

Medicine Students Reasons for Choosing Medicine as a Career and Changes in Their Motivation During the Course

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Abstract

Background: The medical students enter this profession highly motivated, but later develop the attitude of “just learn what is necessary to pass the exam” as they progress through the *curriculum*. For medical students to become a lifelong learner having a motivation to make an effort towards educational goals is a must.

Objectives: We sought to evaluate medical students' motivations in selecting medical career and track factors which may affect their incentives through the *curriculum*.

Materials and Methods: This study is cross-sectional study was done on all medical students (semester 2 and above) were educated in the academic year 2015 - 2016 in Sabzevar University of Medical Sciences. Self-made data collection a questionnaire is prepared using previous studies and were checked the reliability by the faculty numbers and medical students. Based on these questionnaires were modified and the final questionnaire was delivered to students. Data were analyzed by SPSS Version 16 and by independent t - test. P Value < 0.05 were considered significant for all statistical tests.

Results: One hundred students were enrolled in the study, 75 of them were girls and 25 were boys. The first and most important motives for choosing the medical field was the social status and giving service have in the community.

Conclusions: Generally, most students in the course were satisfied and believe that education in this field will be pre-determined goals and if back in time to re-elect this field.

Keywords: Medical Student, Motivation, Medical Education

1. Background

Students are valuable wealth and precious in each country. Due to the effective and efficient training of the educational, research and cultural students is important of the main tasks in the University (1). The motivation and interest is an essential component of everyone's education progress in a particular field of study in different countries. Intensive competition for admission to universities for higher education has meant that people from different social classes and with different motives and sometimes without sufficient knowledge, awareness and interest in the chosen field are entered the various educational disciplines (2). Lack of attention to this issue has caused a number of students, despite the time, cost and effort in choosing, changed the course of action to take. This is considered normal and occurs in all countries in the world based on the available information. The field is also growing in developed countries like America (3). Several studies conducted in different countries were determined the motivation of students to continue studying in different

disciplines. Evaluation of motivated people in a particular field can be used to strengthen the underlying motivation so that different people can progress in their work (4). In Iran, medicine is one of the strings that has attracted much interest and usually top students to enter the field of the past to present. Several factors caused interest in this field, for example, can be of social status, provide a high degree of Doctor of continuous and overall career named. Interested family and friends of students to choosing this field have also made abundant begin their studies in this field. Although students with a keen interest in the field chosen, dumped into the field, but it seems that during the course of study to earn high scores have highly motivated, so much importance to teaching and class (5). Witnesses to this claim was low averages of them is in terms. One of the reasons could be the place chosen field of study based on lack of interest or reduce the incentive for students to continue their studies during the education. To examine this phenomenon and its causes can relieve their problems and are increasing their motivation to study.

2. Objectives

We sought to evaluate medical students' motivations in selecting medical career and track factors which may affect their incentives through the *curriculum*.

3. Materials and Methods

This study is cross-sectional study was done on all medical students (semester 2 and above) were educated in the academic year 2015 - 2016 in Sabzevar University of Medical Sciences. Self-made data collection a questionnaire is prepared using previous studies and were checked the reliability by the faculty numbers and medical students. Based on these questionnaires were modified and the final questionnaire was delivered to students.

In preparing the questionnaire was used Likert model, includes fully agree, agree, no comment, disagree and strongly disagree. For scoring and to respond to the call totally disagree to totally agree rating 1 to 5 scores was assigned. Data were analyzed by SPSS Version 16 and by independent t - test. P Value < 0.05 were considered significant for all statistical tests.

4. Results

One hundred students were enrolled in the study, 75 of them were girls and 25 were boys. The mean age of medical students were 20.6 ± 2.4 years, average grade exam 1688 ± 579 and mean average Pysh-Danshgahy were 18.54 ± 1.35 respectively. The first and most important motives for choosing the medical field was the social status and giving service have in the community.

Table 1 indicates the percentage distribution of the medical is the cause and motives. Based on the results, serve the community and social status were of the most important motivation for students to choose the field and extensive field research, with the cause and motive is to select the field.

Table 2 Indicates the Factors Strengthening or Weakening of the Field Were During Their Academic Years Respectively

5. Discussion

Evaluation of medical students motivation showed that the most important reasons is for choosing this field by the students were community service and social status. These findings were partly in agreement with those Vahid Dastjerdi et al. (6), while the research conducted by Mostafavi et al. social status and earn the highest factors

and service to the community is listed as fifth factor (7). The results of Neamatollahi et al. showed that the most frequent reasons for choosing dentistry were economic factors (8-11). In recent years, studies about the differences have been motivated students to medical and dental disciplines. Based on these studies have been very different in motivation physicians than dental students, for example, Crossley study showed In comparison with dental students, medical students manifested a more professional attitude in which altruism and intellectual challenge constituted central motivating factors. By contrast, dental students demonstrated more of a commitment to personal and financial gain (12). The fact that medical, is social and people's professional. Social and cultural conditions of our society is in a way that doctors have a good social position can be justified in this context.

After serving the community and social status, interest in the medical field, advises family and friends, earn money, doctoral degree continuous, communication with the public, the family in doctor or a friend, log in to health care personnel and extensive field research were insert in rank next. These findings were partly in agreement with those Mostafavi et al. (7) and Sorori et al. (5) passing the postgraduate and higher is the problem for most students and students usually prefer to study in a field that continues consistently to a high degree.

Other studies in this background show that although medical students to choose field of action with knowledge and sufficient interest, but with increasing years of education and cross-training, but lowered the motivation of the interest in his studies in medicine. That's why reinforcing or weakening factors motivating students to pursue their studies in this field were evaluated during the study (Table 2).

One of the factors reducing interest and motivate of medical students to study courses is nonspecific and general courses. The results showed the previous lesson Test of Basic Medical Sciences have negative impact on motivation and their interest in the medical field. But the specific courses provided after the exams leading to increased interest and motivation of students. These findings were partly in agreement with those Mostafavi et al. (7) in a study on nursing and midwifery students of Lorestan educational, program was one of the reasons for the decrease motivation and academic failure (13). Changes in the strategies of teaching and using innovative teaching methods to a large extent affected the interest and motivation of students to the basic courses. One way to create interest and motivation in learning is improving learning conditions, and increasing the quality of the learning methods (14).

Student-Teacher Relationship was increased confi-

Table 1. Percentage of Distribution of Motivation for Medical Students in Sabzevar University

Frequently of Motivation	Quite Agree, %	Agree, %	No Idea, %	Disagree, %	Quite Disagree, %
Social status	62	32	4	2	0
Income	31	52	13	3	1
Doctoral degree continue	29	27	38	2	4
services to the community	64	28	4	3	1
Interest in medical	58	27	13	1	1
Advices Family and friends	48	29	14	7	2
Extensive area in research	10	31	44	10	5
Communication with people	22	39	39	4	1
Log in health care	14	38	43	4	3
Physician in the family and friends	22	19	31	19	9

Table 2. Evaluation of the Factors that Help Increase or Reduce the Incentive for Medical Students During Education

Role of Effective Factors in Motivation	Quite Agree	Agree	No Idea	Disagree	Quite Disagree
Informed choice courses	18	32	37	9	4
Informed choices about the future carrer	29	45	20	3	3
General courses	9	18	46	14	13
Spicial courses	29	45	24	1	1
All medical courses	18	38	36	4	4
Appropriate laboratory facilities	19	20	37	13	11
How teachers approach	22	40	29	4	5
teaching methods	21	33	25	11	10
Earn high scores	21	33	30	9	5
To basic science courses	15	39	24	11	8
After basic science courses	33	28	27	8	4
Loss of interest in my field	10	13	23	34	20
Achievement of objectives	35	42	19	3	1
The course for re-election in Back	47	33	14	3	3
If possible, change careers	4	5	22	31	38

dence and motivation of student learning (15). The results of the study indicated that teachers approach and their teaching practice is the most important factor in increasing students' motivation to medicine. Molavi et al. showed that satisfaction of the educational and academic motivation of students is significant. In various studies, except the knowledge, numerous behavior and performance features for useful instructors have noticed that includes social encounters, Power Management, according to the mood of students, knowledge of individual differences, flexibility, moral character such as happiness and justice, etc. (16).

Another important factor in increasing motivation is achieving top scores. In this study, medical students Achieving top scores was their motivation factor. In contrast Mostafavi et al. indicated their research that the score is unaffected (7).

5.1. Conclusion

Generally, most students in the course were satisfied and believe that education in this field will be pre-determined goals and if back in time to re-elect this field.

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Footnote

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