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Intrinsic Motivation Comparative Investigation between Nursery, Midwifery, and Medicine Students During Internship in Iran

Mehran Tahrekhani^{a*}, Zhaleh Sadeghian^b

^aMS Student, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

^bMS of Nursery, Dialysis Ward, of Al-Zahra Hospital, Medical Science University, Isfahan, Tahrán

Abstract

For better learning, students should be internally motivated, as it will bring joy and better learning. The study was a descriptive-cross sectional investigation utilizing Intrinsic Motivation Inventory. The results showed that more than 90% of the subjects were fewer than 25 years old. 234 people were nurses, 102 midwives, and 99 physicians. Doing the sign test revealed that 64% of the subjects believed that there was a significant relationship between intrinsic motivation and internship ($P < 0.05$). Midwifery students, native students, and those who lived with their family and were unemployed believed the relationship between the two issues.

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1. Introduction

Desire or will to do something or motivation, is the fundamental factor in making attempts and activities of individuals and people. Motivation is an intrinsic state and force which persuades people to involve in certain activities (Farajzade, Jodat & Saadatjo, 2013)

People experience intrinsic motivation since they have some psychological needs within themselves. When psychological needs are active and flourishing while doing some activities, this will automatically induce pleasure in them. Intrinsic motivation is caused by sense of efficiency and autonomy while doing an activity. When an individual involves in doing activities and feel efficient and autonomous, they express their intrinsic motivation

* Mehran Tahrekhani . Tel.: +09122410801.

E-mail address: mehran.tahrekhani@gmail.com

through statements such as “This is interesting”, “This is fun”, or “I enjoy doing it” (Motivation and excitement (4th Version) Riu, 2014).

Motivation could be defined as human drive and the leading factor in doing activities. It could also be used to explain the difference between students with the same learning talents with different progresses (Hasan zade, 2006).

The role of motivation is so fundamental in learning that it appears to surpass the role of intelligence. Motivation brings about facilitation in learning, anxiety drop, creativeness in learning and facilitation in communication (Asadzadeh, Mostafazehd & Sadeqi, 2012). The value of the results from students’ activities affects their motivation and this effect causes the learner to try more to achieve their goals (Pintrich & Schrauben, 1992).

Motivation is considered as an important factor in learning, skill acquisition, and, finally, study success of the students. Motivation is an important role to explain the reasons of certain behavior and leading them to achieve the goals. There is an array of forces which cause individuals to act in certain ways. Motivation relates to peoples’ attempts to meet their needs and desires or fulfill their goals. Research has shown that there is a relation between motivation, and need to succeed and effective performance at work (studying, job) (Delir, Shoja’iyan & Khodabandelou, 2009).

One of the situations leading to learning is the clinical learning. Learning in clinical situation applies the highest effects on learning quality of health team students (Bjorg, Arne & Gunnar Dale, 2013). Since general health could contribute to prevention and curing of diseases, and play an important role in increasing prevention and curing rate in the society (Yasushi et al., 2013), improving learning can help to increase health level in the society. Due to the health team’s role in health provision and improvement of the people, a study is required to compare studying motivation among health team students (Noohi, Hosseini, Rokhsarizadeh, Saburi & Alishiri, 2012).

Considering the importance of motivation in educational, and professional success and progression, and due to vitality of the Nursing, Midwifery, and Medicine graduates’ performances, the people who comprise the main components of health team, high levels of motivation will lead to better learning of these hardworking groups, and eventuate in health improvement of the society. One of the situations leading to higher rates of learning is the internship in hospitals. This fact persuaded the researchers to conduct a study to investigate the internal motivation of health team’s members. Therefore the research aims at comparative assessment of the internal motivation of the Nursing, Midwifery and Medicine students during the apprenticeship period in Zanjan, Iran.

2. Methodology

This is a descriptive-cross-sectional study whose population consists of all Nursing, Midwifery, and Medicine students in 2014-2015 schooling year who are taking internship courses in hospitals of Zanjan, Iran. Simple sampling was utilized in this study.

Data collection tool was a two-part inventory. It consisted of demographic information including age, gender, major, number of term at university, marital status, current accommodation place, ethnic member, number of children, living and working place. The second part was Intrinsic Motivation Inventory which included 36 questions to determine intrinsic motivation factors, such as joyfulness of tasks during internship, task satisfaction, and endeavor in fulfilling the tasks, having no upset feelings, feeling progress, and feeling efficient during internship courses.

Validity and reliability of the inventory were verified after it had been translated into Persian. Validity was tested using face and content validity methods by 15 faculty members of Nursing and Midwifery Colleges of Zanjan and Khorasgan Azad Universities. The reliability was tested using cronbach's alpha for a 40-subject sample of students taking internship courses (cronbach's alpha = 0.94). Scoring was according to scoring tool, including 1 to 7 scores— 1-2 showing low intrinsic motivation, 3-5 indicated average intrinsic motivation, and 6-7 displayed high intrinsic motivation for each item, in order to determine the level of intrinsic motivation. The questions were scored based on intrinsic motivation to range from mild to severe, or vice versa. Therefore, some of the questions were in affirmative form and the others were in negative form.

To collect the data, the researchers visited the wards of hospitals in Zanjan and randomly selected some students who were taking internship courses in Nursing, Midwifery and Medicine. Having explained the purpose of the research and emphasizing confidentiality of the information, the researchers stated that there was no need for the

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