



Achievement Motivation and its Relationship with Some Demographic Factors among OR Students at IUMS in 2017

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ABSTRACT

Introduction: Motivation is the reason for many activities. In other words, motivation is hidden behind the behavior. Motivation plays a core role in students' learning such that it can be more important than intelligence. The objective of this study was to investigate the individual, family, and socio-economic factors with the achievement motivation of surgical technology students at IUMS (Iran University of Medical Sciences) in 2016-2017. **Materials and method:** In this descriptive cross-sectional study, all OR (Operation room) students studying associate's degree, non-continuous bachelor's degree and continuous bachelor's degree were participated using the census method. Hermans Achievement Motivation Questionnaire and a researcher-made questionnaire involving the previously mentioned factors were used. Data is reported as Mean+SD. The inferential statistics including independent t-test, ANOVA, and the correlation coefficient test was also used in the present study, $P=0.05$. **Results:** Mean+SD of the age of all students was 22.37 ± 2.74 , mostly female (65.9%) and in the second academic year (41.5%). 56.7% lived in a dormitory. Most frequent were the students of continuous bachelor's degree (85.40%). The average motivation was not significant between groups as shown by previously mentioned variables testing. Mean and SD of the students' motivation score were 83.2 and 9.67 respectively. **Conclusion:** Although the high motivation scores, it was not significantly different between groups. In academic institutes, motivation is regarded as the most important indicator of performance, the students' educational status, and an effective factor in the academic achievement or failure. Since the human force is very valuable for any country, it is necessary to conduct further research in this regard.

Key Words: Motivation, Achievement Motivation, Students of Operating Room, Hermans Achievement Motivation Questionnaire.

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INTRODUCTION

Motivation is the reason for doing many activities such as learning. In other words, motivation is hidden behind the behaviors; in fact, it is something that gives energy to the learner and leads his activities [1]. Motivation plays a very key role in students' learning such that it can be more important than intelligence [2]. It is a powerful

force in the teaching-learning process such that even the richest and the best organized apprenticeship and training programs will not be useful unless the learners are motivated [3]. In fact, motivation affects how to spend time, and the energy and insistence the individuals have in doing something [4]. It creates enthusiasm to do an activity, increases the feeling of efficiency, and protects the individuals against pressures due to education such

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that they obtain academic achievement to a higher degree [5]. Research has indicated that there is a relationship between motivation and the need for success and effective performance in work (education and occupation) [6]. Moreover, the learners with a higher academic motivation accept more academic activities, do more assignments, and achieve more success [7]. Furthermore, the students' motivation may change by changing factors such as the teaching method, educational program, educational policies, or the class [8]. The motivation for academic improvement depends on several cultural, environmental, and educational factors [9]. Negligence of the students' problems undoubtedly increases and twists the problems with one another, resulting in different mental and educational disorders. Such negligence, on the one hand, wastes the human resources and, on the other hand, reduces the quality of the human force [10]. Interest is a kind of actual motivation that results in the preference of something to something while decision making [11]. Interest to the academic major is one of the educational satisfaction and success criteria among students and affects many of the life affairs [12]. Interest to and satisfaction with the academic major can be regarded as one of the most effective factors in academic achievement. The individuals' interest should be specially taken into consideration for training useful human force for the society [13]. Interest to the academic major not only results in academic achievement, but also reduces the rate of dropouts and its harmful consequences [13]. The achievement motivation in educational situations is called educational motivation [7]. Educational motivation is considered as one the necessities of learning [14]. It can be divided into intrinsic motivation, extrinsic motivation, and avolition and affects the learner's behavior in different ways [15]. Educational motivation results in the intensity, guidance, maintenance, and durability of learning activities. In fact, the educational motivation and the factors affecting it have been greatly taken into consideration because of the strong relationships between educational motivation and achievement [16]. Students are inclined to do activities in which they are more interested. That is why interest and motivation are regarded as the most important factors of learning, educational achievement, and occupational success [12]. Unfortunately, the low level of educational motivation among learners is one of the prevalent problems of the educational system in many countries that results in a great deal of scientific, cultural, and economic losses for the governments per year and leads to the academic failure of the educational system of the countries [10]. The higher education planners always ask this question that why some students quit education or are not interested in continuing their studies in higher educational levels anymore [17]. The human behavior can be

predicted to a large extent by knowing the factors which increase or decrease motivation [18]. During the university period, different factors may motivate the students to the major or make them demotivated, tired, and disappointed in continuing their studies. Therefore, the objective of the present study was to investigate the individual, family, and socio-economic factors with the achievement motivation of the students of surgical technology at Iran University of Medical Sciences in 2016-2017.

MATERIALS AND METHOD:

It is a descriptive cross-sectional study. In this study, all students of operating room studying associate's degree, non-continuous bachelor's degree, and continuous bachelor's degree in the academic year of 2016-2017 were participated in the study using the census method. The inclusion criterion was studying in the data collection period. The exclusion criteria included being a guest student for only one semester, lack of consent, and incomplete completion of the questionnaire. The research environment included Iran University of Medical Sciences and its affiliated hospitals. The objectives of the study were explained to the participants, they were ensured that their information should be kept confidential, and their conscious consent was received. Then, among the distributed questionnaires, 133 participants submitted their questionnaires completely. Hermans Achievement Motivation Questionnaire and a researcher-made questionnaire consisting of the related factors (individual, family, social, and economic factors) were used for data collection. Hermans Achievement Motivation Questionnaire consisted of 29 4-choice questions following a Likert scale. It is mentioned in the form of incomplete sentences and the points 1 to 4 have been given to them based on the low to high achievement motivation. Finally, the points that are higher than the average indicate a higher achievement motivation and the lower points indicate a low achievement motivation. The minimum and the maximum points are respectively 29 and 116. Furthermore, the researcher-made questionnaire included the related factors (individual, family, and socio-economic factors). Being completed by the students, the questionnaires were collected by the researcher. SPSS 22 software was used for data analysis. Descriptive statistics including table of frequency distribution and the calculation of numerical indicators such as mean and standard deviation was used to describe data. The inferential statistics including independent t-test, ANOVA, and the correlation coefficient test was also used in the present study. The significance level of all tests was 0.05.



RESULTS:

In this study, the age group of the students was from 18 to 32 years old, the 21-23-year-old age group had the highest frequency among students, and the mean and standard deviation of the age of the students was 22.37 ± 2.74 . Most of the students were female (65.9%) and studied in the second academic year (41.5%). 56.7 percent of the operating room students lived in dormitory. The students of continuous bachelor's degree had the highest frequency (85.40%) among the students of the operating room. Moreover, the first-born students were interested to take part in scientific research and welfare programs; they had the highest frequency. The students who did not have a university responsibility or a job had the highest frequency. These students had the highest frequency and the highest average motivation. Those who participated in scientific lectures had the lowest frequency (Table 2). The average motivation was not significant in different groups in terms of the statistical tests used by the individual, family, and socio-economic variables (tables 2, 3, and 4).

The mean of the motivation score of the students of the operating room was 83.2 and the standard deviation was 9.67. According to Hermans Achievement Motivation Questionnaire, the students were divided into two motivated and unmotivated groups such that the students who had a higher motivation score than the average motivation of all students were categorized in the motivated group and the other ones were categorized in the unmotivated group (Table 1).

Table 1. The frequency distribution of the students of the operating room based on the motivation type (motivated and unmotivated)

	Frequency	Frequency percentage	Mean of motivation	SD
Unmotivated	61	45.9	75.9	9.3
Motivated	72	54.1	89.4	4.1
Total	133	100	83.2	9.7

Table 2. The relationship between individual variables and the motivation of the students of the operating room

Age group	No.	Frequency percentage	Mean of motivation score	SD	F and T	P-value
18-20	34	26	84.4	6.5		
21-23	66	50.4	81.9	11.1		
24 and above	31	20.7	84.6	9.5	1.178	0.311
Gender	*	*	*	*	*	*

Male	44	34.1	81.6	13.4		
Female	85	65.9	83.8	7.0	-1.053	0.297
Accommodation	*	*	*	*	*	*
Dormitory	72	56.7	84.7	7.5		
Non-dormitory	55	43.3	82.4	8.6	1.614	0.109
Marital status	*	*	*	*	*	*
Single	76	67.9	83.6	10.8		
Married	36	32.1	82.5	8.2	0.524	0.601
Academic year	*	*	*	*	*	*
1 st year	19	14.6	85.8	7.4		
2 nd year	54	41.5	82.3	8.1		
3 rd year	26	20	81.3	14.8		
4 th year	31	23.8	85.2	8.1	1.386	0.25
Educational level	*	*	*	*	*	*
Continuous bachelor's degree	111	85.4	83.1	9.7		
Non-continuous bachelor's degree	19	14.6	83.6	10.3	-0.238	0.812
Birth order	*	*	*	*	*	*
First	47	35.3	84.9	7.7		
Second	34	25.6	81.9	8.1		
Third and above	52	39.1	82.6	11.9	1.126	0.327
Interest in major	*	*	*	*	*	*
Yes	93	69.9	84.4	10.0		
No	40	30.1	80.5	8.4	2.148	0.034
University responsibility	*	*	*	*	*	*
Yes	20	15	86.1	8.4		
No	113	85	82.7	9.8	1.419	0.158
Participation in scientific research	*	*	*	*	*	*
Yes	68	51.1	84.7	10.6		
No	65	48.9	81.7	8.4	1.831	0.069
Scientific lecture	*	*	*	*	*	*
Yes	23	17.3	84.7	17.0		
No	110	82.7	82.9	7.3	0.503	0.62
Book publication	*	*	*	*	*	*
Yes	10	7.6	83.0	10.2		

No	122	92.4	83.3	9.7	-0.095	0.925
Participation in welfare program	*	*	*	*	*	*
Yes	103	79.2	84.8	6.9		
No	27	20.8	78.2	14.9	2.254	0.032

Table 3. The relationship between family variables and the motivation of the students of the operating room

Father's job	No.	Frequency percentage	Mean	SD	F and T	P-value
Self-employed	76	58.5	84.2	8.5		
Clerk	54	41.5	82.9	7.3	0.933	0.353
Mother's job	*	*	*	*	*	*
Self-employed	121	91.7	83.4	10.0		
Clerk	11	8.3	81.8	5.9	0.524	0.601
Divorce	*	*	*	*	*	*
Yes	3	2.3	88.3	0.6		
No	129	97.7	83.2	9.8	0.912	0.363
Custody responsibility	*	*	*	*	*	*
Yes	7	5.30%	68.9	24.9		
No	125	94.70%	84.2	7.2	-1.629	0.154
Father's educational level	*	*	*	*	*	*
junior school and below	42	31.8	84.1	9.2		
High school	47	35.6	84.8	7.4		
Academic	43	32.6	80.6	11.8	2.452	0.09
Mother's educational level	*	*	*	*	*	*
junior school and below	62	47	84.5	8.6		
High school	49	37.1	82.7	11.4		
Academic	21	15.9	81.0	8.1	1.153	0.319
Death of relatives	*	*	*	*	*	*
Yes	17	12.8	78.1	17.9		
No	116	87.2	84.0	7.6	-1.346	0.196
No. of the family's	*	*	*	*	*	*

children						
1-3	55	41.4	84.0	7.2		
4	38	28.6	81.4	13.2		
5 and above	40	30.1	83.9	8.6	0.935	0.395

Table 4. The relationship between socio-economic variables and the motivation of the students of the operating room

Housing status	No.	Frequency percentage	Mean	SD	F and T	P-value
Personal	118	88.7	83.7	9.3		
Mortgage and rent	15	11.3	79.9	12.1	1.438	0.153
Economic status	*	*	*	*	*	*
Weak	6	4.50%	76.8	10.9		
Average	95	71.40%	84.0	8.1		
Good	32	24.10%	82.2	12.9	1.836	0.164

DISCUSSION:

The results of the present study showed that the mean and standard deviation of the motivation score of the students of the operating room were respectively 83.2 and 9.67. Moreover, the average motivation score of 54.1% of the students was higher than the average motivation (motivated group). Bakhshandeh Bavarsad et al. conducted a study and indicated that the mean and standard deviation of the students' educational motivation were respectively 86.3 ± 19.2 and 7. The educational motivation of 50.7 percent of the students was higher than the average [19]. Hasankhani et al. conducted a correlational descriptive study and showed that the nursing students' learning and self-efficiency motivation were respectively 67.89 ± 14.12 and 68.10 ± 14.50 [20]. In the study of Radi et al., a high level of motivation for attending university was reported as having a mean of 169 and standard deviation of 28.4; the study was conducted on the bachelor nursing students at King Saud bin Abdulaziz University, Jeddah, Saudi Arabia [21]. Mohammadi et al. conducted a study and indicated that the average motivation score of the students is 68.73 ± 20.18 ; it shows a high level of motivation [22]. Noohi et al. reported the mean and standard deviation of the achievement motivation as 8 ± 85.2 [23]. All abovementioned studies are in line with the present study, indicating a high level of motivation among the students. Moreover, other studies such as those conducted by Hajloo et al., Hosseini et al. [24], Firooznia et al., and Rezakhani et al. showed a lower level of motivation among students [24-27]. Different factors can affect the

individuals' achievement motivation, particularly the students. Regarding the fact that the said studies have been conducted among students of different medical majors, different reasons may affect their motivation; different majors can be a great motivational factor by themselves.

Another result of the present study was that there was not a significant correlation between motivation score and the average score of the students of the operating room. However, many of the previous studies have reported a significantly positive relationship between students' average scores and their educational motivation [23, 26-28]. Previous studies have shown that the motivation component has a high correlation with the total average score; this component deserves admiration if it is consistent with the scientific and specialized literacy. However, if its objective is a one-dimensional extremism, i.e. only acquiring a high score and getting ahead of classmates, it is a dangerous alarm for the authorities and the society. A surgical technology is a member of the health team and needs to acquire sufficient skills for cooperation and working with others, as well. It has been shown in the previous studies that the students' high scientific information greatly increases their educational motivation. The students who assessed their scientific level as good had a higher educational motivation than the students who believed that their scientific level is low [29].

Furthermore, the students who are interested in the operation room major had the highest frequency. However, there was no statistically significant relationship between interest in major and the motivation score. Although the results of the present study indicated that there is not a significant relationship between interest in the academic major, the achievement motivation and educational success, Safdari et al. [30] indicated that the role of the interest in the academic major is very much. Okasha et al. [31] conducted a study and showed that interest in the major and its indicators is an effective factor in the students' inclination to the nursing major and educational success. This difference may be due to the kind and difference of the academic major in the two studies as well as the university status. Roodbari et al. showed that 50 percent of the students who were not interested in their major, had failed some of their courses and there was a significant relationship between the failed courses and interest in the major [32]. Tanaka and Yamauchi conducted a descriptive-analytic study and showed that there is a positive relationship between motivation and achievement of the goals [33]. Moreover, other studies were conducted on nursing students in other countries and indicated that interest in the nursing major is regarded as one of the effective motivational factors in selecting the nursing major [34, 35]. This finding can be

also true regarding the major of the operation room. Additionally, some studies mentioned that interest and motivation are not sufficient for success and other conditions such as correct teaching method of the professor, educational facilities, out-of-the-class assignments, study hours, etc. are necessary for guaranteeing the success of the students [36, 37].

The findings of the present study showed no difference regarding the male and female students' achievement motivation; this finding is in line with the previous studies [38]. Qanbar Rouhi et al. conducted a study and showed that there is no difference between educational motivation and gender [18]. A study was done in America in 2005 and surprisingly showed a slight difference between intrinsic and extrinsic motivation and the children's gender and ethnicity group [39]. However, other studies have shown that there is a significant relationship between gender and educational motivation. For example, Hosseini et al. showed that there is a significant difference between gender and motivation [40]. Nilson et al. (2008) conducted a study, aimed at investigating the nursing students' motivation in different terms of the academic year so as to determine the reasons for motivation in Sweden. The average motivation score was significantly different between men (5.8) and women (6.8); [41]. Kosgeroghlu et al. showed a significant difference between the level of the abovementioned items and gender [42]. Leper et al. surprisingly showed a slight difference between intrinsic and extrinsic motivation and the children's gender and ethnicity group [39]. Shikhari et al. showed that the female students have a higher level of motivation compared to the male students [43]. Many of the studies have mentioned that gender is an effective factor in the achievement motivation. Some of the studies have also indicated that male students are more willing to promote their professional place while female students are more willing to promote learning skills [38]. Since most of the courses of the medical sciences have a memorizing nature, the female students learn them better; some of the studies have shown that female students are more able in humanities and male students are more able in mathematical and technical sciences [44]. Of course, this may not be fixed in all conditions and needs further investigation.

The results of the present study indicated that the mean and standard deviation of the age of students of surgical technology at Iran University of Medical Sciences was 22.37 ± 2.74 . There was no significant relationship between age groups and the students' achievement motivation score. This finding is in line with the findings of the study of Humida et al. that indicated that students had a high motivation score, there was no significant difference between motivation and the class level, and there was not also a significant correlation between

motivation and age [45]. Furthermore, Mohammadi et al. conducted a study on nursing students; the results of their study was in line with the present study such that there was not a significant difference between the students attending semester seven and eight in terms of the achievement motivation. These results were also reflected in the study conducted by Kavoosipoor et al. on the students of Shiraz University of Medical Sciences [22, 38]. However, the study of "Hamadan Mansoor" et al. showed that age group and employment status have a significant relationship with academic achievement motivation ($p < 0.05$). Moreover, there was a significant difference between the students' achievement motivation and age group [46]. Karimpoor et al. indicated that the study motivation of the students of Alborz Faculty of Health and Paramedical Sciences has a significant relationship with academic major and academic year [47]. Bakhshandeh Bavarsad et al. showed that there is a statistically significant inverse relationship between educational motivation and academic term [19]. The study of "Hamadan Mansoor" et al. showed that the freshmen and junior students had a higher achievement motivation compared to those in the higher educational levels [46]. However, the study of Nilson et al. indicated that the students' average motivation score was 6.3 (with a 0-10 domain) during all academic terms; the motivation score significantly changed during academic terms and followed a descending order until the fifth term [41]. Leper et al. showed that the intrinsic motivation significantly increases in a linear way from the third grade to the eighth grade; it has a positive correlation with students' academic year and standard exams. The extrinsic motivation showed a lower difference in different years and had a negative correlation with university results [39]. Regarding the results of the previous studies, it seems that motivation greatly varies during the academic terms and years. It greatly varies in terms of major, age, and gender of the students of different majors and is influenced by various factors.

The results of the present study show that 54.1 percent of the students of the operating room live in dormitory. There was no significant relationship between students' place of living (dormitory, non-dormitory). In other words, there was no significant relationship between native or non-native students of the operating room and their achievement motivation. In line with the findings of the present study, the study of Ramazani et al. indicated that there is not a significant relationship between the motivation score of the dormitory students and non-dormitory students [10]. Furthermore, Heidari et al. showed that there is not a significant relationship between students' satisfaction with academic major and native or non-native students; it is in line with the result of the present study, showing that there is not a significant

relationship between the place of living and motivation [48]. However, the study of Roodbari et al. showed that there is a significant difference between native students and dormitory students [32]. Moreover, the study of Oudi et al. indicated that the students living in dormitory have a lower educational motivation compared to the non-dormitory students [3]. Therefore, it can be concluded that native selection of students and not living in dormitory may result in students' academic achievement. Moreover, the results of the present study showed that there was no significant relationship between any of the socio-economic factors and the students' achievement motivation. Safdari et al. showed that from the perspective of the students, the socio-economic area has been more prominent than the instructors [30]. Kooshan et al. showed that students have been mostly concerned with employment and providing living expenses [49]. The results of the study done by Hajloo et al. and that of Rice et al. showed that there is a significant negative relationship between occupational stress and achievement motivation. Therefore, the more the individual's stress, the less his motivation would be and vice versa [25, 50]. Furthermore, some studies indicated that a desirable financial status, getting married, and achieving a suitable job are the primary and secondary physiological needs and are regarded as the most important factors of the students' motivation; it is not in line with the results of the present study, indicating that none of the underlying factors has affected this relationship [51-53]. Hirsch et al. showed that the imagination of the primary and basic needs in the future and predicting the achievement of these goals drastically increase the students' motivation to be more active at the present [54]. Financial pressure is one of the most important stressful factors for the students' demotivation and withdrawal in medical professions [18]. Moreover, other studies showed that there is a significant relationship between student work experience or simultaneous work of the students and the higher achievement motivation. Work experience is considered as an effective factor in the achievement motivation [4]. Additionally, Rezakhani et al. indicated that educational achievement has a significant relationship with father's educational level, the interaction between educational level of the father and mother, the interaction between father's educational level and place of living [55]. When children notice the kind of the behavior and interaction, lifestyle, health, and occupational status in their family because of the educational level of their parents, their motivation is increased. In such conditions, it seems that children have a higher educational achievement and may need to study harder for enjoying more entertainment, educational, welfare, and health facilities; they should try their best to achieve the higher educational levels and better occupational conditions [55].



Furthermore, previous studies reported that there is a significant positive relationship between the educational achievement motivation and doing difficult assignments [6, 42]. If the publication of papers, books, and presenting lectures are regarded as difficult assignments, the results of the present study are not in line with the previous studies. Pakdaman conducted a study on the junior school students and Sepah Mansoor conducted a study in Islamic Azad University, Tehran Branch. They showed that a higher intrinsic motivation increases the students' effort and perseverance to learn and do difficult assignments [56, 57]. In the previous studies, variables such as ethnicity and religion were introduced as the effective factors in the students' achievement motivation; these variables were not assessed in the present study. It is proposed to investigate the relationship between these variables in the future studies.

CONCLUSION:

In universities and academic institutes, motivation is regarded as the most important indicator of performance, the students' educational status, and an effective factor in the academic achievement or failure [6]. Since the human force is the most valuable capital of any country, the cultural, economic, and social advancement and enlightenment of any country depend on training specialized forces and increased scientific level and awareness of the people in that society. Hence, increasing the quality of the educational system is regarded as the most effective factor in the development of countries [58]. Moreover, since the students' motivation score was high in this study but it was not significantly different in different groups, it is necessary to conduct further research in this regard.

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