

motivation for PBL tutoring exhibits good psychometric properties. The findings in this paper pave the way for further studies for refining the measurement of this construct in different problem-based contexts.

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1. Introduction

In problem-based learning (PBL) medical programs, faculty members are expected to undertake different competing roles such as being a lecturer, a facilitator in small group tutorials, a practicing clinician, and/or a researcher. The role of faculty members in PBL tutorials is considered a paradigm shift from being a content expert who gives information to a facilitator for students learning. This shift could affect the self-efficacy of teachers, and could even create anxiety for tutors, especially if they are non-content experts or they did not receive enough training on tutoring skills. These factors underscore the importance of having faculty members with high level of motivation for tutoring in order to ensure the effectiveness of the PBL tutorials. Despite the importance of the motivational aspect of teachers in education, it has been modestly explored in medical education research (Fig. 1).

Several theories have explained the motivation as a construct and its implications in education. The self-determination theory (SDT) distinguishes the behavior of individuals into intrinsic and extrinsic motivation.¹ Extrinsic motivation means that individuals are engaged in an activity for a reason such as receiving a reward.^{1,2} In contrast, individuals who are intrinsically motivated work on tasks because they find them enjoyable or satisfactory.¹ In addition, SDT proposes that humans have to fulfill three basic psychological needs in order to be intrinsically motivated: i.e. autonomy, competence and relatedness to others.³ The social cognitive models of motivation address two main categories of constructs: beliefs about the capabilities for doing an activity and purposes for doing an activity.⁴ Teacher efficacy is defined as the teacher's belief in her or his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context.⁵ Self-efficacy beliefs are grounded on the social cognitive theory of learning, which postulates a triadic reciprocity between personal factors, the behavior, and the environment.⁶ Teachers with higher self-efficacy have tendency to develop challenging activities, help students to succeed, and support students who have difficulties.^{7,8} Increased

teacher efficacy is associated with perceptions of improved outcomes of intervention, satisfaction with results, collaborative team process, and databased decisions.⁹ On the other hand, teachers with low self-efficacy usually have difficulties in teaching, lower levels of job satisfaction, and higher levels of job-related stress.¹⁰

The two inter-related motivation constructs which explain the purpose of doing an activity are interest and task value. Interest indicates the affective and cognitive systems, which are involved in individuals' engagement in an activity or set of activities in a given area.¹¹ Task value is another multidimensional construct, which consists of four components: attainment value, interest value, utility value or usefulness of the task, and cost.² Attainment value refers to the subject's perception of how personally important it is to participate or do well on a given task, while intrinsic or interest value is the enjoyment one gains from doing the task. Utility value indicates how useful the obtained skills are for future goals.² Task values are strongly related to individual interest in an activity.¹² Alternatively, finding an activity as interesting can contribute to its value.¹³

Another factor involved in the motivation of teachers is how they rate their own teaching abilities and the effort they are willing to put into teaching based on this estimation.⁵ From the perspective of attribution theory, effort is the main attributing factor (to success or failures) which can be controlled by the individual himself (controllability), is changeable (stability), and can be ascribed to the individual (locus of control). In addition, the more effort we put in an activity the more we discover something about working on the activity that makes it interesting.¹⁴

There are previously published instruments for measuring aspects of motivation in education, including intrinsic motivation inventory,¹⁵ teacher efficacy scale,¹⁶ and teacher efficacy beliefs system-self (TEBS-Self).¹⁷ Furthermore, a previous study developed and validated an instrument for measuring faculty motivation for teaching in higher education based on three main motivation aspects: efficacy, interest, and effort.¹⁸ In medical education, a recent study developed and validated the physician teaching motivation questionnaire

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