Technical Nursing Students Schools Perception about Management of Diversity and its Relation to their Academic Motivation

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Abstract

Background: In today's increasingly multicultural learning environments, managing diversity effectively has become essential in nursing education. **The study aimed** to investigate the nursing students' perception about management of diversity and its relation to their academic motivation. **Research design:** the research design that utilized to achieve the aim of the current study was a Cross-sectional. **Setting:** This study was carried out on all nursing schools (fourteen school) from Aswan city in five districts as follows: (Aswan- Nasr El-Noba – Daraw –Komombo – Edfo), Aswan government, Egypt. **Sample:** The study participants consisted of (thirty percent) a representative sample of the undergraduate nursing students with total number 560 student. **Tools of data collection:** Two main tools were included in this study, the first tool categorized into two, part (I) Nursing Students personal data and Part (II) management of diversity from students' perception, second tool: Academic Motivation Scale. **Results:** study reveals that 70.9% of students have a high level perception about management of diversity and 61.4% of them have a good level regarding the total academic motivational level. **Conclusion:** there was a positive statistically significant correlation between nursing students' total perception toward management of diversity and academic motivation. **Recommendations:** Develop clear and enforced policies that promote respectful interactions and equal opportunities for all students.

Keywords: Academic Motivation, Diversity Management, Nursing Students' Perception, Relation.

Introduction

In today's increasingly globalized and multicultural healthcare environment, the ability to understand, respect, and effectively manage diversity is essential for nursing professionals. Also, in the dynamic landscape of modern healthcare, diversity management has emerged as a critical component of nursing education and practice **(Collingburn, et al., 2025).**

Also, racial diversity has increased globally due to recent waves of immigration and globalisation. Furthermore, globalisation, innovative technology and the flattening of the workforce have enhanced workforce diversity. The makeup of patients seeking healthcare has evolved alongside these changes in the global population; however, it remains unclear whether the nursing workforce in healthcare facilities and educational institutions reflects this shift. During the COVID-19 pandemic, it became apparent that health disparities rooted in racism contributed to poor health outcomes. Addressing discrimination and the lack of diversity within the nursing profession and healthcare system can lead to improved patient outcomes **(Charania& Patel 2022).**

So, recent global events have highlighted the pervasive nature of racism, hate and intolerance, prompting organisations, including those in healthcare, to address these issues and implement measures that support equity, diversity and inclusion (EDI) in workplaces, educational institutions, healthcare settings and public spaces. The EDI policies and practices can eliminate discrimination, tackle bias and foster healthy environments that promote both employee and patient safety **(Clark, et al. 2022).**

Diversity management refers to the intentional efforts made by educational institutions and healthcare organizations to recognize, respect, and effectively accommodate individual differences

among students and staff—whether those differences are based on culture, ethnicity, religion, gender, age, language, socioeconomic status, or abilities **(Kimani, 2023).**

Among nursing students, exposure to diverse peer groups and clinical settings offers valuable opportunities for growth in cultural competence, communication skills, and empathy. However, without proper management and support, diversity can also lead to misunderstandings, exclusion, or stress, negatively affecting the learning environment. Therefore, the way diversity is managed within nursing schools has a profound impact on students' experiences, interactions, and readiness to work in multicultural healthcare environments **(Igboanugo, et al., 2022).**

Effective diversity management fosters an inclusive educational climate where all students feel respected, supported, and empowered to express themselves and succeed. It also plays a key role in preparing future nurses to deliver equitable and patient-centered care to individuals from a wide range of backgrounds. As the global population becomes more diverse, the ability to manage and embrace diversity is not just an academic concern, but a vital professional competency for all nursing students. Within nursing education, fostering an inclusive and supportive environment through effective diversity management is not only a matter of ethical practice, but also a critical factor that can influence students' learning experiences, engagement, and overall academic motivation **(Lartey, et al., 2025).**

Academic motivation is a key driver of student performance, persistence, and success in nursing programs **(Amin, et al., 2025).** Also, academic motivation is a vital psychological factor that significantly influences students' learning behaviors, performance, and overall success, particularly in demanding fields such as nursing. It refers to the internal and external forces that drive students to pursue academic goals, maintain persistence, and overcome challenges throughout their educational journey. For nursing students, who often face a rigorous combination of theoretical instruction, clinical practice, and emotional demands, strong academic motivation is essential for sustaining engagement and achieving excellence **(Sušilović et al., 2025).**

Motivated nursing students are more likely to develop critical thinking skills, demonstrate competence in clinical settings, and exhibit a strong sense of responsibility toward their future roles as healthcare providers. Academic motivation also

contributes to improved self-efficacy, resilience, and professional identity—qualities that are crucial for navigating the complexities of modern healthcare environments **(Hamm& Pi-Ming, 2024).**

Academic motivation encompasses the internal and external factors that encourage students to strive for academic excellence, including interest in the subject matter, personal goals, self-efficacy, and the perceived relevance of the curriculum to their future careers. When students feel respected, valued, and understood in their academic environment—regardless of their background—they are more likely to be motivated, engaged, and successful **(El-Sayed, et al., 2024).**

Also, academic motivation among nursing students can be influenced by various factors, including teaching strategies, the learning environment, peer and faculty support, personal goals, and exposure to diverse experiences. Understanding what motivates nursing students academically is key for educators and administrators aiming to design curricula and support systems that enhance student engagement, reduce attrition, and promote long-term success in both academic and professional domains **(Nezhadhoseini, et al., 2024).**

So, understanding nursing students' perceptions of diversity management and their levels of academic motivation can offer valuable insights for nursing educators and administrators seeking to create inclusive educational environments that not only support diversity but also enhance student learning and development. Ultimately, integrating effective diversity management strategies into nursing education can contribute to producing culturally competent nurses who are well-equipped to deliver high-quality care in diverse healthcare settings. Also, in light of these considerations, exploring academic motivation among nursing students is essential for improving educational outcomes and preparing a highly skilled, passionate, and committed nursing workforce **(Lartey, et al., 2025).**

Significance of the study

Of course, many reasons can impulse students to learn. The shame or the punishment in getting a bad grade, or the perspective of getting a better life through education are some examples of the many possible reasons. However, despite the diversity of motives, perhaps the most impactful drive to learn is the intrinsic motive of learning for

the own act in itself (**Basarmak & Hamutoglu, 2020**).

Moreover, nursing schools' life encompasses a wide area that includes academic, administrative and human relations. The main input of the academic dimension of these fields is the student. One of the most important goals of young students today is to enter their preferable professional career. The aim of the entering students the nursing schools is to graduate successfully and to realize their career expectations by being motivated and satisfied in their field (**Akinbadewa & Sofowora, 2020**).

The study conducted by **El-Sayed, (2021)** he reported that about fifty percent of students had moderate levels of academic motivation. Also, the study conducted by **McMullan et al., (2025)** they mentioned that two-thirds of survey participants strongly agreed that providing care to a gender-diverse society was adversely affected by the lack of gender diversity in nursing. Additionally, the majority (84%) agreed or strongly agreed that more gender diversity in the nursing workforce will benefit nursing. Seventy-five percent strongly agreed or agreed that their nursing experience would be enhanced by working with a more gender-diverse nursing workforce.

From my experiences at nursing school, at Aswan, it was observed that there are many different students from different sectors which have different background and different culture. Each district in Aswan government has its own issues and traditions which influences their educational institutions especially nursing field and impact the schools' administrators and teachers' ways of teaching and management. Thus, it is important to assess the nursing students' perception about diversity management and its relation to their Academic motivation in Aswan government.

Aim of the study

The present study aims to investigate the nursing students' perception about management of diversity and its relation to their academic motivation

Research Questions

- What are the nursing students' perception levels about management of diversity?
- What are the nursing students' academic motivation levels?

- What are the relations between nursing students' perception about management of diversity, and academic motivation?

SUBJCT and METHODES
Research designs this present study:

A research design utilized to achieve the aim of the current study was a Cross-sectional.

Setting:

This study was carried out on all nursing schools (fourteen school) from Aswan city in five districts as follows: (Aswan- Nasr El-Noba – Daraw –Komombo – Edfo), Aswan government, Egypt.

Subjects:
1. Sample type:

Convenience sample of all nursing schools (fourteen school) from Aswan city.
2. Sample size:

The study participants consisted of (thirty percent) a representative sample from the undergraduate nursing students in all schools. It included the nursing students from the "1st, 2nd, and 3rd academic years during the "first semester" of the academic year 2023-2024. The sample size was calculated by using the **Issac and Micheal (1995) formula which was computed by (N= P*30/100);** the subjects were distributed as follows: -

Study subject's distribution

District	School name	1st (30%)	2nd (30%)	3rd (30%)	Total no. (30%)
Aswan	Fawzeia Hamed for Girls	38 (11)	28 (8)	34 (10)	100 (29)
	Abo- Elreesh for Girls	36 (11)	0 (0)	69 (20)	105 (31)
	El-Nafaq for Boys	0 (0)	22 (7)	44 (13)	66 (20)
	Abu Simbel Tourist	28 (8)	0 (0)	31 (9)	59(17)
	Ramad Technical Secondary	31(9)	0(0)	54 (16)	85 (25)
Draw	Draw	50 (15)	25 (7)	95 (29)	170 (51)
Koum Mboa	Koum Mboa Centre	60 (18)	18 (5)	102 (31)	180 (54)
Edfu	Edfu nursing school	54 (16)	38 (11)	360 (108)	452 (135)
	El- Radesia	32 (10)	20 (6)	76 (23)	128 (39)
	EL-Bosalia	36 (11)	30 (9)	72 (22)	138 (42)
	El- Sebaeia	37 (11)	30 (9)	55 (17)	122 (37)
Nasr El-	Nasr El-Nuba	41 (12)	29 (9)	97 (29)	167 (50)

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District	School name	1st (30%)	2nd (30%)	3rd (30%)	Total no. (30%)
Nuba	Balana	31 (9)	18 (5)	22 (7)	71 (21)
	Aniba	31 (9)	0 (0)	2 (0)	33 (9)
Total		505 (150)	257 (76)	1113 (334)	1875 (560)

Tools of Data collection

Data collected by two tools. The first tool categorized into two parts as:

Part (I): Nursing Students personal data: It designed by the researcher to collect data from students such as (age, gender, residence, district of living, academic year, arrangement in family member, average Family income, number of family members, and attendance of any program about diversity management.

Part (II): Management of Diversity Students' Perception:

This tool developed by **Kharfiya, (2020)** and it adopted by the researcher to assess nursing students' perception about management of diversity in their schools. This tool consisted of 18 items divided into three sub-scales as follows in the next table. Each item measured based on five-point likert scale ranging as (1= strongly disagree) to (5=strongly agree). The scoring system for this tool was categorized as follows:

Scoring system of management of diversity and its dimensions

Management of diversity and its dimensions	No of items	Low <50%	Moderate 50-<75	High >75
Cultural diversity	7	7-17	18-26	27-35
Demographic diversity	6	6-14	15-22	23-30
Individual diversity	5	5-12	13-18	19-25
Total diversity management	**18**	**18-44**	**45-67**	**67.90**

Tool (II): Academic Motivation Scale:

This tool (AMS) developed by **Vallerand et al., (1993**) consisted of seven subscales in the next table. The total items of this tool were 28 items; each subscale included four items and it measured based on five-point likert scale (1= refers to "Do not correspond at all" to 5=refers to "Correspond exactly"). The negative items had a reversed score as (5= refers to "Do not correspond at all" to 1=refers to "Correspond exactly". The scoring system for this tool was categorized as follows:

Scoring system of academic motivation and its dimensions

Academic motivation and its dimensions	No of items	Poor level <50%	Moderate level 50-<75	Good level >75
Demotivation	4	4-9	10-15	16-20
Intrinsic motivation - to know	4	4-9	10-15	16-20
Intrinsic motivation - toward accomplishment	4	4-9	10-15	16-20
Intrinsic motivation - to experience stimulation	4	4-9	10-15	16-20
Extrinsic motivation - identified	4	4-9	10-15	16-20
Extrinsic motivation - introjected	4	4-9	10-15	16-20
Extrinsic motivation - external regulation	4	4-9	10-15	16-20
Total academic motivation level	**28**	**28-69**	**70-105**	**106-140**

Validity of the tool:

The tools were submitted to a jury of five experts in the field of nursing administration (the jury was composed of one professor and four assistant professors from the Faculty of Nursing at Minia University); each of the expert panel was asked to examine the instruments for its face validity, coverage, clarity, wording, length, format, applicability, and overall appearance. No modification was done.

Reliability of the tool:

Reliability of the tools was performed to confirm the consistency of tools. The internal consistency was measured to identify the extent to which the items of the tools measured what it was intended to measure. Also, the parts of the tools were tested for its reliability by using the Cronbach alpha test which revealed good internal reliability for the scales; and distributed as follows: tool (I): **Total diversity management= 0.953, and** tool (II): **Total academic motivation level= 0.895**

Pilot study:

A pilot study was conducted on (10%) of nursing students from the all schools (nursing students = 56), and included in the total number of the study subjects. Before beginning the fieldwork to gain

information that may improve the research plan. The main purposes of the pilot study were to:

1. Test the clarity, comprehensiveness, accessibility, and applicability of the tools.
2. Test the data collection tools regarding the phrasing, the order, and the need for adding or omitting questions or items that were included in the tools.
3. Determine what kinds of difficulties could arise and how to deal with them.
4. Estimated time required for filling the tools; was about 15 min, for each sheet.
5. The pilot study results showed that the tools were useful, needed no changes, and it was included in the final results.

Data collection procedure:

✓ Official Permissions were obtained from the Faculty Ethical Committee of Research to collect the data and faculty of Nursing Dean.

✓ The researcher introduced herself to director of each school and explained the study's background, objectives, and data collection procedures for getting permission.

✓ Permissions were obtained from directors of fourteen school.

✓ All required tools were gathered from (1st, 2nd, and 3rd, year) of the fourteen school.

✓ The researcher visited each school before beginning data collection to explain the tools for nursing students.

✓ After the researcher discussed the tools to the students, opportunities were provided for students to answer any questions for them about the sheet items.

✓ The data were collected during the first semester of the academic year 2023- 2024 (from beginning of October 2023 to end of December 2023) through the google form with link https://docs.google.com/forms/d/e/1FAIpQLSd_ Ln8t_ZAjr41xMrRqAmolciP6hUo4asUVXR_I C3LOAgIKwQ/viewform?vc=0&c=0&w=1&flr =0&gxid=-8203364

Administrative Design:

1. The Minia University Faculty of Nursing's Research Ethics Committee provided initial written clearance.
2. The Dean of the Faculty of Nursing equipped their approval for the study to be conducted.
3. The permissions were obtained from director of fourteen school.

Ethical Consideration:

a) The Minia University Faculty of Nursing's Research Ethical Committee issued an official letter.

b) At Minia University, the Dean of the Faculty of nursing equipped her approval for the study to go forward.

c) After discussing the nature and goal of the study, consent oral was gained from consenting participants prior to conducting the pilot study and the actual study.

d) The study subjects have the right to refuse to participate or withdraw from the study without any rationale at any time. The study subject's privacy was considered during the collection of data.

e) Participants were assured that all their data were highly confidential; anonymity was also assured by assigning a number for each nursing student instead of names to protect their privacy.

Statistical analysis:

The sheets were collected from the study subject and used to process and evaluate the data of this study. Cleanse data by running a number of thorough checks and, when necessary, making adjustments. A coding instruction manual was created once the raw data that had been collected were coded and scored. Data were entered into the computer, and the Statistical Package for Social Sciences was used to do statistical analysis (SPSS version 25). Data were analyzed using the SPSS version 25. Numerical data were expressed as mean and SD. Quantitative data were expressed as frequency and percentage.

For quantitative data, comparison between two variables mean were done using t-test, and comparison between more than two variables mean used ANOVA test. Fisher exacts or Chi-square provides a p-value, corrected for multiple testing hypotheses, and used to determine if there are nonrandom associations between two categorical variables. Also, relations between different numerical variables were tested using Pearson correlation. Probability (p-value) less than 0.05 was considered significant and less than 0.001 was considered highly significant. Also, Correlation analysis, the nature and degree of the relationship between two quantitative or ordinal variables are examined using correlation. The Pearson coefficient is used to represent the Spearman correlation coefficient (rho).

Results

Table (1): Frequency distribution of nursing students' personal data (no=560).

Nurses' personal data	(no.=560)	%
Age		
• 15 yrs.	74	13.2
• 16 yrs.	154	27.5
• 17 yrs.	260	**46.4**
• 18 yrs.	72	12.9
Mean+SD = 17.183+1.032		
Gender		
• Male	156	27.9
• Female	404	**72.1**
Residence		
• Rural	416	**74.3**
• Urban	144	25.7
Arrangement in family member		
• 1	189	**33.7**
• 2	124	22.1
• 3	114	20.4
• 4	88	15.7
• 5	29	5.2
• 6	9	1.6
• 7or more	7	1.3
Average Family income		
• Low	436	**77.9**
• Moderate	123	22.1
Number of family members		
• <5	314	**56.1**
• >5	246	43.9
Attendance of any program about management of diversity		
• Yes	182	32.50
• No	428	**76.50**
Academic year		
• First year	150	26.80
• Second year	76	13.60
• Third year	334	**59.60**

Table (1) shows that 46.4% of the nursing students are 17 years old; also, 72.1% of them are females, and 74.3% of them are living in rural areas. Regarding their arrangement in family members, 33.7% of them are first son or daughter. Moreover, about their average family income, 77.9% of them have low income. For their number of family members, 56.1% of them have less than five members.

Also**, table (1)** illustrates that 67.50% of the nursing students have a (no) response for their attendance in any program about diversity management, and regarding academic years, there are 59.60% of the nursing students are in the third academic year, 26.80% of them are in the first year, and 13.60% of the students are in the second year**.**

Table (2): Frequency distribution of nursing students' schools (no.= 560).

Nursing students' schools	(no.=560)	%
• Fawzeia Hamed for Girls	29	5.2
• Abo- Elreesh for Girls	31	5.5
• El-Nafaq for Boys	20	3.6
• Abu Simbel Tourist	17	3.0
• Ramad Technical Secondary	25	4.5
• Draw	51	**9.1**
• Koum Mboa Centre	54	**9.6**
• Edfu nursing school	135	**24.1**
• El- Radesia	39	7.0
• EL-Bosalia	42	7.5
• El- Sebaeia	37	6.6

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Nursing students' schools	(no.=560)	%
• Nasr El-Nuba	50	8.9
• Balana	21	3.8
• Aniba	9	1.6

Table (2) introduces that 24.1% of the nursing students' schools are in Edfu nursing school, followed by (9.6%, 9.1%, and 8.9%) in Koum Mboa Centre, Draw, and Nasr El-Nuba Schools.
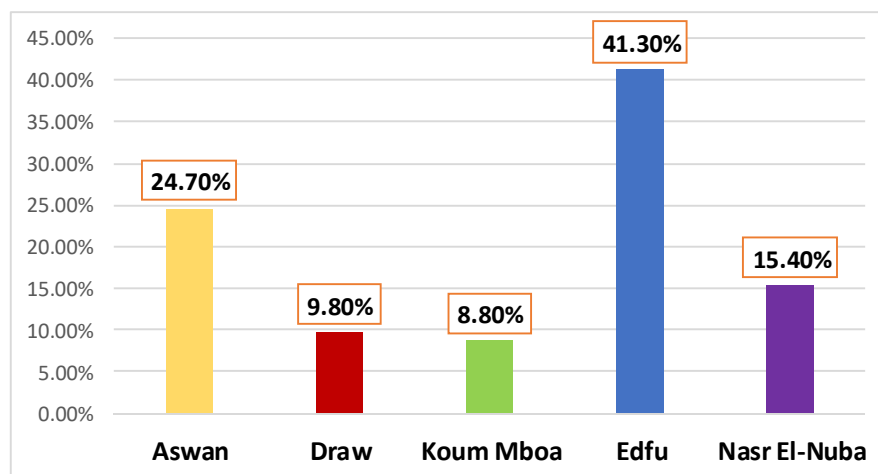

Figure (1): Frequency distribution of nursing students' district of living (no.= 560).

Figure (1) illustrates that 41.30% of the nursing students' district of living is in Edfu, followed by 24.70% living in Aswan, and 15.40% of them are in Nasr El-Nuba.
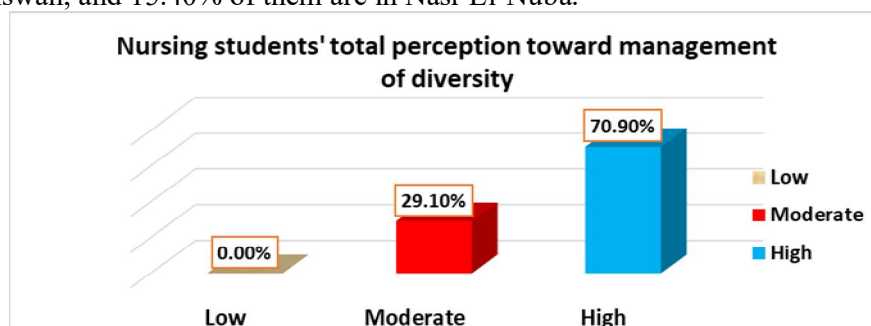
Figure (2): Frequency distribution of the nursing students' total perception toward management of diversity (no=560).

Figure (2) displays regarding the total perception level for management of diversity, that there are 70.9% of them have a high level of perception, and 29.1% of them have a moderate level.
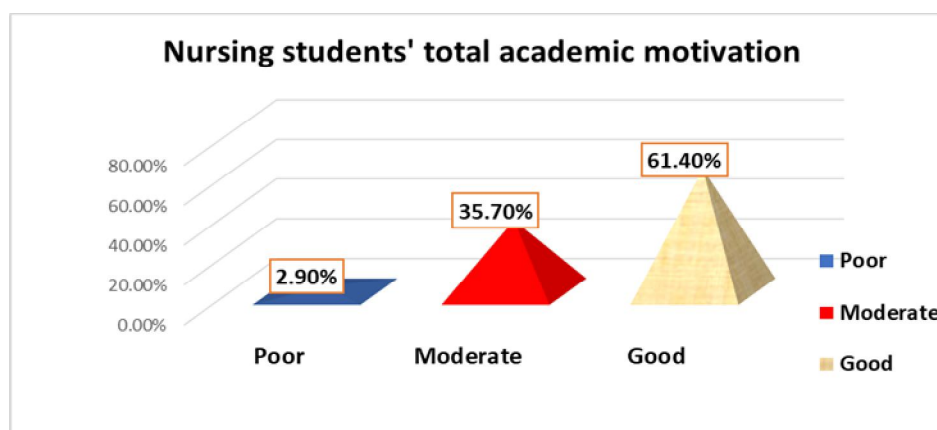

Figure (3): Frequency distribution of the nursing students' total academic motivation (no=560).

Figure (3) shows regarding total academic motivation that there are 61.4% of nursing students have a good level and 35.70% of them have moderate level of total academic motivational level.

Table (3): Analysis of variance regarding nursing students' total perception toward management of diversity in different schools (no=560).

Nursing students' schools	Mean +SD	Anova Test (p-value)
• Fawzeia Hamed for Girls	71.8621+6.86	
• Abo- Elreesh for Girls	70.4839+4.41	
• El-Nafaq for Boys	72.2000+7.15	
• Abu Simbel Tourist	**74.6471+8.30**	
• Ramad Technical Secondary	70.9200+6.12	
• Draw	69.3725+6.92	
• Koum Mboa Centre	69.5741+7.97	2.261
• Edfu nursing school	70.0296+7.19	(0.007*)
• El- Radesia	72.4103+7.27	
• EL-Bosalia	70.6429+6.558	
• El- Sebaeia	71.6757+5.61	
• Nasr El-Nuba	72.3600+7.72	
• Balana	**75.8571+4.69**	
• Aniba	73.5556+3.20	

Table (3) shows that there is a statistically significant difference between nursing students' schools and total perception toward management of diversity in favor to Balana school (**75.8571+4.69**) with (P= 0.007*)

Table (4): Analysis of variance regarding nursing students' total academic motivation in different schools (no=560).

Nursing students' schools	Mean +SD	Anova Test (p-value)
• Fawzeia Hamed for Girls	108.7931+12.79	
• Abo- Elreesh for Girls	110.3548+14.45	
• El-Nafaq for Boys	109.3500+17.04	
• Abu Simbel Tourist	98.8235+26.54	
• Ramad Technical Secondary	97.1600+18.59	
• Draw	108.666+13.40	
• Koum Mboa Centre	106.5370+20.65	
• Edfu nursing school	107.2296+15.71	2.647
• El- Radesia	109.9744+15.85	(0.001**)
• EL-Bosalia	105.5000+18.50	
• El- Sebaeia	109.1081+16.68	
• Nasr El-Nuba	106.6000+16.50	
• Balana	**122.4286+13.85**	
• Aniba	106.5556+16.18	

Table (4) shows that there is a statistically significant difference between nursing students' schools and total perception toward total academic motivation in favor to Balana school (**122.4286+13.85**) with (P= 0.001**).

Table (5): Correlation between nursing students' total perception toward diversity management and academic motivation (no.= 560).

Items			Perception toward management of diversity	Academic motivation
Perception toward mana*gement of diversity	r			0.687**
	P- value			0.001
Academic motivation	r		0.687**	
	P- value		0.001	

*=p≤0.05 (significant), NS= No Significant difference * * highly statistically significant difference

Table (5) shows that there is a positive statistically significant correlation between nursing students' total perception toward management of diversity and academic motivation with (P <= .001).

Discussion

Effective diversity management not only fosters a sense of belonging and psychological safety but also contributes to greater academic persistence, confidence, and professional identity formation. Conversely, poor diversity practices can hinder motivation, leading to disengagement and reduced academic performance, particularly among minority and underrepresented students **(Barber, 2025).**

Therefore, it is essential for nursing education institutions to adopt structured and inclusive diversity strategies, train faculty in culturally responsive teaching, and continuously assess students' perceptions. By doing so, they can create a supportive academic climate that enhances both learning outcomes and future nursing practice in increasingly diverse healthcare settings (**Johnson, 2025**).

Last students who perceived their learning environment as inclusive, equitable, and respectful of individual differences demonstrated higher motivation in both intrinsic and extrinsic dimensions **(Yoo & Kang, 2025).** So, this study stressed on investigate the nursing students' perception about management of diversity and its relation to their academic motivation.

Regarding personal data, this research showed that under fifty percent of the nursing students were 17 years old; also, about three quarters of them were females, and were lived in rural areas. Regarding their arrangement in family members, about thirty- three of nurses were first son. Moreover, about their average family income, above three quarters of them had low income. For their number of family members, above fifty percent of them had less than five members. Also, about one quarter of the nursing students' schools were in Edfu nursing school, followed by under tenth of them in Koum Mboa Centre, Draw, and Nasr El-Nuba schools.

In relation to nursing students' academic year, this finding clarified that above fifty percent of the nursing students were in the third academic year, above one quarter of them were in the first year, also under fifty percent of the nursing students' district of lived is in Edfu, followed by about one quarter of them lived in Aswan.

Regard nursing students' attendance of any program about diversity management, above two thirds of the nursing students had a (no) response for their attendance in any program about diversity management, while under one third of them had

(yes) responses**,** from the researcher perception there were gap in exposure and formal education on diversity-related topics within the nursing curriculum or institutional activities. This low attendance rate may reflect a lack of structured diversity training opportunities, insufficient emphasis on diversity issues in nursing programs, or limited student awareness about the availability and importance of such programs. The absence of exposure may affect students' understanding of diversity, cultural competence, and their ability to engage effectively with patients and colleagues from different backgrounds.

This finding is parallel with **Ruiz-Cantisani et al. (2023)** they stated that diversity training sessions should be foundational and included in orientation of all new hires and incoming classes" — indicating many institutions had not yet implemented such programs widely**.** Also, **Kearney et al. (2024)** reported that some nursing schools have well-established DEI councils, mandatory orientation training, and inclusive policies—likely with >30% student attendance in diversity programs. While **Kwansumran et al. (2025)** illustrated that about fifty percent of student attend session about diversity and equity.

In relation to management of diversity, the present study revealed that less than three quarters of nursing students demonstrated a high level of perception toward management of diversity. This indicates that the majority of students possess a positive and well-developed understanding of the importance of managing diversity in their academic and clinical environments. This elevated level of perception in which it suggests that students are increasingly aware of the value of inclusivity, cultural sensitivity, and equity in nursing education and practice. It may also reflect students' recognition of the role diversity plays in enhancing teamwork, patient care, and learning outcomes. Furthermore, even in the absence of formal diversity programs (as indicated by previous findings of low attendance), students may develop strong diversity awareness through personal experience, self-study, or indirect exposure in multicultural environments.

This result agrees with **Osmancevic et al. (2023)** in a cross-sectional survey of nurses and nursing students in Austria, researchers found that the majority displayed high levels of cultural awareness, with 66.7% identifying as "somewhat or very culturally competent," closely mirroring this study's 70.9% perception rate. Also a study

conducted by **Harazneh et al. (2025)** during internships revealed that slightly belwo three quarters of nursing students had high levels of both cultural awareness and competence, with mean scores around 4.77 and 4.99 out of 5, respectively— indicating strong perceptions of diversity management.

Furthermore, study by **Sagarra-Romero et al. (2024)** in across four European universities, students exhibited high intercultural sensitivity, a key indicator of positive diversity perceptions. Although their overall cultural competence was moderate, the strong sensitivity scores align with your finding of a high perception level.

However, study by **Cruz et al., (2018)** survey of over 2,100 nursing students across nine countries found that while cultural competence levels varied, they showed strong confidence in culturally appropriate behavior, consistent with moderate perceptions of effective diversity management

Regard academic motivation, the study illustrated that under two-thirds of the nursing students demonstrated a good level of academic motivation. This finding reflects a positive but not optimal motivational climate among the nursing student population. This result indicated that many students are drawn to nursing by a deep-seated desire to care for people. Also, nursing students often find satisfaction in mastering complex skills, understanding difficult concepts, and seeing their knowledge translate into real-world patient care. This feeling of competence and achievement reinforces their motivation.

While a majority show a relatively strong drive to succeed academically, the fact that a significant portion of students fall below the "good" motivation threshold suggests the presence of underlying barriers or unmet academic support needs. Several factors may explain this moderate level of motivation. These include academic stress, clinical workload, lack of supportive learning environments, or limited engagement with inspiring teaching methods. Additionally, the transitional challenges of adapting to the nursing profession— especially in a diverse, demanding, or unfamiliar educational setting—may influence students' ability to maintain consistent motivation.

This aligns with **Mahmoud et al. (2023)** research at Tanta University reported that 35.8% had a moderate level of academic motivation and only above fifty percent achieved a high level. Moreover **El-Sayed et al. (2024)** a study among graduate nursing candidates found 57.3% scored above 129 on the Academic Motivation Scale— interpreted as moderate to high motivation. Again, less than two-thirds reached a quality threshold comparable to "good" academic motivation. **While El-Sayed et al. (2021)** at Alexandria University, a study of 400 undergraduate nursing students found that 75% displayed moderate academic motivation, while only 25% had high motivation

Regarding **difference between nursing students' total perception toward management of diversity in different schools**, the result indicated a statistically significant difference between nursing students' schools and their total perception toward management of diversity in favor to Balana School, this result indicated that this educational institution plays a notable role in shaping students awareness, understanding, and attitudes toward diversity-related issues.

Also, this variation may be attributed to several institutional factors, including: institutional policies and values, such as the presence of inclusive learning environments, anti-discrimination policies, and support for underrepresented students; school attitudes and teaching styles, which can either promote or hinder open discussions on inclusion and equity; and exposure to diverse peer groups, which may vary depending on the location and student demographics of the school.

Regarding **difference between nursing students' total perception of academic motivation in different schools,** there was a statistically significant difference between nursing students' schools and total perception toward total academic motivation in favor to Balana School. The statistically significant difference suggests that Balana School has specific characteristics that foster a higher level of academic motivation compared to other nursing schools. Also, instructors at Balana School may be more experienced, engaging, and supportive. They might use innovative teaching methods, provide personalized feedback, and serve as strong role models.

In addition, the curriculum might be structured to be more practical, relevant, and well-paced, preventing student burnout and keeping them engaged. Also, this result may be due to the pairing of new students with senior students or faculty mentors that can provide guidance and a sense of community. Strong connections with healthcare institutions and effective career placement services can motivate students by showing them a clear path to a rewarding career.

Related to correlation between nursing students' total perception toward diversity

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management and academic motivation, the present study showed that there was a positive statistically significant correlation between nursing students' total perception toward management of diversity and academic motivation. This finding suggests that students who perceive diversity management positively—meaning they feel respected, included, and valued in a diverse academic environment—are more likely to demonstrate higher levels of academic motivation.

This result approved with **Al-niarat and Abomoghli, (2023)** they justified a strong correlation between students' perception of empowerment—which overlaps with perceptions of diversity/inclusion—and their academic satisfaction across multiple domains. Also, El-**Sayed et al., (2024)** illustrated that during a study among Egyptian nursing students revealed a strong positive relationship between perceived social support (a closely related construct to inclusion and diversity climate) and academic motivation

While Comparative research in higher education shows that motivation to implement diversity policies does not always translate to observable changes in students' experiences or outcomes. This cautions that positive institutional rhetoric alone may not be sufficient to meaningfully affect student motivation **(Vos et al., 2016).**

Conclusion

This study concluded that less than three quarters of nursing students demonstrated a high level of perception toward management of diversity. Also, under two-thirds of the nursing students demonstrated a good level of academic motivation. Furthermore, the present study showed that there was a positive statistically significant correlation between nursing students' total perception toward management of diversity and academic motivation.

Recommendations

- Incorporate diversity and inclusion content into core subjects of nursing schools, addressing cultural competence, gender sensitivity, and inclusive healthcare delivery.
- Encourage educators to model inclusive behavior, which can enhance students' academic motivation through positive role modeling.
- Promote a campus culture where students from diverse backgrounds feel safe, respected, and supported.

- Establish peer support groups, mentorship programs, and student diversity councils that foster belonging and academic enthusiasm.
- Ensure equal access to academic resources, leadership opportunities, and clinical placements regardless of students' gender, residence, or socioeconomic status.
- Encourage participation in diversity-related programs and clearly communicate their value in shaping professional identity and motivation.

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