential abilities, but a belief in what the individual can do with these skills under different circumstances (Cetin, 2008; Sakiz, 2013). Beliefs of self-efficacy determine what the individuals feel and think in different situations or events, how they motivate and behave themselves (Bandura, 1994). Self-efficacy is highly influential in academic efforts and performance levels of students (Honicke and Broadbent, 2016). According to Bandura (1997), those with a high level of self-efficacy recover quickly in the face of failures and do not easily get frustrated. In the a study that shown that individuals with high self-efficacy-sufficiency perceptions are more entrepreneurial and do not quit striving easily in the face of difficulties (Okcin and Gerceklioglu, 2013). In order to increase the quality of midwifery training, it is aimed to educate students who love their profession and can find solutions to professional problems. It is essential to train students with high levels of self-efficacy and motivation. In this context, it is important to determine the source of motivation and problems among midwifery students since these will significantly affect their educational life or professional performance (Acat and Kosgeroglu, 2006). Determining the self-efficacy level of students will help to develop strategies to facilitate their learning and engage them in the process. In this way, it is possible to make the lecturers better understand the students and the students better understand themselves. The identification of the factors influencing the presence of the problems

among the students will enable us to deal with them and work more systematically on finding solutions (Okcin and Gerceklioglu, 2013). This study was conducted to investigate the relationship between self efficacy-sufficiency and professional motivation of the midwifery students.

Methodology

The type of research

This cross-sectional descriptive study was conducted in the midwifery department of a state university in Turkey.

Research Population and Sample Selection

The study sample consisted of 212 students in the department of midwifery during the academic year of 2016-2017. The sample was not specially selected for the study and the researchers tried to include all the students in the study. Required permissions and informed consent were obtained from the university and the participants prior to the study. "Volunteering Form" was explained to the participants and the data collection tools were administered to the students who accepted to participate in the study.

Data Collection Tools

Research data were collected using Personal Information Form, Self-Efficacy-Sufficiency Scale, The Motivation Resources and Problems Scale.

Personal Information Form: The form was created by the researchers based on the literature review. There were 16 questions about the socio-demographic characteristics of the students in this form.

Self-Efficacy-Sufficiency Scale: The scale to assess behavior and changes in behavior developed by Sherer and Madduks (1982), have been translated into Turkish by Gozum and Aksayan (1999). It is a 5 Likert-type self-evaluation scale. There are totally 23 item and four sub-factors in the scale as "starting behavior," "continuing behavior," "behavior completion" and "fight with obstacles". Some substances have required reverse scoring. Increase of the total score taken from the scale, means the good level of self-efficacy perception of the individual. The scale is applicable to adolescents and adults because it requires adequacy of the individual in perception of his own efficacy and judiciary about his own. With the Principal Component Analysis that has been done related to "construct validity" of scale, the factorial structure of the scale has been examined. In the developed four-factor structure,

factor weight of 22 articles from the 23, has been found over .40. In the studies oriented to the reliability of the scale, test-retest correlation reliability has been found .92 and Cronbach alpha internal consistency coefficient has been found .81.

The Motivation Resources and Problems Scale:

This is a five point Likert scale developed by Acat and Kosgeroglu (2006) (1). It has 24 items in three subscales: internal motivation (IM), negative motivation (NM) and external motivation (EM). Internal motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. External motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Negative motivation is the state of lacking an intention to act (6). The score for each subscale is calculated by using the arithmetic mean of the scores obtained from the subscale items. The mean of the scores obtained for the three subscales yields the participants professional learning motivation scores. The internal consistency alpha coefficient was found to be 0.82. The internal consistency coefficient was found to be 0.84 for the IM subscale, 0.69 for NM subscale and 0.68 for the EM subscale.

Statistical analyses

The data were analysed using SPSS 22.0 for Windows package program. The t-test (Independent samples t-test) and analysis of variance were used to compare the scale scores with the variables, as well as descriptive statistical measures (mean, standard deviation, minimum and maximum values and percentage figures) in the data analysis. The relationship between scale scores was calculated using Pearson Product Moment Correlation Analysis. Statistical significance was accepted as $p < 0.05$.

Ethical considerations

Ethical approval was obtained from the Institutional Review Board of the University where this study took place (Ethical decision no: 2016-12/10). The study was conducted in accordance with the Principles of the Helsinki Declaration.

Results

Sociodemographic Characteristics

The mean age of the students was 21.6 ± 1.1 . Nearly all of the students (99.1%) were female students and 97.2% of them were single. It was found that 74.5% of the students' mothers and

13% of their fathers had primary and lower level of education.

The students' views about the profession of midwifery

A 71.7% of the students voluntarily decided to be a midwife as profession. 70.8% of them chose the midwifery as a profession in their top ten preferences. Only 5.7% of the students thought that the midwifery was not a suitable profession for themselves and 6.6% of them did not want to work as a midwife after graduation. Nearly all of the students considered the midwifery profession difficult or very difficult. 44.3% of the students thought that the society had a negative point of view on midwifery as a profession. In addition, half of the students preferred to be a midwife because of the fact that they could easily find a job. 55.7% of them stated that the midwifery was an important profession

Total and subscale score mean of Self-Efficacy-Sufficiency Scale and The Motivation Resources - Problems Scale

The total mean score of Self-Efficacy-Sufficiency Scale of the students was 77.79 ± 11.6 . The scores mean of the subscales (the starting behavior, continuing behavior, and fight with obstacles) were 28.47 ± 5.78 , 24.64 ± 4.63 , 15.83 ± 4.42 and 8.84 ± 2.48 respectively. The total mean score of The Motivation Resources - Problems Scale was 85.30 ± 12.54 . The scores mean of the subscales (Internal Motivation, External Motivation, and Negative motivation) were 42.79 ± 8.83 , 18.89 ± 4.42 , and 23.61 ± 6.35 , respectively. The Self-Efficacy-Sufficiency Scale total mean score of the students in the 3rd year, who thought that the society had a positive perspective on the profession and did not have a health worker in their family, was high ($p < 0.05$). The mean score of the subscale of starting the behaviors of the students who preferred to be a midwife in the 1st-10th range, thought that they were eligible for the profession was high. ($p < 0.05$). The mean score of the subscale of continuing the behavior of the students who thought that the society had positive views about the profession was high ($p < 0.05$). The mean score of the subscale of completing the behavior of the students who preferred to be a midwife in 21st-30th range and did not want to work as midwives after graduation was lower ($p < 0.05$). The students who voluntarily selected their profession and wanted to pursue their profession after graduation had a higher mean score in the subscale of the fighting against

the obstacles. ($p < 0.05$) (Table 1). The total mean score in the Motivation Resources and Problems Scale among the students who were 21 years of age or younger, chose the midwifery profession voluntarily, considered their profession suitable / very suitable for themselves, wanted to work as a midwife after graduation and did not have a health worker in their family were high ($p < 0.05$) (Table

2). There was a statistically significant positive correlation between the total scores of Self-Efficacy-Sufficiency Scale and the Motivation Resources - Problems Scale ($p < 0.05$). This shows that professional motivation also increases as long as self-efficacy and sufficiency perceptions of the students increase (Table 3).

Table 1: A comparison of the Self-Efficacy-Sufficiency Scale total and subscale mean scores with the views about midwifery and some descriptive characteristics of students

Characteristics	Self-Efficacy-Sufficiency Scale				
	Starting behavior	Continuing behavior	Behavior completion	Fight with obstacles	Total
	□±SD	□±SD	□±SD	□±SD	□±SD
Grade					
1.Grade	29.21±6.13	25.74±5.05	17.41±4.13	9.58±2.46	81.96±13.02
2.Grade	27.67±5.27	23.47±3.78	14.16±4.15	8.07±2.25	73.39±7.73
3.Grade	29.92±6.23	26.47±5.02	17.36±4.12	9.55±2.82	83.31±13.78
4.Grade	27.65±5.49	23.60±4.16	14.95±4.39	8.45±2.22	74.66±9.07
*p	0.131	0.001	0.000	0.002	0.000
Age					
21 years and under	28.90±5.45	25.04±4.59	16.34±4.15	8.76±2.45	79.04±11.18
22 years and over	28.08±6.06	24.28±4.65	15.37±4.62	8.92±2.51	76.67±11.91
**p	0.310	0.238	0.113	0.623	0.140
Reason for selecting the profession					
Willingly chosen	28.64±5.92	24.59±4.78	16.18±4.44	9.07±2.50	78.50±12.03
Unwillingly chosen	28.03±5.43	24.76±4.25	14.93±4.28	8.26±2.32	76.00±10.35
**p	0.490	0.805	0.064	0.031	0.158
Preference order					
1st-10th	29.25±5.19	24.98±4.30	15.56±4.33	8.60±2.40	78.40±10.66
11th-20st	26.68±7.07	23.64±5.42	17.12±4.42	9.44±2.58	76.88±13.90
21st-30th	26.16±4.95	24.50±4.85	13.83±4.52	9.50±2.67	74.00±12.67
*p	0.008	0.205	0.026	0.075	0.370
Personal views on eligibility for the profession					
Very Suitable /Suitable	29.45±6.30	25.58±4.34	16.74±5.22	9.38±2.83	81.16±13.10
Not Suitable	26.00±6.06	24.00±4.74	16.83±3.15	8.33±1.77	75.16±12.79
*p	0.085	0.259	0.954	0.220	0.150
Pursuing the profession after graduation					
Yes	28.79±6.01	24.52±4.60	15.92±4.60	9.07±2.54	78.32±11.93
No	28.85±6.23	24.14±4.12	13.00±3.59	7.28±2.12	73.28±6.87
Undecided	27.14±4.59	25.23±4.94	16.42±3.66	8.52±2.13	77.33±11.49
* p	0.252	0.622	0.037	0.022	0.288
Society's view on the profession					
Positive	28.81±5.96	25.22±4.46	16.35±4.61	8.96±2.58	79.35±11.46
Negative	28.04±5.56	23.91±4.75	15.17±4.10	8.70±2.34	75.82±11.55
**p	0.336	0.041	0.052	0.443	0.028
Presence of a health worker in the family					
Yes	26.55±5.40	23.29±3.78	15.17±3.98	8.26±2.41	73.29±7.97
No	29.37±5.75	25.27±4.86	16.13±4.60	9.12±2.47	79.91±12.44
**p	0.001	0.003	0.140	0.018	0.000

* One Way ANOVA ** Independent samples t test

Table 2: A comparison of The Motivation Resources - Problems Scale total and subscale mean scores with their views about midwifery and some descriptive characteristics of students

Characteristics	The Motivation Resources and Problems Scale			Total
	External Motivation	Internal Motivation	Negative Motivation	
	$\bar{x} \pm SD$	$\bar{x} \pm SD$	$\bar{x} \pm SD$	
Grade				
1. Grade	20.03±4.30	44.58±9.71	25.25±6.21	89.87±14.31
2. Grade	17.75±4.21	40.90±7.30	21.67±6.06	80.33±7.78
3. Grade	19.73±4.77	43.28±8.78	25.00±6.31	88.02±14.11
4. Grade	18.37±4.24	42.53±9.07	23.00±6.33	83.90±11.60
*p	0.023	0.183	0.011	0.111
Age				
21 years and under	19.78±3.95	44.54±9.26	22.92±6.17	87.24±13.56
22 years and over	18.10±4.67	41.23±8.15	24.23±6.48	83.57±11.33
**p	0.006	0.006	0.134	0.033
Reason for selecting the profession				
Willingly chosen	19.40±4.30	44.42±8.22	23.72±6.60	87.55±12.13
Unwillingly chosen	17.60±4.49	38.66±9.04	23.33±5.73	79.60±11.83
**p	0.007	0.000	0.688	0.000
Preference order				
1st-10th	18.98±4.60	43.52±9.22	23.52±6.93	86.02±12.57
11th-20st	18.72±3.59	40.68±7.88	23.80±4.45	83.20±12.84
21st-30th	18.50±5.48	42.50±6.34	24.00±5.90	85.00±10.66
*p	0.888	0.143	0.942	0.386
Personal views on eligibility for the profession				
Very Suitable /Suitable	19.27±4.21	43.76±7.85	23.44±6.35	86.47±11.46
Not Suitable	12.66±2.99	26.66±8.83	26.50±5.99	65.83±14.23
*p	0.000	0.000	0.106	0.000
Pursuing the profession after graduation				
Yes	19.41±4.37	44.55±8.14	23.79±6.49	87.75±12.02
No	15.85±4.94	34.42±13.6	20.71±8.24	71.00±15.63
Undecided	18.00±3.93	39.04±6.40	23.90±4.90	80.95±8.57
* p	0.05	0.000	0.210	0.000
Society's view on the profession				
Positive	19.45±4.18	43.45±7.19	23.25±6.49	86.16±10.77
Negative	18.19±4.62	41.95±10.5	24.06±6.18	84.21±14.44
**p	0.038	0.220	0.358	0.260
Presence of a health worker in the family				
Var	17.17±4.29	41.50±8.19	22.64±5.27	81.32±11.23
Yok	19.70±4.25	43.40±9.08	24.06±6.77	87.18±12.72
**p	0.000	0.144	0.129	0.001

*One Way ANOVA ** Independent samples t test

Table 3. The correlation between Self-Efficacy-Sufficiency Scale and The Motivation Resources - Problems Scale of the students

Self-Efficacy-Sufficiency Scale	The Motivation Resources And Problems Scale	
	r*	p
	0.621	0.000

*Pearson Moment Korelasyon Analisy

Discussion

The fact that students should be willing to learn is essential in reaching the goals set in education. Motivation is one of the prerequisites for learning. It is especially important that the learning instinct comes from inside the individual. In this study, the relationship between the self-efficacy-sufficiency and the professional motivation of midwifery students was examined. Self-Efficacy-Sufficiency Scale total mean score of the students was 77.79 ± 11.6 (min-max = 23-115); The Motivation Resources - Problems Scale total mean score was 85.30 ± 12.54 . The mean scores of internal motivation, external motivation and negative motivation subscales were 42.79 ± 8.83 (min-max = 11-55), 18.89 ± 4.42 (min-max = 5-25) and 23.61 ± 6.35 (min-max = 8-40) respectively. There was a positive correlation between the self-efficacy-sufficiency and professional motivation of the students (see Table 3). In our study, the students who were in the 3rd year, thought that the the society had a positive view of the profession and did not have any health workers in their families had high self-efficacy-sufficiency levels (see Table 1). The level of professional motivation of the students was affected by the factors like being 21 years old and younger, choosing the midwifery profession voluntarily, finding a suitable career, wanting to work as a midwife after graduation and having a health worker in their family (see Table 2).

Self-Efficacy-Sufficiency

The most prominent characteristics of students with a high self-efficacy perception is that they actively participate in learning. These students tend to be more diligent, patient and persistent in academic issues than those with low self-efficacy perceptions. In the event of challenges related to the subjects at school, the students with a higher level of self-efficacy work harder than the

students with low self-efficacy who fail to complete the tasks (Epcacacan and Demirel, 2011). Learned helplessness can arise when students suffer from a long-term low level of self-efficacy. Hence, it is useful to know the factors that form the self-efficacy belief and its source. In this respect, these findings are important. In our study, there was no statistically significant difference between the mean scores in terms of age groups in Self-Efficacy-Sufficiency Scale (see Table 1). This finding was congruent with the results of the study carried out Gul and Adıguzel (2015). In the same study, all the subscale scores of the students who voluntarily chose their department were higher than those who involuntarily chose their department. In Ozkahraman and Yildirim's (2012) study it was also found that the self-efficacy scores of students who voluntarily selected the department were significantly higher. However, in our study, only the self-efficacy levels of students in the subscale of fighting against the obstacles were found to be higher than the students who preferred the department involuntarily. The fact that individuals can engage in any action voluntarily and the feelings they experience during these actions can affect their self-efficacy in the challenges they encounter. Therefore, the students who voluntarily chose the midwifery department are expected to have a high score in the subscale of fighting against the obstacles. The results of Okcin and Gerceklıoglu's (2013) study provided evidence to our study in that the students who voluntarily chose the department are likely to cope with the problems faced by better and good at overcoming any obstacles. In our study, Self-Efficacy Scale total scores were significantly higher among the students who thought that the point of view of society about the profession was positive and didn't have any health workers in their family (see Table 1). The society's point of view on any profession and its reputation in the society is

crucial in creating a positive perspective about it and encouraging people to choose it as a career. These factors can enhance both internal and external motivation of individuals. However, having a health worker in the family can make other family members know the job, its challenges and working conditions better. This factor may have negatively impacted the level of self-efficacy by causing the profession to be considered as "challenging". In contrast to the studies showing that there wasn't a statistically significant difference between students' grade level and Self-Efficacy-Sufficiency Scale mean scores (Gul and Adiguzel, 2015; Ozkahraman and Yildirim, 2012; Uysal and Kosemen, 2013; Kahyaoglu and Yangin, 2007; Yigitbas and Yetkin, 2003). The mean total scores of the students studying in the 3rd year were found higher in our study (see Table 1). Our findings were supported by several studies revealing that levels of self-efficacy increased as long as the student's grade level increased too (Kurbanoglu and Takunyaci, 2012; Zimmerman and Martinez-Pons, 1990).

Professional motivation

In parallel to our study results, Koksall and Yurttas (2015) found that the level of internal motivation of the students was high and that of external motivation was moderate. When Gencay and Gencay (2007) examined the internal and external motivation levels of all students, the external motivation levels were higher than mean. Lin and Mc Keach (1999), in their study on the impact of external motivation and internal motivation in education, reported that moderate level of external motivation is better than the high level and the students with a moderate level external and high level of internal motivation had higher academic success. In our study, the students having high internal and moderate external motivation levels is an important result which will enhance willingness to learn and it is expected that the midwifery profession will benefit from that in improving both the quality of education and midwifery care in working life. It can be considered that the students' having a high level of internal motivation is the result of their choosing the profession voluntarily, counselling services during learning process and making the process student-centred. When the Motivation Resources And Problems Scale mean scores were compared according to the grade levels of the students, it was found that external motivation and negative motivation total score means of the 1st year students were significantly higher than the

others and though internal motivation levels were significantly different, they were found to be higher than the other grades (see Table 2). It can be said that the professional motivation of the students has gradually decreased in this direction. In this case, it can be considered that the midwifery students will be able to contribute to the development of the profession, start willingly to work, have more positive views about the profession and be more successful at university. In addition, as the grade level increases, it is also meaningful that the decrease in the external and negative motivation level of the students shows that they are shifting in the direction of internal motivation. Akie (2004) also found that the external motivation levels of first-year nursing students decreased when they studied in the third year, and they changed in the direction of internal motivation. The professional motivation levels of the students who voluntarily chose the midwifery profession, found their profession suitable / very suitable and wanted to pursue the profession after graduation were significantly higher (see Table 2). In a study supporting this finding, the difference between the case of students' deciding their career path and participation in professional studies was found to be significant at an advanced level (Bilgin and Ocakci, 2011). The fact that the students who chose the department at their own discretion, found the profession suitable for themselves, and wanted to pursue it after graduation could be better motivated, better use the knowledge and skills they learned, participate more actively in the professional work is very important in terms of the midwifery profession and considering the profession as indispensable on the part of the students will contribute a lot to the profession in the future. In our study, a statistically positive correlation was found between total scores of Self-Efficacy-Sufficiency Scale and Motivation Resources-Problems Scale (see Table 3). This indicates that as the professional motivation of the students increases, the sense of self-efficacy-sufficiency increases and the students with a high level of self-efficacy-sufficiency have a high level of professional motivation as well. In a number of studies in parallel to this result, it was found that self-efficacy was related to the motivational aspect of behavior (Chen et al., 2001; Chen et al., 2004). Saracaloglu et al. (2009) found that there was a positive relationship between professional competence and academic motivation. Since students with higher self-efficacy perceptions are more likely to work (Epcacan and Demirel, 2011)

the formation or level of academic motivation increases, in a sense contributing to their increasing sufficiency. It is desirable that students with higher self-efficacy perceptions put more diligent efforts to be more successful, more active and entrepreneurial, and overcome negative situations or challenges.

Conclusion and Recommendations

There was a positive relationship between professional motivation and self efficacy - sufficiency levels of students. Recognizing the sources of external motivation in enhancing students' professional motivation and converting these sources into internal motivation is important (Gencay and Gencay, 2007). Therefore, the students preparing for university entrance exams should be informed about potential career opportunities, professions as well as appropriate counselling services to eliminate the negative judgments about the profession. It is important for the students to be supported by the academicians and their families in order to increase their self-efficacy. Giving students some responsibilities and reinforcing successful actions will be effective in increasing self-efficacy. It is also recommended that the findings obtained from this study be used in future studies and that further studies be performed in relation to the variables that might affect the level of self-efficacy and professional motivation of individuals in future studies.

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