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## Motivation in medical education

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### Abstract

Motivation is a major determinant of the quality of learning and success, the lack of which may well explain why teachers sometimes observe medical students who are discouraged, have lost interest or abandon their studies, with a feeling of powerlessness or resignation. The main aspects of motivation in education process were observed in this article.

**Keywords:** motivation, education

### Introduction

The education of health professionals had two revolutions over the past century. The first revolution-marked by what is known as The Flexner Report in 1910 - was the effective integration of basic sciences into health education. The second revolution, initiated by the Welch-Rose report in 1915, introduced the concept of problem-based learning into medical education <sup>[1]</sup>. In 2010 The Commission on Education of Health Professionals for the 21<sup>st</sup> Century has been published a special report, aimed at updating the standards of an ideal medical curriculum. This institution strongly recommended a new medical educational model that emphasized flexibility and adaptability of traditionally rigid curricula to local and community needs <sup>[2]</sup>.

Due this Commission proposing there are some key ways of reforms in health system education <sup>[2]</sup>:

- Adoption of competency-based curricula that are responsive to rapidly changing needs rather than being dominated by static coursework;
- Promotion of interprofessional and transprofessional education that breaks down professional silos while enhancing collaborative and non-hierarchical relationships in effective teams;
- Exploitation of the power of interactive technologies for learning through development of evidence, capacity for data collection and analysis, simulation and testing, distance learning, collaborative connectivity, and management of the increase in knowledge;
- Strengthening of educational resources, since faculty, syllabuses, didactic materials, and infrastructure are necessary instruments to achieve competencies;
- Promote a new professionalism that uses competencies as the objective criterion for the classification of health professionals, transforming present conventional silos;
- Establishment of joint planning mechanisms in every country to engage key stakeholders, especially ministries of education and health, professional associations, and the academic community, to overcome fragmentation by assessment of national conditions, setting priorities, shaping policies, tracking change, and harmonising the supply of and demand for health professionals to meet the health needs of the population. In this planning process, special attention should be paid to sex and geography;
- Expansion from academic centres to academic systems, extending the traditional discovery-care-education continuum in schools and hospitals into primary care settings and communities, strengthened through external collaboration as part of more responsive and dynamic professional education systems.

There's no doubt that motivation is a key mechanism of postgraduate education.

### The purpose of study

Is review of motivation role in educational process of doctor's training.

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**Material and Methods**

This paper is based on the analysis of literature.

**Results and Discussion**

Motivation is force that drives a person in certain behavior. It's a broad concept which is important in all spheres of life (education, sport, interpersonal relationships, health etc.) [3].

There are different definitions of motivation. Some of them are:

“Motivation is the energizing of behavior, and especially... the sources of energy in a particular set of responses that keep

them temporarily dominant over others and account for continuity and direction in behavior” [4].

“Motivation in general is regarded as a process internally seated which, once aroused by an appropriate stimulus, leads to more intensive activity than otherwise would have been present” [5].

“Motivation is the desire to learn which a student brings himself to medical school” [5].

The development of motivation’ theories from first created by Sigmund Freud till present time is very interesting. The main ones are mapped in table 1.

**Table 1:** The main motivation theories

Theory	Authors	Main concepts
Need to achieve	Murray	Designed the thematic apperception test
Drive theory	Hull	Needs drive behavior which results in satisfaction of these needs
Hierarchy of needs	Maslow	Basic needs and self-actualization need, when basic needs are satisfied self-actualization needs dominate the consciousness
	McLelland	Presence of generalized motive predictive of behavior in different situations, stable component of motivation
Expectancy value theory	Atkinson	Proposed “Motivation to avoid failure” dimension to motivation
Motive to avoid success	Horner	Females had higher fear to success, hence were motivated to avoid success compared to males
Attribution theory	Weiner	Ability, effort, task difficulty and luck were identified as the most important factors affecting attributions for achievement
Social cognitive theory	Bandura	Motivation depended on feelings of self-efficacy
Self-determination theory	Deci, Ryan	Two types of motivation: intrinsic (for personal interests) and extrinsic (for particular gain)
Goal theory	Pintrich	Motivation was explained on the basis of goals

Notes: adapted from [3]

The field of medical education has become interested in motivation recently, having always assumed that medical students must be motivated because of their commitment to highly specific training, leading to a very specific profession. However, motivation is a major determinant of the quality of learning and success, the lack of which may well explain why teachers sometimes observe medical students who are discouraged, have lost interest or abandon their studies, with a feeling of powerlessness or resignation [6].

Many studies have illustrated that, despite the time and cost, a large number of students have changed or quit the field of studying [7]. This failure to the large extent may be due to lack of knowledge about the field; that is, unfamiliarity of the learning context for students, or lack of motivation in the field [8]. Due to the significance of educational motivation in students' success in recent decades, psychologists have endeavored to pinpoint the factors that greatly influence motivation. The ability and willingness of instructors in teaching encouragement, attention to individual differences, as well as the appropriateness of the curriculum, higher education officials' attention to the problems of the university and training equipment all have effects on students' educational motivation [7]. Researcher found that students who have a close relationship with their teacher are more motivated to learn [9]. As mentioned above, there is a close association between motivation and learning, educational achievement, and even in the learners' job satisfaction [7]. Most studies have focused only on students' motivation levels [10]. Improving students' motivation is generally viewed as important because high achievement is due to high motivation, with related to factors both inside and outside of motivation.

**Conclusion**

Motivation is a crucial factor of success in education process.

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