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**STUDENTS' MOTIVATION TO LEARN INTERCULTURAL COMMUNICATION AT PRACTICAL TRAINING**

**A study on culturally and linguistically diverse nursing students**

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## ABSTRACT

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<p>The thesis purpose was to identify culturally and linguistically diverse (CALD) nursing students' motivational factors in intercultural learning and adaptation at practical training. The aim of this thesis was to improve knowledge on the subject and give suggestions for further studies on how to improve CALD students' experiences during their practical training.</p> <p>Our study was done using the quantitative research method, where data has been collected from the nursing students with at least one practical training or those who have just graduated within one year from the nursing study. The first-year students have been excluded from the survey because those students have not been to any practical training, hence do not meet our study's requirements. The survey has been done among the three nursing groups from Centria NNRNS16K, NNRNS18K and NNRNS15K (newly graduated students) where the total number of students was 34, out of which 26 have responded. The data collected was analyzed carefully with graphs and percentage.</p> <p>The results of the study show that CALD nursing students in Centria UAS have clear motivation to learn intercultural communication and Finnish native language(s). Students are motivated to learn communication skills because of personal interest in different cultures and opportunities to talk to native speakers, especially, tutors and patients during their practical training. Furthermore, most students study Finnish or Swedish because of personal interest, future career opportunities, positive self-impression to native speakers and obligation for studying.</p>		
<b>Key words</b> CALD nursing student, communication, cultural competence, English-taught degree, Finnish working culture, language, motivation, practical training.		

## **CONCEPT DEFINITIONS**

CALD: Culturally and linguistically diverse

L2: Second language

LOTEs: Language other than English

UAS: University of Applied Sciences

**ABSTRACT**  
**CONCEPT DEFINITIONS**  
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## 1 INTRODUCTION

This purpose of this thesis to identify motivational factors of culturally and linguistically diverse (CALD) nursing students to learn intercultural communication. The aim of this thesis is to improve knowledge on the subject and give suggestions for further study on how to promote CALD nursing students' experiences during their practical training period. Due to globalization, the movement of people around the world has been easier for the study, business or other purposes. People have an easier access to better resources, for instance, education system, and have the right to choose where to pursue their qualification study. However, the ability to integrate into the working environment depends quite much on their communication capacity, because language differences may influence care outcome, such as patient safety. Moissac and Bowen (2018) published an article, in which mentioned unfortunate cases of how miscommunication endangers patients' lives (Moissac & Bowen 2018).

As a foreigner, the lack of domestic knowledge, for instance cultural norms and behaviors, becomes a challenge to communicate with people. The attitude of native people towards foreigners, the communication approach during a practical placement and the response of tutors play an important role in the feeling of acceptance or ignorance. Furthermore, language barriers can isolate foreigners from the community. (Shields 2011; Mikkonen 2017.) On one hand, communication challenges may interfere with students' clinical learning process during their practical training due to misunderstanding. A cultural gap can bombard the relationship of students and their tutors, leading to the feeling of frustration and isolation. While students do not dare to question their tutors, their tutors may believe they are not motivated to learn. (Malmström, Reimijin, Tanton & Turpeinen 2011, 4-6; Wa-Mbaleka 2015.) On the other hand, communication challenges have a negative influence on patients' experience of care. For instance, Yates (2014, 1) has discussed patients' anxiety and stress when they did not speak the same languages with the healthcare staff.

The cultural difference and work culture adaptations problem is a common phenomenon of CALD nursing students in Finland. There have been many theses conducted in some UASs around Finland discuss this subject. (Theseus Finland 2018.) CALD nursing students, who can be a potential labor resource, are struggling to adapt into the Finnish working environment from the beginning step: practical training (Mikkonen 2017). In such cases, the role of motivation in clinical and intercultural learning is quite important. Motivation can strengthen the will of one on doing something. If CALD nursing students

have a strong motivation on learning and integrating to the Finnish working culture, it will contribute to successful clinical learning outcomes. (Simpson & Balsam 2016.)

In this thesis, the authors want to find out motivational factors in intercultural learning and adaptation of CALD nursing students in Finland, more specifically, in Centria UAS. The focus sample group is students who have been to at least one practical training or those who have just graduated within 1 year from the nursing study. The study is done using quantitative research method and hopefully will provide readers with a profound view on the subject.

## 2 THEORETICAL BACKGROUND

This chapter of the thesis will give an insight of the Finnish nursing education program, theories of motivation and communication and their impact CALD students' clinical performances during their practical training. Information within this chapter is newly updated and evidence-based, which can be used as a strong foundation to develop a research questionnaire later.

### 2.1 Nursing education and English-taught Nursing Degrees in Finland

In the educational map of the world, Finland is well-known for its innovative teaching techniques, results in extraordinary comprehension and practical skills of students (PISA 2015). It has been an ideal destination for those seek high-quality study, yet affordable. In 2016, the number of foreign students in Finland has increased 3 times with 21.061 students, comparing to 6.877 students in 2001. Among these numbers, 5.5% are studying Health and Welfare in Universities and 12.1% in Universities of Applied Sciences. (Finnish National Agency for Education 2017.)

In Finland, nursing education has developed tremendously 13 years after the country declared independence. At first, there were only 8 schools provided nursing training with the participation of 163 students. 30 years after, schools and institutes offered qualified nursing training have increased by 2 times. (Stenström & Virolainen 2014, 43-44.) The most fundamental level is practical or primary nursing study (*lähihoitaja* or *perushoitaja*). After secondary school, students can choose to study in vocational schools (*ammattikoulu*) that offers basic training of nursing care. (Järvelä 2015, 44; Espoon seudun koulutuskuntayhtymä Omnia 2019.) They also have a possibility to continue their study in Universities of Applied Sciences (*ammattikorkeakoulu*) or Universities (*yliopisto*) and earn a bachelor's degree as a Registered Nurse (*sairaanhoitaja*), Midwife (*kättilö*), Public Health Nurse (*terveydenhoitaja*) or Paramedic (*ensihoitaja*). (Järvelä 2015, 45-49.) The reason for this kind of specific roles is each profession has their own responsibility. For example, practical nurses' tasks consist of everyday basic and holistic care, while registered nurses' work include also management and administration of medicine or vital signs monitoring. (Ammattinetti 2019.)

The study program for Registered Nurse students takes averagely 3.5 years to complete, equivalent to 210 ECTS credits. It consists of theoretical knowledge and practical training, creates an opportunity for

students to apply and practice their skills in a professional workplace. (Finnish Nursing Association 2018.) For example, according to a nursing study curriculum of Centria University of Applied Sciences, there are 75 out of 210 credits that are for practice placement. In autumn 2018, tuition has been introduced to the system. The tuition ranges from 4.000 euros up to 18.000 euros annually and scholarships depend on each University of Applied Sciences and their policy. The tuition is applied only to international students whose original countries are outside of Europe. (Finnish National Agency for Education 2018.) According to Study Portals (2018), there are officially 12 Universities of Applied Sciences offer English-taught nursing degree program, such as Laurea AMK (Vantaa), Lapland AMK (Kemi) or Centria AMK (Kokkola). These programs provide knowledge and prepare students to become qualified Registered Nurses after graduation. Meanwhile, students from European countries have a free access to the education. (Study Portal 2018; SoleOps 2019; Peppi 2019.)

Practical training is an important part and is compulsory in the study program. Clinical placement is vital to develop clinical competence for Register Nurses (Newton, Pront & Giles 2018, 1). The purpose of practice placement is to help students develop their skills, improve critical thinking and prepare themselves to become professionals at the field. These practical trainings are mostly done in Finnish healthcare settings, therefore, Finnish and Swedish are the most common used languages to communicate. Practice placements themselves may demand a certain level of Finnish proficiency for interaction and communication with either tutors or patients. (Mikkonen 2017.)

In Finland, a practical training involves three parties: students, teachers and tutors. The role of tutors is to guide and support students to develop their skills and professionalism. When students are at their practical training, the teaching role is then handed down to tutors, who show them the “reality” of the working environment that can be much different from books and lessons at school. (Helminen 2017, 6-8.) Moreover, it is very important that students understand their roles, responsibilities and learning tasks to achieve desired outcomes. At the end of their practical training, there will usually be a final evaluation, which is crucial to the professional development of students. In this evaluation, tutors are to give feedback regarding learning goals and objectives which have been set and agreed on from the beginning. (Helminen 2017, 7-14.)

## 2.2 Motivation

Motivation may encourage, trigger or manipulate actions. To simply put, motivation is an internal energy that urges or drives one to perform an action, or a chain of action, to achieve their intention or goal. To some extent, motivation has an influence on the decision-making process, and it has been an interesting subject for psychologists to study for centuries. There is not a correct definition of motivation nor how it should be researched, but rather various explanation based on different theories and fields. On one hand, social psychology defines motivation based on desire and expectation. On the other hand, neuroscience defines motivation as a direct drive of action. For instance, people avoid fire because it is hot or wear jackets when it is cold outside. (Simpson & Balsam 2016; Wixted, Phelps & Davachi 2018, 215-219.)

There are currently three group theories of motivation which explains distinctly how different factors can encourage one toward future decisions and actions. Firstly, Expectancy-Value Theories are value-oriented. One expects a level of pride, success or pleasure in a future event in return for their efforts. If the chance of success is low, they may not bother doing it. (Gonzalez 2015, 28-32.) There are four factors contribute to the value of a task, hence elevate motivation: Internal versus external value, personal value and opportunity cost. Internal value may simply be self-interest while personal value originates from the expectancy one has if they perceive the skills, for example, be admired by others. External value can be working opportunity or peer pressure, and opportunity cost is what they may have to pay for their actions. These are the important factors that may determine whether a task is worth trying. (Cook & Artino 2016.)

Secondly, as the name suggested, Goal Theories are goal-oriented, meaning there is possibly no actions unless there are goals (Gonzalez 2015, 30). These goals are more than just “I want...”, but rather achievements one is pursuing toward out of strong desire. One shall have a master goal which is the most desirable thing they would like to achieve. There should also be methods they use to achieve their goal (approach) and why do they use such methods (reason). The approach may be extreme, as one may go miles to get what they think they deserve. (Cook & Artino 2016.)

Thirdly, Self-Determination Theory is autonomy-oriented that has two dimensions: internal and external motivation (Gonzalez 2015, 31). Internality is self-interest whereas externality is social and environmental factors. Regardless of internality or externality, motivation is fostered not only by positive but also negative feelings. Fear, anxiety or stress can activate responses as well. However, outcomes from

pessimistic experiences can be quite different from optimistic experiences. Avoidance behaviors can arise because of distress, or the alike. (Cook & Artino 2016.)

Furthermore, it always requires much efforts and endurance to master a new language as there are many challenges to overcome. Therefore, the connection between motivation and language learning is a compelling subject. To simply put, Papaja & Swiatek (2016) believes motivation for learning a new language is either because of self-interest or side-benefits. Self-interest is when learners find a new language fascinating and they truly want to master it. Side-benefits are potential rewards learners think they may obtain in the future, such as worldview expansion or career opportunities. (Papaja & Swiatek 2016, 209-218.)

Among theories on motivation and language, the Second Language (L2) Motivational Self System proposed by Dornyei is particularly popular and has been taken a foundation for recent studies (Thompson 2017; Ivaska 2017; Fryer & Roger 2018; Nakamura 2019). The system suggests that one usually has an expectation of what kind of a person they will transform into in the future, a future version of themselves or shortly, a future *Self*. From that, they are motivated to do learn a second language to achieve their target. This is called the *Ideal L2 Self*. Furthermore, one can be also motivated by two other factors: Future catastrophe which may likely happen if they do not learn the language and everyday motivation comes from their surroundings, which are respectively called the *Ought-to L2 Self* and the *L2 Learning Experience*. (Dornyei & Al-Hoorie 2017.)

Simply speaking, the keyword of the *Ideal L2 Self* is “to want” and the *Ought-to L2 Self* is “to feel obligated” (Dornyei & Al-Hoorie 2017). Recently, Dornyei has noticed that, most of his previous research focused only on Second Language Learning, while due to globalization, people can study more than 2 languages. Hence, he has suggested further research on motivation and language other than English (LOTEs). Dornyei also brought up a new concept that is *Ideal Multilingual Self*. (Ushioda & Dornyei 2017; Dornyei & Al-Hoorie 2017.) The concept “multilingual self” is satisfactory to our thesis work, since most CALD students in Finland are from countries that speak languages other than English such as: Russia, Vietnam or China (The Finnish National Agency for Education 2017). They have an English-taught degree program, however, is obligated to study Finnish as a third language and expected to have a certain level of fluency by the time they graduate (SoleOps 2019; Peppi 2019).

## 2.3 Communication

Communication is an exchange information process of human. During this process, a sender sends out a message or an idea which is received by a receiver. Analysis and interpretation of the message or the idea will happen during the process as the receiver receive it. There are two main categories within the study of communication: verbal and non-verbal communication. Verbal communication is based on the use of language, whereas non-verbal communication depends on gestures and actions. (DeLamater, Myers & Collett 2018, 271-281.)

Verbal communication focuses on the use of language. Words are to be selected carefully to deliver precisely a message from a sender to a receiver to make sure the sender and the receiver of the message are on the same page. It is also important to acknowledge that a message can carry an underlying meaning that is interpreted differently by different people. Hence, misunderstandings can happen even if sender have chosen words with care. (Rocci & Saussure 2016.) In contrast, non-verbal communication is the use of actions, gestures or facial expressions to deliver a message. For instance, a frown facial expression may indicate disappointment, unpleased or angry. Moreover, the use of non-verbal communication is common in everyday situations and are often written in novels to describe vividly characteristics of a fictional person. (DeLamater, Myers & Collett 2018, 282-288.)

In Finland, people have several core elements when it comes to conversation and communication. They are often regarded as silent and shy. They do not usually start a conversation, and silence are a part of their communication culture. They are very cautious when it comes to the choice of words. Impulsive or reckless is not their style of communication, no matter the proficiency of the languages they are using. (Alho 2010; VAMK 2019.)

Finns are proud yet humble and polite. They are not easily offended if somebody does not address them by their titles. An informal form of “you” (*sinä* in Finnish) can be used in most of daily settings between strangers, acquaintances or closer relationships. Furthermore, women are equal to men, and the equality is proven in the consideration of their language toward pronouns. Finnish has a neutral word called *hän*, translated into both “he” or “she” in other languages to address the third person in a conversation. (Alho 2010, VAMK 2019.)

In a working environment, they consider punctuality a gesture of respect and courtesy. It is impolite and almost intolerable to be late without a proper explanation. In a formal setting such as an official meeting,

they often require two important elements: a firm handshake and eye-contact. Overall, these are some factors that should be taken into consideration when encountering Finns. Insensitivity towards their norms and etiquettes can result in misunderstanding, frustration and insufficient communication. (Alho 2010, VAMK 2019.)

Furthermore, Finland shows their etiquette clearly in patients' treatment and the care system itself. According to Valvira, despite of race, native languages and cultures, health professionals such as physicians or nurses are obligated to treat patients fairly and equally. As patients are protected by Personal Data Act (523/1999), their personal information regarding of treatments or continuous of care must not be disclosed to a third party without their consent. Patients also have the uttermost rights to access their medical record and choose whether to accept or refuse treatments in case their opinion are different from physicians'. (Valvira 2019.)

## **2.4 Culture, Intercultural Communication and Motivation**

Culture is all socially transmitted behavior, arts, language, signs, symbols, ideas, beliefs, norms, traditions, rituals among group of same nationality, ethnicity and religion. Different cultures have different meaning of words, behaviors, gestures, manners, opinions, different ways of thinking, behaving and communication. Therefore, when people belong to different cultures communicate, it can cause barriers, misunderstanding due to these differences. The understanding of a language is intrinsically connected to the understanding of the culture it mirrors. Communication skill requires sensitivity, fine listening skill, careful use of silence and touch. (Schim, Doorenbos & Borse 2006; Brooks, Manias & Bloomer 2019.)

CALD students have their own cultural values and perspectives. During their practical training period, the way they interact and behave may be different from what their tutors have expected. This can lead to misunderstanding or confusion. In some cultures, the authority of teachers is significantly high. Students are expected to follow instructions from teachers without questioning their authority. (Witt 2016, 325-328.) Applying into reality, it will become an unpleasant scenario where students do not dare to discuss their thoughts with tutors, who are now in the role of "teachers" during their practical training. According to Garneau (2015), little awareness of cultural difference is insufficient to bring about transformation in human relationship and can bring ethnic, racial, cultural discrimination and potential inequalities. (Garneau 2015, 3.)

Furthermore, according to Sethi & Rani (2017), effective communication is an important part of patient care. It helps improve nurse - patient relationship and is a key element in providing high quality nursing care, gain trust and improve patient satisfaction. Effective communication skills can increase patient satisfaction, acceptance, compliance and cooperation with the medical team and improve physiological and functional status of the patient. Some studies show that poor nurse - patient relationship and poor personal satisfaction is due to poor communication skill between nurses and patients. However, language barrier limits communication. Nursing student with limited language skills has trouble expressing fully their opinion and may become ineffective in communication with patients, their tutors and other healthcare staff. Talking and giving instruction to patients becomes challenging to CALD students as well. Communication can negatively or positively affect nursing care (Sethi & Rani 2017; Abdrbo 2017.) Practical training requires high level of language and communication skill to adapt with clinical management processes of consultation, diagnosis, intervention planning and delivery. Poor communication skills may result in patient mismanagement, poor patient satisfaction, untrusted feeling and students' failure. (Chan, Purcell & Power 2016.)

Intercultural communication can be defined as an interaction between individuals from different culture backgrounds. It is an interesting subject and thus has been studied for decades. The main focus is to learn communication patterns and seek explanation to the complexity of different norms, behaviors and communication practices. Within the scope of the study, cultural competence is important as it influences the probability of culture adaptation of an individual. There are four ingredients to cultural competence: attitude, awareness of culture, cognitive function and surrounding environment. Though developing, the study of intercultural communication is still considered a relatively new research field. (Croucher, Sommier & Rahmani 2015.)

Cultural intelligence or cultural sensitivity has a great impact on one's competence of intercultural communication. It is described as an ability to appreciate and be non-judgmental toward different behaviors and culture practices. Though the link between intercultural communication and motivation is fragile and yet to be proved solid, it is commonly accepted that it requires motivation to learn intercultural communication skills to increase their competence. (Croucher, Sommier & Rahmani 2015; Yeke & Semercioz 2016; Chen 2017.)

## 2.5 CALD students in Finland

Due to cultural differences and language limitation, CALD students often face communication challenges during their practical training in Finland. While some feel motivated to learn, others were suffering from stress and anxiety. (Pitkäjärvi 2012; Mikkonen 2017.) According to Pitkäjärvi (2012), among many, *expanding career opportunity* was listed as a motivation for CALD students to study nursing in Finland. However, students need to be able to integrate into the working environment during their practical training before they graduate and start working. Though most students feel warmly welcomed at their practice placements, they are more at risk of isolation due to the insufficient language level of Swedish or Finnish. Comparing to Finnish students' group, CALD students are more likely to feel unsupported, untrusted or unappreciated. Altogether with other stress factors, such as loneliness, homesickness, language and cultural barriers or limited career opportunity after graduation, they are rarely satisfied with life. (Pitkäjärvi 2012, 48-52.)

Mikkonen (2017) also looked at two different perspectives, from students (both CALD and Finnish) and from tutors who have been mentoring CALD students. According to Mikkonen (2017), the main problem of CALD students was language proficiency. Students with low proficiency of Finnish or Swedish felt ignored, anxious and stressful. They were less involved in clinical decision-making process and more left out in clinical situation. The communication between students and native tutors were not enough, thus misunderstanding or misinterpretation can occur during their collaboration. Comparing to communication issues in a relationship of tutors – students, CALD students often face larger problems than Finnish students. Motivation was named among some of their challenges. Furthermore, Mikkonen (2017, 73-78) has reported an interesting result from one of her study. While CALD students stated that the language instruction at the guide practical training was mostly Finnish, tutors were saying the opposite.

### **3 RESEARCH QUESTIONS AND OBJECTIVES**

The purpose of this study is to identify CALD nursing motivational factors for intercultural learning and adaptation. The aim of this study is to provide readers a profound view on students' motivation and everyday experiences. The target samples would be second- and third year, and newly graduated CALD nursing students from Centria University of Applied Sciences. These groups are selected because they have been to at least one practical training and thus, can provide their points of view as the study requested. First-year CALD nursing students are excluded because they have not been to any practical trainings.

The research questions are:

- 1) What are the factors to motivate students to learn intercultural communication with mentors?
- 2) What are the factors to motivate students to learn Finnish (or Swedish)?

## 4 METHODOLOGY

This chapter explains about the method of quantitative research, how to make data collection and reviews of ethical issues. The main purpose for using the quantitative research and primary data collection is to identify the motivational factors for integration, which includes intercultural communication learning along with language skill development.

### 4.1 Quantitative research

Quantitative research is a method of research using numeric and statistic figures to achieve the end outcomes. Before that, it is needed to have a good theoretic foundation, where every aspect of the study has been carefully worked on. This method is suitable if the purpose of the research is to understand a trend (upward or downward), measure incidents or determine the accuracy of a hypothesis. It is important that all numeric and statistic figures during the data collection are objective and transparent. (McCusker & Gunaydin 2015.) The application of quantitative research is to find evidence from everyday problems which are commonly experienced or accepted, in order to constructively contribute to change and improvement. The chance to collect reliable and practical data is quite high. Furthermore, quantitative research can be implemented in many fields, to name a few: economy study, political study, public health or nursing. (Esperon 2017.)

In order to establish a fine research questionnaire, the purpose of the study must be firstly identified: Is it either to figure out the relationship between two variables, describe and analyze or collect new knowledge from variables? What is the aim of the research? What needs to be studied? What are the research questions? The following stage is to define the study focus and variables and clarify research sample. Anything has two or more values that are measurable is a variable, for example, the color of hair or the type of skin. With these two steps done thoroughly, there are better chances to get the research process done more smoothly. (Hedges & Williams 2015, 69-84.)

Moreover, searching for necessary information for the theoretical framework of the research is a step that should be done carefully. Choosing correct keywords is significantly important to rule out inapplicable information. This step is often difficult, yet it is crucial because theory is the foundation of the research. The tip here is to try out different terms and slightly bend the choice of words to find more

information exactly, close or somewhat close to the target knowledge. The information must be reliable and valid, meaning it is preferable to use database from the University's library. The use of Google is not recommended because without a proper tool to measure the reliability of search results, the validity of the theory part will be uncertain. For example, Wikipedia and power point documents are not considered reliable information. (Wang & Park 2016, 32-54.)

## **4.2 Data collection**

The key to quantitative research is to ensure the collected data is valid and reliable. There must to be a participant group, called samples, providing trustable data for the research, and the handling of data needs to be done in a way that minimizing bias results. Most quantitative research subjects are replicable, and newer results are compared with older figures to determine and confirm the accuracy of the subject. A disadvantage of quantitative research is that sometimes the data collected from participants are not adequate or not relevant to the research questions, aims and purposes. (Gerish & Lathlean 2015, 161-163.)

It is suggested to expand the size of research sample in order to achieve better results. Answers that do not provide a perspective relevant to the research purposes must be excluded. There should be a specific measure criterion if the sample size is small, however, the smaller the sample size, the larger the risk of errors. Some challenges may appear during the data collection process include the interpretation of data, the inadequate of sample or the gap between theoretical framework and the results themselves. Moreover, a pilot test should be done within a small-size participant group to determine the expected response on a greater scale and potential errors of the questionnaire. (Wang & Park 2016, 108-110.)

In this study, the authors have developed a questionnaire in English which is closely based on theoretical background to seek answers for their learning questions. In the beginning, the main target group is culturally and linguistically diverse students studying Bachelor of Health Care, Nursing at Centria University of Applied Sciences and Lapland University of Applied Sciences. The initial number of expected responses is approximately 35 – 50 participants, altogether from both Centria and Lapland UAS. The data was collected from 18.9 - 1.11.2019, which was longer than expected because the authors had to wait for the permission from Lapland UAS. However, this collaboration was not successful. Due to this unfortunate incident, the authors were only able to conduct the study within Centria UAS, meaning the samples were the second- and third year CALD students. The potential participants of these two groups

were maximum only 22. To improve the validity of the results, the authors have decided to reach out to previous CALD nursing students who recently graduated from Centria UAS, hence increased the number of samples to 34. (Wang & Park 2016, 108-110.)

The process of reaching out to previous CALD nursing students was loosely based on “snowball sampling”. Snowball sampling, or so-called chain referral sampling is used in case the group of sampling are vulnerable or requires special identification protection. The original idea of snowball sampling is: Researchers will first make a list of potential candidates for their studies from personal contacts. Then, they will then ask their potential candidates to refer friends or acquaintances who happen to be suitable to participate in the study. Once researchers have gained the trust of new candidates, they will again ask them to suggest more potential candidates. The process continues until researchers are satisfied with the quantities of participants. Similarly, the authors have sent invitation to participate to the questionnaire, along of all necessary information about the study to a former student of the previous group. The student will then forward the invitation to the previous group’s WhatsApp. A difference between the authors’ data collection method and “snowball sampling” is that the authors did ask for suggestions of potential candidates, however, did not directly contact them. (Holloway & Galvin 2016, 147; Ruane 2016, 232-252.)

The questionnaire (Appendix 1) consists of 11 questions and is divided clearly into 5 different parts. The Likert Scale, commonly used in quantitative research, has been adopted. Likert Scale is a popular tool for research, in which the respondents are to express their opinion on the scale 1, 2, 3, 4 and 5 or “Strongly Disagree”, “Disagree”, “I don’t know”, “Agree” and “Strongly Agree”. A pilot study has been done with 2 students from the nursing group NNRNS16K in Centria UAS to receive feedback and test if the received results are satisfaction to the thesis’ goal. Because of that, these 2 students will not be included in the data collection process. Furthermore, despite NNRNS16K is the study group which both authors belong to, the development of the questionnaire was, has been and shall remain confidential until it is ready to be sent out. The conducting of quantitative research of this thesis closely follows the suggestion of Wang & Park (2016). (Vonglao 2017; Wang & Park 2016, 108-110.)

### 4.3 Data analysis

Data analysis is the most crucial part of any research or study. Data analysis summarizes collected data. It involves the interpretation of data gathered through analytical and logical reasoning to determine patterns, relationships or trends. Prior to choosing an analysis method, researchers should select the most suitable method to enable to answer the research questions and consider whether the data is adequate or not. When analyzing data, it is recommended to focus on some criteria, such as: rigor, validity, reliability, trustworthiness of the data. (Elo, Kääriäinen & Kanste 2014; Wang & Park 2016.)

Usually, it is suggested to use *IBM SPSS Statistics 22* to make statistics of the collected data. However, in this thesis, data analysis is done with the assistance from Google Data Analysis. The process shall begin immediately when the data collection is done. The inclusive criteria for accepted responses are: Participants must be CALD students studying English-taught Degree Nursing Program in Finland and have had at least one practical training, providing adequate information regarding motivation and their learning process. Exclusive criteria for accepted responses include: Those who have participated in the pilot test, CALD students studying English-taught Degree other than Bachelor of Health Care (Nursing) in Finland, Finnish students studying an English-taught Degree Nursing Program in Finland, CALD students studying English-taught Degree Nursing Program that have not been to any practical training. (Wang & Park 2016, 174-206.)

To avoid misleading findings, data analysis should be done with caution. Specifically, the data is analyzed carefully using descriptive statistics, meaning to give a summary or an overall description to the collected data. Along with the findings, charts or tables will be provided as evidence to support our findings. The multivariate co-relation is shown to represent the finding for the certain age group or gender related. The difference or any changes and its co-relation between the motivation factors with the different year of study group will be analyzed. The analysis mainly focuses on finding out the factors of motivation for learning and its co-relationship with other factors which can be studied and analyzed for possible suggestions to develop and strengthen CALD students' motivation. The process of data analyzing is done transparently to increase the reliability of the results, and limitation of the work shall be included toward the end of the thesis. (Wang & Park 2016; Manfra & Bolick 2017; Kaliyadan & Kulkarni 2019.)

In this study, Google Form is used for the data collection process. Google Form is an online tool offered by Google, where users can create customized surveys and collect necessary data. The collected data

would be automatically analyzed with graphs. (Google 2019.) Totally, the questionnaire has been sent via email to second- and third-year students and via WhatsApp to previous students. The maximum of students was 34, out of which 26 respondents ( $n = 26$ ) have responded. Only 4 have left a comment at the end of the questionnaire. The authors will analyze the results based on percentage and include the respondents' comments in the results. (Wang & Park 2016.)

#### 4.4 Validity

Validity of a study is influenced by many factors. *Hawthorne effect* refers to respondents' change or improvement of attitude in the presence of researchers. *Diffusion* refers to the ability of information exchange within two or more sampling groups, which affects the results in case researchers have planned to keep those groups separated and provide different types of activities or questions. *History* refers to changes that happen during different phases of a study. *Maturity* refers to respondents' growth physically and emotionally, from which their answers to the questionnaire may be different. *Testing* refers to respondents' opinion that varies in the second, third or further time of answering repeatedly to a questionnaire. *Instrumentation* refers to the tool of the study, for example, observation tool or scoring tool that affects a study's result. *Regression* refers to the possibility of providing an extreme answer while respondents may not actually feel that way. *Different selection bias* refers to the priority of a certain group and exclude or miss out others, even if they are suitable for the study's criteria. *Different attrition* refers to the loss of respondents throughout phases of a study, especially for studies which need to go through many phases. (Hedges & Williams 2015, 111-118; Salazar, Crosby & DiClemente 2015, 118-127.)

Accordingly, threats to validity which can likely occur during the conduct of this study are: Hawthorne effect, diffusion, testing, instrumentation, regression and different selection bias. The study is free from Hawthorne effect since it was done via a questionnaire on an online Google platform. Respondents could answer anonymously and were not under any pressure of being observed, which could change their behaviors, or in this case, responses. Diffusion is of course a challenge, where respondents may share to each other what they have been asked in the questionnaire. However, it is inconclusive of how the exchange of information can influence students' responses as the authors genuinely asked only of respondents' personal experiences at practices. History, maturity and different attrition cannot be applied to this study because it was not done in a long time on a growing population sampling and did not consist of many phases. (Hedges & Williams 2015, 111-118; Salazar, Crosby & DiClemente 2015, 118-127.)

Before publishing the questionnaire (Appendix 1), a pilot test has been done with 2 students. These two students were instructed to not participate in the data collection, thus eliminates the possibility of respondents' various in opinion if they answer repeatedly. As mentioned, the development of the study is closely based on newly updated knowledge. Only reliable sources, for instance, books from Centria Library Online Database or statistics published on websites managed by Finnish Authority. The time range for sources is maximum 10 years according to Centria UAS's thesis guideline. The authors did not have any influences on how respondents should provide their answers. Hence, the possibility for threat of instrumentation is quite weak. Furthermore, the authors have provided a specific explanation on why only second- and third year group, and previous CALD nursing students were chosen. Any decision made during the conduct of this study is to meet the study's purposes and aim, not to bias any certain groups. Regression is likely the only challenge which in this study we have faced, and thus become our limitation. (Hedges & Williams 2015, 111-118; Salazar, Crosby & DiClemente 2015, 118-127; Centria UAS 2019.)

## 5 RESULTS & ANALYSIS

This part of the thesis will present and interpret answers from CALD nursing students in Centria UAS. The data was collected from the second-, third year and newly graduated nursing students. The first-year students were excluded since they are quite new to the program and have not been to any practical placements, thus do not meet our subject requirement. The invitation for participation in the study was sent via school email, except for the previous group, via WhatsApp using the snowball sampling as mentioned above.

### 5.1 Respondents' demographics

Part I of the study was for the respondents to provide their basic information. Although the questions were not made compulsory, 100% provided complete answers. Among 26 respondents, 73.1% were female and 26.9% were male. Most respondents belonged to the age group of 23 – 30 with 46.2% (n = 12), followed by the age group 18 – 22 and over 30 equally accounted 26.9%. In term of practical training experiences, 61.5% of the respondents have been through more than 4 practical trainings, while 38.5% have been to 1 practical training.

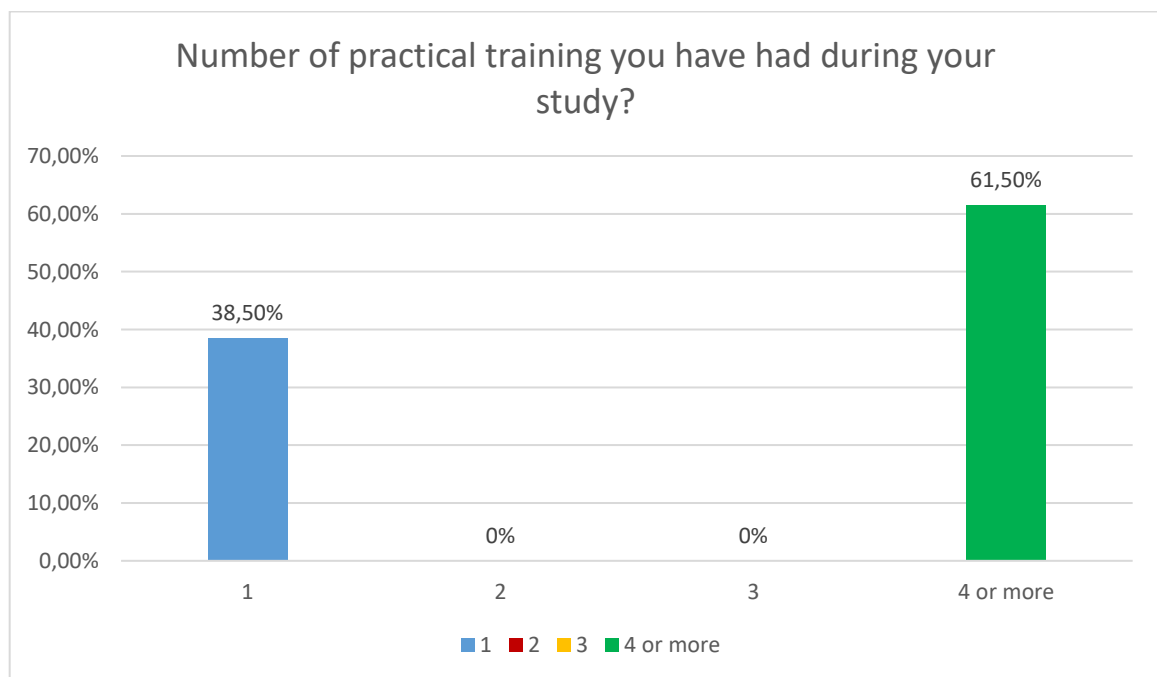


FIGURE 1. NUMBER OF PRACTICAL TRAINING (n = 26).

## 5.2 The level of intercultural learning

In Part II, the authors have measured language learning process of respondents during their study in Finland using the Likert Scale from 1 to 5, standing for “from weak to strong”. The authors further noted that “1 = Weak”, “3 = Good” and “5 = Strong”. Interestingly, though the largest group of respondents have been to more than 4 practical training, there were only one claimed to be strong at Finnish or Swedish. Most of respondents believed their language proficiency were 3 over 5 (n = 11), accounted for 42.3%. Meanwhile, 11.5% of respondents thought their Finnish or Swedish communication was still weak (n = 3).

### Finnish/Swedish language proficiency level

26 responses

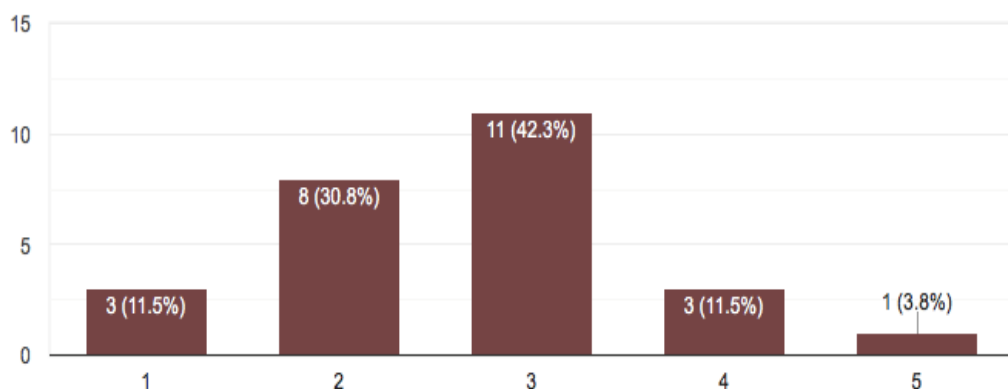


FIGURE 2. LANGUAGE PROFICIENCY (n = 26).

As the chart below has clearly shown, only 11.5% (n = 3) of the respondents were familiar with the Finnish working culture before coming to Finland. 7.7% (n = 2) has somehow known while 80.8% (n = 21) did not know about the matter.



FIGURE 3. FINNISH CULTURE FAMILIARIZATION BEFORE FINLAND.

Most respondents did not familiarize themselves with Finnish native languages (Swedish and Finnish) before coming to Finland. Only one was familiar (3.8%) and four answered “Somehow” (15.4%).

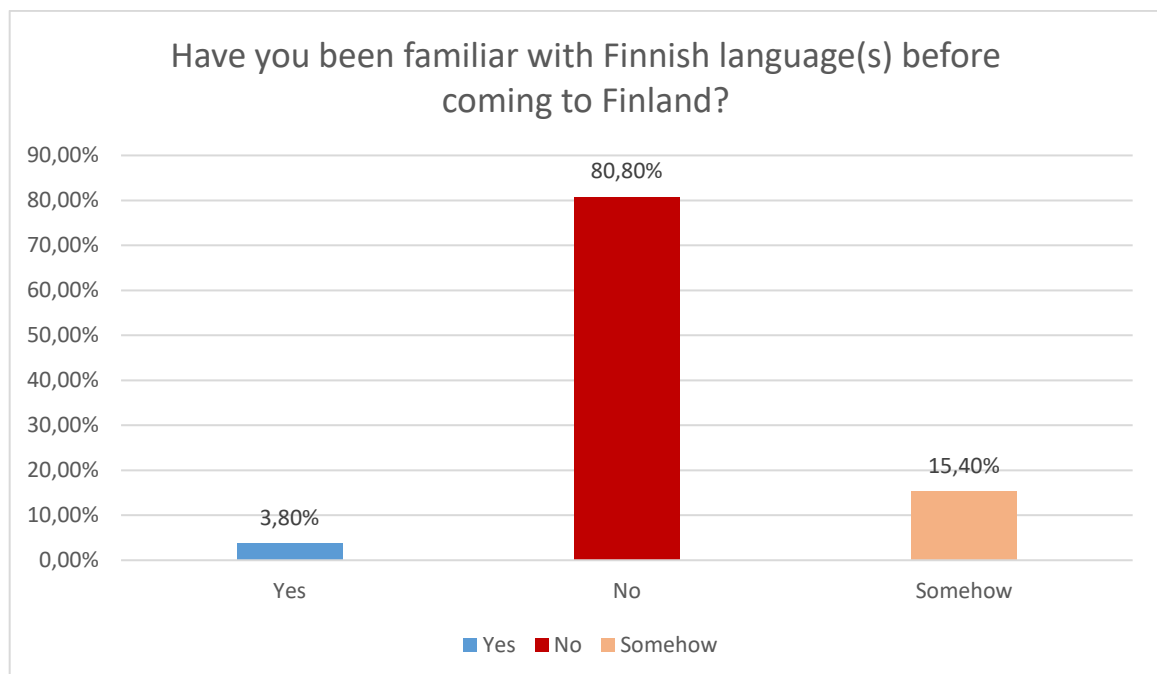


FIGURE 4. FINNISH LANGUAGE(S) FAMILIARIZATION BEFORE COMING TO FINLAND.

### 5.3 Skills learning satisfaction

In part III of the questionnaire, respondents were also asked to reflect their skill learning satisfaction after their practical training. The authors have divided this part into two aspects: language and clinical skills learning. The Likert Scale was used to measure respondents' experiences, from one to five, meaning "Not at All" to "Fully Satisfied". It was also noted under the question that "1 = Not at All", "3 = Satisfied" and "5 = Fully Satisfied". In term of language learning during practical training, half of the respondents rated their satisfaction at 3 over 5 ( $n = 13$ ). Only 1 were fully satisfied of the language skills they have learnt, and 1 were not satisfied at all, accounted for 3.8% of the respondents. Moreover, between 2 and 4, 26.9% have chosen 2 ( $n = 7$ ), which was higher than the number of respondents rated their satisfaction 4 with only 15.4% ( $n = 4$ ).

#### Are you satisfied with the language skills you have learnt at practice?

26 responses

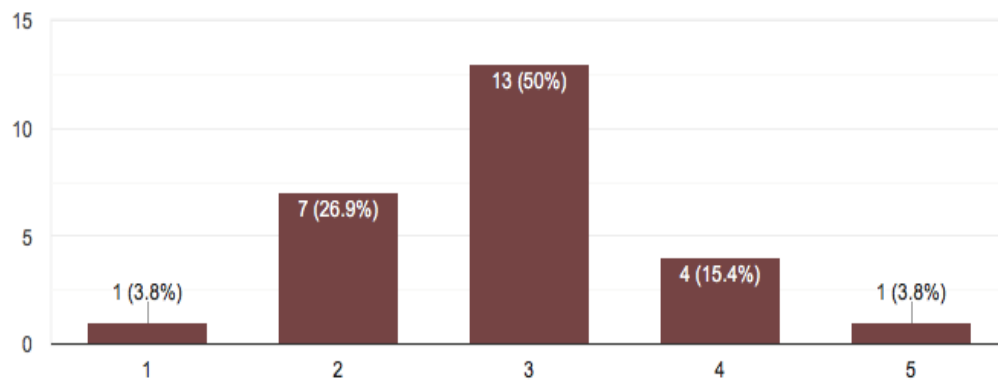


FIGURE 5. LANGUAGE SKILLS LEARNING SATISFACTION.

Similarly, the Likert Scale was also used to measure respondents' satisfaction rate of clinical skills learning. None of them felt completely unsatisfied while 11.5% seemed to have excellent learning experiences, thus were very satisfied ( $n = 3$ ). 42.3% of respondents rated their experiences 3 out of 5. Comparing between 2 and 4, 34.6% have chosen 4 ( $n = 9$ ) and only 11.5% answered 2 ( $n = 3$ ).

## Are you satisfied with the clinical skills you have learnt at practice?

26 responses

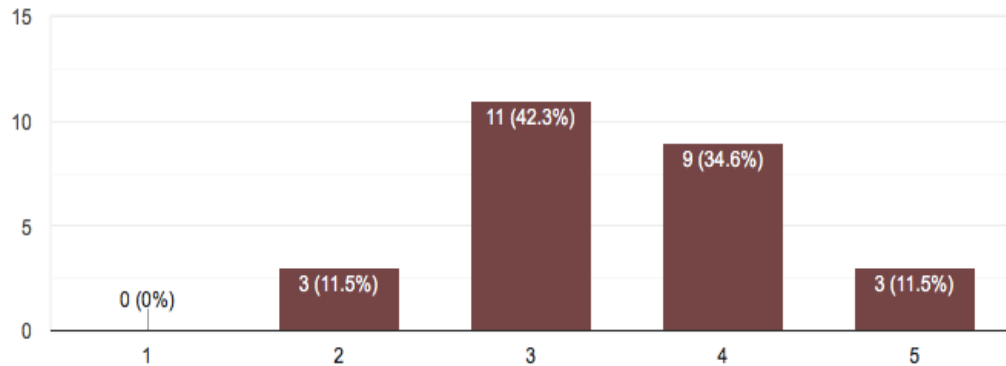


FIGURE 6. CLINICAL SKILLS LEARNING SATISFACTION.

### 5.4 Motivational factors

Part IV of the questionnaire was the most important and all questions were made compulsory to achieve maximum effectiveness of the authors' findings. The Likert Scale was applied so that respondents were able to choose answers which expressed their opinion the best. Instead of 1 to 5, the answers were: "Strongly Disagree", "Disagree", "I don't know", "Agree" and "Strongly Agree". The authors also provided several statements, through which respondents might reveal their motivational factors.

To find out motivational factors of respondents in intercultural learning and adaptation, the authors provided 3 statements: "I am always interested in different cultures", "I want to be able to communicate with my tutors" and "I want to be able to communicate with my patients". As the chart below has shown, most of respondents agreed or strongly agreed to the statements. However, it is also noticeable that the number of respondents, who were strongly disagree ( $n = 2$ ), disagree ( $n = 2$ ) or not specifically interested in different cultures ( $n = 6$ ), altogether was quite high.

### What motivates you in learning process and intercultural adaptation?

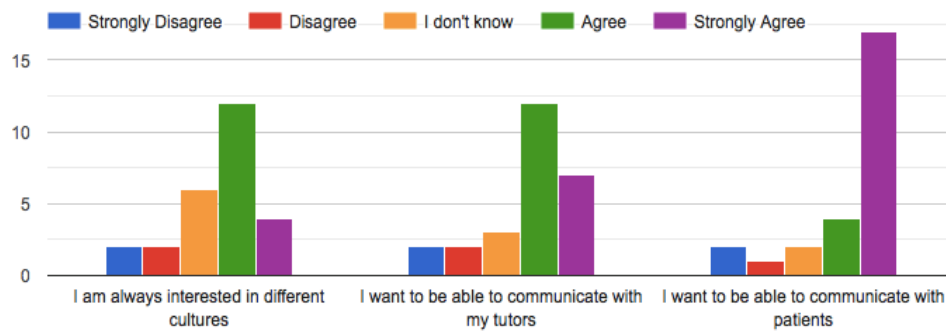


FIGURE 7. MOTIVATION FOR INTERCULTURAL LEARNING AND ADAPTATION.

Furthermore, to determine the respondents' motivation on learning Finnish native languages, which can be either Finnish or Swedish, the authors provided these following statements: "Languages have always been my passion", "Optimist for my career development opportunities in Finland", "To make a positive impression and create communication-friendly environment" and "Because it is a part of my curriculum". Most respondents agreed to the last 3 statements, while the answers for the first statement was quite complicated.

### What are the motivating factors for learning Finnish/Swedish language?

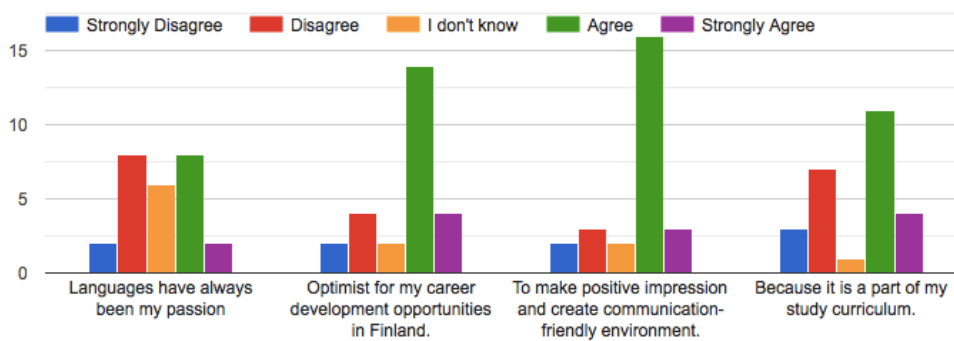


FIGURE 8. MOTIVATION FOR LANGUAGE LEARNING.

## 5.5 Tutors – CALD students' relationships

The final part of the questionnaire is to measure tutors – CALD students' relationships. Similar to part IV, the Liker Scale was applied, and possible answers include: “Strongly Disagree”, “Disagree”, “I don't know”, “Agree” and “Strongly Agree”. The authors have given 4 statements: “Nice atmosphere”, “Encouraged me to communicate with patients”, “Help me involved in patients' care plan” and “Provided sufficient explanation and guidance of nursing situation”. Overall, most students agreed to the above statements.

Describe your experiences with your tutor nurses:

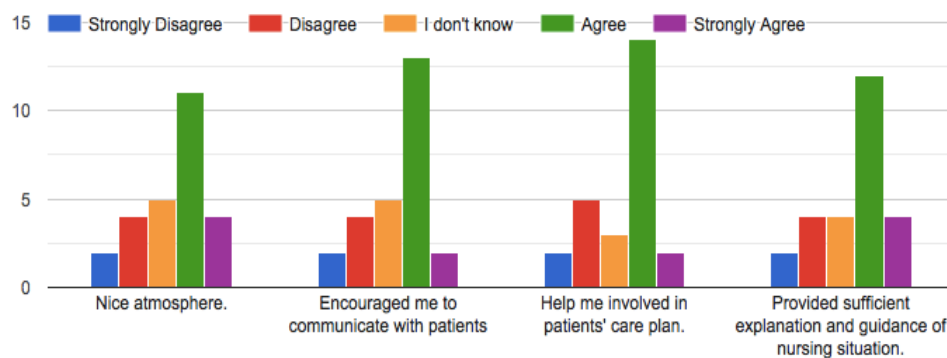


FIGURE 9. TUTORS AND CALD STUDENTS.

Additionally, at the end of the questionnaire, the authors included a blank box to give respondents an opportunity to give comments. As mentioned, there were totally 4 comments, in which 3 out of 4 complemented on the choice of the subject and gave constructive feedbacks. A respondent suggested that, the questionnaire should have a separate question for Finnish and Swedish proficiency. However, the authors' initial intention was not to find out respondents' fluency in Finnish and Swedish, but rather to know if respondents had a proper capacity to communicate in everyday situation at practices. Since the respondent did not give a fully written comment, or had accidentally sent the answer before finished writing, it is hard for the authors to understand their exact point of view.

*“Good questions”.*

*“Very nice and reliable subject considering the international students. Part II question no 1 is not clear. The question is for Finnish and Swedish language skills so how researchers will differentiate the language proficiency of both Finnish and Swedish speakers”.*

*“The tutors-related question is quite tricky because I had good but also bad experiences with previous tutors. Anyway nice job. This is a very interesting subject”.*

A respondent also used the blank box to express their frustration for language learning. They stated that they felt demotivated to learn because the language was so hard.

*“I have been studying as a nurse in Finland mainly to experience, help patients and understand working environment. I have been struggled with the language to an extend level that it could demotivate me from learning all the time”.*

## 6 DISCUSSION

The purpose of the questionnaire was to find out factors that motivate CALD nursing students to intercultural learning and adaptation. Most respondents agreed ( $n = 12$ ) or strongly agreed ( $n = 4$ ) they were motivated to learn intercultural communication and adaptation because they had always been interested in other cultures. There were a few respondents who were not sure whether they were interested in cultural differences ( $n = 6$ ), thus chose "I don't know". The number of respondents who disagreed and strongly disagreed was equal ( $n = 2$ ). Next, there was totally more than half of respondents who agreed ( $n = 12$ ) and strongly agreed ( $n = 7$ ) they wanted to communicate effectively with their tutors during their practical training, thus were motivated to learn intercultural communication. Not many respondents strongly disagreed ( $n = 2$ ), disagreed ( $n = 2$ ) or were uncertain to consider tutors as one of the motivational factors ( $n = 3$ ).

Additionally, more than half of the respondents strongly agreed ( $n = 17$ ) or agreed ( $n = 4$ ) that patients were their motivational factors to learn intercultural communication. Only a few did not find patients relevant to their motivation by choosing "Strongly Disagree" ( $n = 2$ ), "Disagree" ( $n = 1$ ) or "I don't know" ( $n = 2$ ). Overall, these findings are remarkable, yet not so surprising. As misunderstanding and miscommunication can occur due to the lack of intercultural knowledge, it is reasonable for CALD nursing students to strive to learn Finnish working culture and communication to easily integrate to the environment. It may help them not only make the most out of each practical training, but also be beneficial for their future career if they want to work in Finland. Noticeably, the communication capacity with patients received the most "Strongly Agree" and "Agree" ( $n = 17 + 4$ ), in comparison with communicating with tutors ( $n = 7 + 12$ ) and personal interest with cultures ( $n = 4 + 12$ ).

The findings of motivational factors for learning Finnish native languages, or the results for the second learning question, were a bit more complex. Firstly, the number of respondents passionate and impassionate with language learning were surprisingly equal ( $n = 8$ ), followed by the uncertainty of passion for language ( $n = 6$ ). There were 2 respondents strongly passionate and another 2 strongly impassionate with language learning. Secondly, there were 14 respondents and other 4 felt optimistic or strongly optimistic about their future career in Finland. The remaining was either uncertain of the career opportunities ( $n = 2$ ), pessimistic ( $n = 3$ ) or strongly pessimistic ( $n = 2$ ). These results confirm Pitkäljärvi's study in 2012, in which the writer has mentioned this factor in one of the reasons why CALD students have chosen to study nursing in Finland. Thirdly, 16 out of 26 have agreed they were motivated to learn

Finnish native language(s) because they would like to make a positive impression about themselves, at the same time creating a communication-friendly environment with other native speakers, or those who speak the language(s). Finally, most had agreed they were motivated to learn Finnish (or Swedish) because it was compulsory and included in their study curriculum. The number of respondents disagreed ( $n = 7$ ) or strongly disagreed ( $n = 3$ ) of the statement “Because it is a part of my study curriculum” were noticeable.

The number of respondents agreed and strongly agreed to the statement “To make a positive impression and create communication-friendly environment” was the highest ( $n = 16 + 3$ ), in comparison with other motivational factors such as to have a career in the Finnish nursing industry in the future ( $n = 14 + 4$ ) or the obligation to follow the schools’ program ( $n = 11 + 4$ ). Moreover, the ratio of respondents uncertain of whether language was their genuine passion were the highest ( $n = 6$ ), in comparison with future career expectation ( $n = 2$ ), positive self-impression ( $n = 2$ ) and study curriculum requirement ( $n = 1$ ). The number of respondents who confirmed or solidly confirmed that language learning was not their passion ( $n = 8 + 2$ ) were considerably the same with the amount of those who stated or strongly stated they were required to study at school ( $n = 7 + 3$ ).

The authors further asked respondents of their satisfaction level and their relationships with tutors as these answers can be used to measure how everyday experience may have an impact on daily motivation. Overall, more than half of the respondents seem to get along with their tutors and thus, experienced a nice atmosphere. Their tutors have so far encouraged them to interact with patients and include them in the discussion of patients’ care plan, even if some of them did not have the skills necessary to communicate daily situation. Most of them were given enough explanation and were fairly satisfied with their practical training outcomes.

## 7 CONCLUSION AND RECOMMENDATION

In this part, the authors will give a conclusion for the study's results and findings, evaluate the study's limitation and provide recommendation for future studies.

### 7.1 Conclusion

From these findings, it can be concluded that, almost all CALD nursing students have clear motivation to learn intercultural communication and more specifically, native language(s). Their desire to communicate sufficiently with native speakers are strong, thus motivates them toward daily learning and strengthened their will of integrating to clinical environment. CALD nursing students have agreed that they are motivated to learn intercultural communication because of personal interest and the desire to interact with native speakers. Furthermore, from the comparison, our result has indicated that student have possibly valued the ability to speak with and understand patients and considered it more important than being able to communicate with their tutors.

Furthermore, in term of learning Finnish native languages, most CALD nursing students have agreed that they are motivated to learn Finnish or Swedish because of personal interest for language learning, future career development opportunities, positive self-impression with natives and obligation for studying. Moreover, from the comparison between the results, our study's result has suggested that students may have valued the most the ability to make good impression of themselves more than other motivational factors. These factors originated from the obligation to study for future rewards or benefits, hence is an *Ought-to Multilingual Self* motivational factor. The findings have also shown that personal interest, or the *Multilingual Ideal Self* can drive students toward learning Finnish or Swedish. However, it is inconclusive whether obligation in this case is a negative or a positive feeling. The study has not yet figured out if students felt obligated to study even if they did not want to, did not pay much attention to the matter and thereby simply went along, were interested and at the same time felt the need for study.

The reason why respondents' satisfaction of learning experiences and their relationships with tutors were included because motivation can also be affected by everyday experiences, or as mentioned in the theo-

retical framework, *Multilingual Learning Experiences*. In general, as most respondents were fairly satisfied with their clinical and language skills learning at practice, and had mostly positive experiences with tutors, it is inconclusive of how these daily basis experience has any impact on their motivation.

## 7.2 Ethical considerations

Ethical consideration is important in any researches involving human subjects. Researchers must consider two things before they start a research: Firstly, the benefits of their study to current phenomenon and future study, and secondly, the rights of participants. Participants' rights are essential to ethical consideration, which consist of three main elements: Respect, Beneficence and Justice. Generating new knowledge can never take precedence over the rights and interests of individual research subjects. Hence, researchers have a duty to promote and safeguard the health, well-being and rights of participants. Specifically, researchers must respect participants' rights to self-determination and free from judgement, thus protect their rights to decision making and confidentiality. The conduct of a research must be truthful, transparent and beneficial, or at the minimum harm-free to participants. Justice can be understood as fairness from the results of a research, meaning researches' outcomes must serve a common good, instead of being favourable to a group of people. (Hedges & William, 223-225.)

Researchers are obligated to provide enough information to participants regarding of their research. Before participation, participants are informed of a research's goals, aims and purposes, potential benefits and discomfort if they participate. In case participants are not fully capable of understanding risks of the research, further step should be taken into consideration. For instance, the approval of guardians if sampling is done with underage subjects. Overall, participants must have a thorough comprehension of the research in advance. Participation must also be voluntary and coercion-free. A form of informed consent should be prepared readily upon potential participants' requests. When needed, researchers can refer to the Declaration of Helsinki, which provides a list of profound ethical consideration elements. (Hedges & William, 223-225.)

In this study, the authors have prepared a cover letter that provided adequate information of the purpose and aim of the study. Respondents were not requested to provide names, study institutions or too detailed information which may risk the exposure of their identities. Participation was voluntary, and the author did not manipulate how or what respondents should answer to the questionnaire. Moreover, the permission to conduct a quantitative research in Centria UAS has been granted. The research process has been

done in a professional manner, data collected was secured and harm-free, and there has not been any exploitation and invasion to participants. After the study process is completed, the thesis will be published to theseus.fi where participants are free to access and see the results. The process of thesis conduct is closely based on the instruction and suggestion from Wang & Park (2016).

### **7.3 Reliability**

The quality of a research is enhanced and guaranteed by reliability, which is based on the consistence and accuracy of research tools, data collection and analysis process. As mentioned, this thesis has made use of Likert Scale which allowed respondents to express their level of agreement or disagreement on the scale from 0 to 5. This is a highly trusted tool that has been commonly used in quantitative research studies. (Vonglao 2017.) In this thesis, the quality of our study's measurement has been ensured by a pilot test with two students from group NNRNS16K. From that, the authors have concluded that our questionnaires will be able to gather quality information on CALD nursing students' motivation on learning intercultural communication. After the data collection process, analysis is done carefully by two students to avoid errors and bias.

Bias means the possibility of an author "foresee" of their study's results, then design their measure which leads respondents toward the author's expectation. Their choice of words can be misleading, and the measure may encourage respondents to a certain direction. (Ruane 2016, 131-137.) During the establishment of the study's questionnaire, bias on the choice of words is less likely to occur as the authors were extremely cautious by using only neutral words and statements to avoid misleading. The authors did not have any expectation of the results, nor try to drive respondents toward a certain direction, thus some findings were truly surprising and interesting. However, the risk of bias may still exist because of the relationship with students who participated in this study.

Furthermore, reliability is also defined by the repetition of the findings, in other words, how different studies on the same subjects produce similar results (Ruane 2016, 126-130). Among motivational factors on CALD nursing students' motivation, our study has confirmed Pitkäjärvi's finding in 2012 on the same subject. However, there have not been many previous studies on CALD nursing students' motivation on learning intercultural communication, thus it is difficult to measure the repetition ratio of this thesis' findings in comparison to previous ones. The authors have considered this comparison impossibility as a limitation, which shall be mentioned in the following part.

Furthermore, the possibility of repetition in following studies on the same subject, in the authors' opinion, is quite high because this study has used a valid tool of measurement, updated and reliable resources and knowledge. However, the comparison between motivational factors and determine which motivation factors are more important need to be assessed and researched further. It is until now inconclusive of the indication from this study, that the students valued the most the possibility to make positive impression of themselves or the ability to communicate with patients, is repetitive. It is because the study has been done only on CALD nursing students in Centria UAS, not among the population of CALD nursing students in Finland. Averagely, CALD nursing students in Centria UAS seems to be satisfied with their practical training experiences, which means there is a risk of neglecting those who did not enjoy their practical training(s), had bad experiences with tutors and patients. The larger the samples, the more varied the results can be. Some factors prevent the study's findings from being consistence are the ratio between first-, second- and third year students, the size of samples, negative and positive experiences with tutors or demotivational factors.

#### **7.4 Limitation**

There have been a few noticeable limitations of this study. Firstly, regression of respondents, referring to the possibility of overexpressing their experiences. The study has asked of respondent's personal experiences during their practical training. In case respondents provide negative answers, it is hard to conclude whether they did have terrible experiences, or they were being extreme. (Hedges & Williams 2015, 111-118.) Secondly, due to the small-size sample ( $n = 26$ ), the results of the study cannot represent the total population of CALD nursing students in Finland, but only to describe motivational factors of CALD nursing students currently studying or have just graduated from Centria UAS. The relevance of everyday experiences to motivation is not clear, and it is inconclusive of whether obligation can motivate CALD nursing students to learn Finnish native languages. Finally, there has been quite a limited number of studies on motivational factors of CALD nursing students. Therefore, the authors could not compare the findings of this study to previous ones.

#### **7.4 Recommendation**

Future studies should be done on the same subject to further confirm motivational factors to learn intercultural communication of CALD nursing students in Finland. The connection between everyday experiences with motivation, obligation versus personal interest motivation, negative and positive motivation, strong versus weak motivation and their effects on students' performance during their practical training period are a few suggestions which can be considered.

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## Survey questionnaire

11/1/2019

CALD (culturally and linguistically different) students

**CALD (culturally and linguistically different) students**

Thank you for participating in our survey.

\* Required

**PART I: DEMOGRAPHIC INFORMATION**

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In this part, we will be asking basic information about yourself.

**1. Gender***Mark only one oval.*

- Male
- Female
- Other

**2. Age***Mark only one oval.*

- 18 - 22
- 23 - 30
- Above 30

**3. Number of practice(s) you have had so far during your study. \****Mark only one oval.*

- 1
- 2
- 3
- 4 or more

**PART II : INTERCULTURAL LEARNING**

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In this part, intercultural communication skill and learning ability are accessed.

**4. Finnish/Swedish language proficiency level \***

Level of language skill. Where 1=weak. 3=good. 5=strong.

*Mark only one oval.*

	1	2	3	4	5	
Weak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strong

**5. Have you been familiar with Finnish working culture before coming to Finland?***Mark only one oval.*

- Yes  
 No  
 Somehow

**6. Have you been familiar with Finnish language(s) before coming to Finland?***Mark only one oval.*

- Yes  
 No  
 Somehow

**Part III: SKILL LEARNING SATISFACTION**

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In this part, satisfaction from skill learned are accessed.

**7. Are you satisfied with the language skills you have learnt at practice? \***

1= Not at all; 3= Satisfied; 5= Fully satisfied.

*Mark only one oval.*

1	2	3	4	5	
Not at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully satisfied.

**8. Are you satisfied with the clinical skills you have learnt at practice? \***

1= Not at all; 3= Satisfied; 5= Fully satisfied.

*Mark only one oval.*

1	2	3	4	5	
Not at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully satisfied.

**Part IV: MOTIVATIONAL FACTORS**

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In this part, we want to know the motivational factors which encourage you learn and adapt in new environment.

**9. What motivates you in learning process and intercultural adaptation? \****Mark only one oval per row.*

	Strongly Disagree	Disagree	I don't know	Agree	Strongly Agree
I am always interested in different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be able to communicate with my tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be able to communicate with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. What are the motivating factors for learning Finnish/Swedish language? \****Mark only one oval per row.*

	Strongly Disagree	Disagree	I don't know	Agree	Strongly Agree
Languages have always been my passion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimist for my career development opportunities in Finland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make positive impression and create communication-friendly environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it is a part of my study curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PART V: TUTOR NURSES - CALD STUDENTS RELATIONSHIP**

In this part, we will be asking questions regarding your relationships with your past (or current) tutor nurses at your clinical practices.



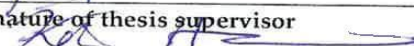
**11. Describe your experiences with your tutor nurses: \****Mark only one oval per row.*

	Strongly Disagree	Disagree	I don't know	Agree	Strongly Agree
Nice atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to communicate with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help me involved in patients' care plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided sufficient explanation and guidance of nursing situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Comment & Feedback (Optional)**


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**THESIS CONTRACT**

<b>Initial schedule for thesis project (dates in months)</b>	
Start-up meeting (supervisor, thesis author, working-life supervisor)	[ <u>November 2018</u> ]
Presentation of implementation plan	[ <u>April 2019</u> ]
Interim report	[ <u>May 2019</u> ]
Review of thesis by supervisor and/or final meeting	[ <u>August 2019</u> ]
Submission of thesis	[ <u>October 15, 2019</u> ]
Seminar presentation of thesis	[ <u>October 28 - 31, 2019</u> ]
Maturity test	[ <u>November 2019</u> ]
<b>Contact information of commissioner</b> (company, name of contact person, address, telephone, email)	
<p>This contract has been issued in three copies. The copies of the contract shall be delivered to the author, the commissioner, and the supervisor. The student of Centria University of Applied Sciences, following the commissioner's assignment, commits to complete a thesis on the subject above by <u>15.10.2019</u> (date).</p> <p>The commissioner commits to make necessary information available for the author of the thesis, and, after the thesis is completed, to assess the usability and pragmatic value of the thesis. The commissioner shall be responsible for paying for material, postage, travel, and other costs according to invoice. The commissioner may pay a compensation to the author of the thesis.</p> <p>The undersigned shall be responsible for not disclosing any information gained in connection with the commission in so far as this information can be regarded as a business secret of the contracting party. The thesis shall be reviewed at a thesis seminar and it shall be made a public document. The commissioner shall request for non-disclosure of the thesis separately.</p> <p>The University of Applied Sciences shall not be responsible for any harm or damage caused by the author of the thesis.</p>	
Date	<u>26.8.2019</u>
Signature of working-life supervisor	<u>17.9.2019</u> 
Signature of student	
Signature of thesis supervisor	

## THESIS CONTRACT

Author(s) of the thesis Uma Kanta Ghimire, Huyen Dao Nguyen	Date of starting the thesis project
Degree programme Bachelor of Health care Nursing	
Principal lecturer of the degree programme Timo Kinnunen	Proposed supervisor Katja Heikkiniemi
Initial subject of the thesis The influence of cultural differences during practical placement	
Research problem/assigned development task ① What are the factors that motivate to learn intercultural communication with mentors? ② What are the factors that motivates students to communicate in Finnish/Swedish language?	
Objective of the thesis and delimitation/expected research outcome The objective of the thesis is to find out the motivating factors to learn intercultural communication and integrate in the multicultural environment.	