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Relation between team motivation, enjoyment, and cooperation and learning results in learning area based on team- based learning among students of Tehran University of medical science

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Abstract

This study has aimed to investigate the effect of relation among team motivation, team enjoyment, and team cooperation on learning results in team-based learning environments among student of Tehran university of medical science. This study was applied in purpose and was descriptive based on correlation in gathering data and performing . All students of Tehran University of medical science from 2011 to now were considered as statistical community and a sample with 326 subjects were selected by using Morgan table and simple random method. Tools of gathering data were researcher-made questionnaire with 24 questions. Cronbach's alpha of each variable is 79%, 87%, 78% and 92% respectively. Obtained data was analyzed by Pearson correlation tests and path analysis and using SPSS software. Also, there is positive, significant and considerable relation among variables. Results from path analysis showed that team enjoyment with coefficient of 0.418 has had the highest effect on learning results , team cooperation with 0.205 coefficient has influenced learning results , team cooperation with team enjoyment variable and coefficient of 0.108 has influenced learning results; team cooperation with motivation variable and coefficient of 0.068 has influenced on learning results, team cooperation with team enjoyment and motivation variables has effect on learning results with coefficient of 0.15, motivation with coefficient of 0.197 has effect on learning results and motivation with team variable has increasing effect on learning with coefficient of 0.272. There was no variable which indirectly influences learning results.

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1. Introduction

One of the important components of learning is motivation. Learning must mainly be known as a flow which is lighted by an interest and motivation torch and becomes permanent. Motivation is a process during which purpose-based activity is encouraged and maintained (Najmi, 2009). Team enjoyment is considered as emotional variable and important concept in learning because it can describe attract logy of educational matters to students. According to Agravel & Karahanna (2000), attract logy can be defined as the state of deep involvement in class which influence interaction and behavioral purposes. Mohammad Davoudi & Hojati (2013) believes that cooperation is the philosophy of interaction and life style in which students are responsible for their works including learning. In learning, the purpose is not knowledge, but the aim is to educate (upbringing) students who can interact with each other cleverly. Team cooperation is a set of actions increasing the responsibility and influence of student in decision making through delegation of authority and causing member to feel possession and belonging to team. Team-based learning is the comprehensively educational framework, team-based and comprehensive-based which has first been proposed by Michelsen (1970) to facilitate active learning in big classes. Team-based learning means “learning from mistakes and improving knowledge and skills and creating new solutions to solve problems so that work method and performance are improved” (Schipper et al, 2013). Team-based learning is not only the teaching technique but also a special educational approach designed and proposed to 1) support the development of learning teams with high performance in order to benefit from special capacities of such teams, 2) to provide opportunities for teams to participate in meaningful learning tasks (Michelsen et al, 2002). Such teams have two main characteristics offering main advantages to an educational environment: 1) team members are committed and effort completely in the team, 2) learning teams cope with solving problems which cannot be solved by the most talent member.

Up to now, many researches on relation between motivation and learning result, relation between cooperation and learning result, difference traditional learning and cooperative one have been carried out. But internal research has not investigated three variables including team motivation, team enjoyment and team cooperation on learning result in team-based learning. Some studies have investigated the relation between motivation and learning result (Khodashenas et al, 2013). For example, in a study titled “effect of motivation on learning second language“, it is concluded that having motivation plays important role in all aspects of learning second language. Nohi et al (2012) also, have found this result. In a study named “motivation of university students of medicine in doing their works and learning result”, Kasacar (2012) found that motivation and increase in it lead to better learning and performance. In a research titled “effect of active learning on enjoyment of student” carried out by Gooch (2011), it was determined that active learning including learning through cooperation influences enjoyment of student. In a study titled “interaction of student with science in beginning of adolescence: the enjoyment contribution to and interest of student in learning science” done by Marry (2011), it became clear that there is relation between enjoyment of student to learn science and their interest in it Parpouchi (2014). Also, Keramati et al (2011) obtained same results. In a research titled “effect of cooperative learning on learning results of Azad university students in Kermanshah (Iran) “carried out by Motaei (2014), the results showed that there was significant difference among groups and learning groups performed better than traditional group through cooperation. In a study called “cooperative learning and its effects on success of scientific level of students of basic engineering” done by Adolph & Prieto (2011), results showed that cooperative learning influence learning result in basic engineering courses. In their research, Zaki Bairam (2013) and Suhendan et al (2014) found that cooperation of students influences generating motivation. In their evidences, Alghamdi & Gillies (2013) found that cooperation of students influences enjoying learning.

In this study, statistical community included students of Tehran University of medical science from 2011 that they were 2172 students. Sampling method was simple random. A sample exceeding 326 subjects of the community have been referred on the basis of Morgan table. The main tool of gathering data was researcher- made questionnaire. After collecting questionnaire and investigating views of experts, information bank was formed for 30 questionnaire and reliability of indices were evaluated. Although different questioners were used to compile this questionnaire, views of experts were used for its content validity and its content validity was confirmed by five experts in research domain. For each of concepts, reliability coefficient of all obtained ranges was high. Cronbach's alpha of each variable was 79%, 87%, 78%, and 92% respectively. This shows internal correlation between variables to evaluate

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