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ORIGINAL ARTICLE

## Motivation of clinical teachers at Schools of Sports Medicine: Taking part is what really counts?

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### KEYWORDS

Sports Medicine;  
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### Abstract

**Introduction:** This was the first study to focus on what factors may motivate clinical teachers in Sports Medicine Schools. These findings would be of particular interest at a time of decreasing resources for Schools of Sports Medicine to reward teaching.

**Material and methods:** A total of 32 clinical teachers (13 females [40%]; 19 males [60%]) volunteered for this observational, cross-sectional study. Conventional Q-methodology so that participants rank-ordered 69 numbered statements according to the extent to which these reflected their motivation to teach at School of Sports Medicine. The sorted statements were factor-analyzed to provide clusters of similar experiences.

**Results:** In accordance with recommended practice, two factors emerged: factor 1 "I teach for helping others" included 23 (72%) participant's sorts (13 males; 10 females) whereas factor 2 "I teach for improving myself" included just 9 (28%) participants (6 males; 3 females). The statement that received the highest average score for factor 1 was "I want to help my students become good doctors". Regarding factor 2, the statement that received the highest average score was "I teach because of the intellectual stimulation".

**Conclusion:** A ranked-pool of factors that motivate clinicians to teach in Schools of Sports Medicine has been proposed. By identifying them, these factors can be reinforced by motivational strategies at Schools of Sports Medicine in order to enhance teacher cooperation and compliance, thereby reducing drop-out rates.

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**PALABRAS CLAVE**

Medicina Deportiva;  
Facultad académica;  
Motivación;  
Metodología Q

## Motivación de los docentes clínicos en las Escuelas de Medicina Deportiva: ¿participar es lo que en realidad importa?

**Resumen**

**Introducción:** Este estudio fue el primero en abordar los factores que pueden motivar a los docentes clínicos en las Escuelas de Medicina Deportiva. Estos hallazgos podrían ser de interés particular en un momento en el que van disminuyendo los recursos para recompensar la enseñanza en las escuelas deportivas.

**Material y métodos:** Se incluyó a un total de 32 docentes clínicos voluntarios (13 mujeres [40%], 19 varones [60%]) en este estudio observacional y transversal. Se utilizó la metodología Q convencional para que los participantes clasificaran en orden 69 aseveraciones, en función del modo en que éstas reflejaran su motivación para impartir la docencia en una Escuela de Medicina Deportiva. Las aseveraciones clasificadas fueron analizadas utilizando factores, para obtener así grupos de experiencias similares.

**Resultados:** De acuerdo a la práctica recomendada, surgieron dos factores: el factor 1 "Yo enseño para ayudar a los demás" incluyó a 23 (72%) tipos de participantes (13 varones y 10 mujeres), mientras que el factor 2 "Yo enseño para mejorarme a mí mismo" incluyó únicamente a 9 (28%) participantes (6 varones y 3 mujeres). La aseveración que recibió una mayor puntuación media para el factor 1 fue: "Quiero ayudar a mis estudiantes a convertirse en buenos doctores". En cuanto al factor 2, la afirmación que recibió la mayor puntuación media fue: "Yo enseño movido por la estimulación intelectual".

**Conclusión:** Se ha propuesto un pool de factores clasificados que motivan a los facultativos a la enseñanza en las Escuelas de Medicina Deportiva. Al identificarlos, estos factores pueden reforzarse mediante estrategias de motivación en las Escuelas de Medicina Deportiva, a fin de realzar la cooperación y el cumplimiento de los profesores, reduciendo así los porcentajes de abandono.

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**Introduction**

In recent years, coinciding with the run of sporting success, sports medicine has received increasing attention. Not surprisingly, the emergence of the discipline in the Western World was closely linked to the Olympic movement and more recently the proliferation of professional sport and their needs for high quality medical coverage (9).

Accordingly, academic faculty is also encouraged to improve education program and learning methods in Sports Medicine. Mainly if we take into consideration that Sports Medicine is accepted as a full university based medical specialty.<sup>1</sup>

It is widely accepted that enthusiasm for teaching should be a basic qualification for physicians who want to participate in medical education.<sup>2</sup> In fact, motivation was one of the major characteristics of effective clinical teachers identified by students.<sup>3</sup> However, teaching is very time-consuming and poorly remunerated compared to patient care.<sup>4</sup>

In order to better recruit and retain clinical teachers, medical schools must be cognizant of the variety of factors that may motivate clinicians to teach students.<sup>5</sup>

This topic has received no attention in previous studies focused on Sports Medicine training.<sup>6,7</sup> In fact, to the best of our knowledge, this was the first study to focus on what factors may motivate clinical teachers in Sports Medicine Schools. These findings would be of particular interest at a

time of decreasing resources for Schools of Sports Medicine to reward teaching.

**Material and method**

A total of 32 clinical teachers (13 females [40%]; 19 males [60%]) who perform their teaching activities at Schools of Sports Medicine at Universities of Cadiz and Malaga (Spain) volunteered for this observational, cross-sectional study. Participants (43.7 ± 5.1 years-old) had, at least, one medical specialty (Sports Medicine [*n* = 21]; Cardiology [*n* = 3]; Orthopedics [*n* = 3]; Radiology [*n* = 2]; Endocrinology [*n* = 1]; Pediatrics [*n* = 1]; Internal medicine [*n* = 1]) and were currently performing at least one of the following professional profiles (teaching, research and/or medical care) in their daily professional activity. In a more detailed way, it should be pointed out that up to 10 participants (31.2%) also perform medical undergraduate teaching activities at Schools of Medicine in the same University.

Respondents were chosen based on their relevance to the goals of the study (clinical teachers in Sports Medicine) as opposed to being selected for their representativeness of a larger population. This collection of individuals is referred to as a person-set (P-set) and usually involves no more than fifty participants.<sup>8</sup>

To investigate motivating factors among clinical teachers in Schools of Sports Medicine we used the Q-methodology that has been applied in both clinical and non-clinical

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