Evaluation of Effective Factors in Reduction of Educational Motive of Students of Ardebil University of Medical Science

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Abstract: One of the greatest problem of education is reducation of student educational motive. In the meantime the most important mission of educational system is equipping of student to acquire learning. recognitional and occupational skills in order to entrance to community. Therefore, the factors that reduce student educational motive must be recognized and removed for promotion of educational quality of universities. This survey is performed to evaluate effective factors in reduction of student educational motive of Ardebil University of Medical Science. This is a descriptive analytical study. The studied population was 240 persons of students of Ardebil University of Medical Science (120 motivated students and 120 unmotivated students), that these students became distinct with performance of scholastic motivation test. Tools of data gathering were included: Mc standardized of scholastic motivation, Cooper smith self respect, Pons self-regulation learning and researcher-edited questionnaire. Reliability rate of standardized tests is reported 0.73, 0.90 and 0.88 respectively. Also reliability rate of researcher-edited questionnaire was estimated 0.85. This questionnaire was included questions that evaluate students for purpose of hope to future and individual, social, familial educational characteristics. Considering the variables type statistical methods such as naparametric chi-square test and discrimination analysis statistical method were used to analyze collected data. The result of this study showed that 5 of 11 variables respectively include: hope to future (with 0.66 coefficients) self-respect (0.62) quality of educational factors (0.32) marital status (0.26) and family income (0.22) can explain the causes of Student s motive reduction. In this study, the major behaviors of students were explained and the results showed that, the reduction of hope to future, self-respect, quality of educational factors, family income and being married were counted among major factors of educational motive reduction. Considering these results, it is necessary that in charges of Ardebil University of Medical Science take an action for prevention of educational motive reduction of students, with presenting of appropriate methods.

Key words: Educational motive, self respect, self regulation learning, hope to future

INTRODUCTION

In today's world, the important fact is that all the enormous achievements which human has made have been brought forth by learning. Human gains most of abilities through learning; learning boots abilities of mind and activates concluded that any progress that human makes is a result of learning[1].

One of the affecting factors on learning is the educational motivation. Motivation is one of the essentials of learning that intesnsifies and orientates behavior and helps the learner to keep continuity of behavior. In fact, motivation energizes the learner and conducts his/her activities[2].

Gage and Berlanir likened motivation to engine or steering wheel that forces the individual to reach a specific objective (destination)[3].

Lefranso supposes motivation as cause and reason of behavior, "The reason for the fact that why we do some behaviors and don't do the others is our motivations". Many studies were conducted to clarify the effect of motivation on learning and educational achievements. Kist and Koul showed that the leaeners, who have higher motivations, accept more activities, accept more home works and hence reach more successes. Bloom has reported a coherence of 34% between motivation and educational achievement[3]. Haffman in his research has supposed that following factors are effective on declination of motivation among learners; poverty, negligence of parents, populous family and the inappropriate structure of family, he has concluded that laborers grant less value to education and do not suppose it as means of achievement[3].

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Rush[4] has supposed motivation as the main road of learning. That is the more motivated individual is for learning, the more difficulties and troubles will be tolerated by him/her in order to achieve final objective. For example and individual with high motivations, will pay attention to lessons, well, consider homeworks better and will try to learn more than what is taught in class only[4].

According to conducted researches, since the educational motivation is directly correlating to level of learning and educational achievement among learners, it is necessary to pay more attention to this fact in order to construct an active and dynamic educational system. Unfortunately, one of the common problems of educational systems in many countries is low levels of motivation among learners which annually causes great scientific, economic and cultural damages to governments and families and leads to educational drop in educational systems. Therefore, to lessen damages caused by decreased educational motivation, extensive researches should be conducted to identify affecting factors on decrease in educational motivation.

Regarding the essential importance of the topic, this study was conducted to identify the affecting factors on educational motivation among students of medical University of Ardebil. The first question is that "what are the factors that reduce motive of students in this university?" To answer this and such questions, accurate considerance of the problem and a close study was required.

MATERIALS AND METHODS

This study is a descriptive-analytic one, information was collected through Mc inerny standardized test of scholastic motivation and learning process; Cooper Smith's Self respect, self-regulation learning of pons and researcher-edited questionnaire. The validity of researcher-edited questionnaire evaluate by Crobanch's Alpha method and was about 85%, this questionnaire included questions about individual, social, family and educational characteristics of students and also hope to future. The validities of standardized tests were 73, 90 and 88%, respectively. For uncertain variance of dependent variable (level of educational motivation of students) the study was conducted in two phases.

In the first phase to estimate the level of motivation, 1200 students were tested by Mc inrny's test and were divided into two groups of low and high level of motivation and in the second phase considering the ratio of number, sex and educational course, about 20% (240 students) were selected by simple random sampling method and included in the study. To analyze the data, descriptive statistics (tables and frequency charts) and analytic statistics (chi-square and discrimination regression test in the Vilk's method) have been utilized.

RESULTS

Results showed that 60.2% of students' parents had educational level of Primanry School and 8% an educational level of bachelor or higher. 83.8% of students have stated that their parents provide their educational expense and only 16.2% have been working for their expense. Furthermore, the study showed that 23.3% of students considered educated people unsuccessful and only 8.8% of students supposed that educated people are successful.

Testing hypotheses by chi-square method showed that there were meaningful differences between motivated and unmotivated students in variables such as economic status, self respect, level of self-regulate learning, hope to the future and satisfaction by educational factors; however, there were not meaningful differences in variables such as psycho-somatic characteristics, parents' education and emotional atmosphere of families. Utilizing regression analysis, a function, based on affecting variables, was designated. This function can predicate the possibility of being motivated or unmotivated for a given individual. To designate the mentioned function, 11 independent variables were included in regression analysis. Some of variables (psychosomatic characteristics, emotional atmosphere of family, parents' education and decease of parents) with a P value less than 0.001 were not reliable and had not meaningful differences between the two groups of unmotivated and motivated students, hence these variables were excluded. The highest differences were observed in variables such as self respect, hope to future, quality of educational factors, marital status and family income and on this basis, these variables were included. Regression analysis showed that included variables could predicate the possibility of membership of a given individual (student) in motivated or unmotivated group but the other variables (such as excluded ones) could not do there Table 1. Prediction of membership in motivated (variable) dependebt or unmotivated students groups, according to meaningful variables (hope to future, self-respect, quality of educational factors, marital status and family income of students) yield an equation that makes maximus distinction between groups. To clarify the results, standardized coefficients were applied to the equation Table 2.

Table 1: Inclusive and exclusive varaiables of discrimination

Stage	Incluive variables	Exclusive variables	Vilks	Meaningfulness level
1	Hope to future	-	0.54	0.000
2	Self respect	-	0.71	0.000
3	Quality of educational factors	-	0.51	0.000
4	Marital status	-	0.49	0.000
5	Family income	-	0.48	0.000
6	-	Sex	-	-
7	-	Educational level	-	-
8	-	Death of parents	-	-
9	-	Sentimental grain of family	-	-
10	-	Psychosomatic healthy	-	-
11	-	Rate of self regulating learning	-	-

Sig = 0.000d.f = 5X^2 = 150.40

Table 2: Standardixzed coefficients of discrimination analysis

Variables	Coefficient of variables in discrimination analysis	Mass of data
Hope to future	0.66	Motivatedgroup 1.10
Self respect	0.62	
Quality of educational factors	0.33	
Marital status	0.26	Unmotivated
Family income	0.22	group -1

The equation to differentiate two groups (motivated and unmotivated) is:

D = 0.66 (hope to future) + 0.62 (self respect) + 0.33 (quality of educational factors) + 0.26 (martial status) + 0.22 (family income)

The highest role is attributed to hope to future and other variables are relatively less important.

DISCUSSION

Our study indicated that self respect is one of the affecting factors on decline of motivation among students. The more self respect a student has, the more motivated he/she is for learning. This study accords with. Korman and Kelaser's research they found in their research too, that self respect affect educational motivation effectively[5-7].

Atkinson's results indicated that self respect by an effect on educational motivation, can boost a low- motivated student's motivation and when declined can demodulated the student in gathering in-formation[9].

Another affecting factor on motivation and success of students is economic status of family[10]. In our study students who had better economic status also showed higher motivation. This result shows that insurance of financial resources affects educational motivation. Past studies by Cornilous, Khayyer and Gharakhani accord with ours. In their study, a meaningful and positive correlation was determined between economic status and education motivation[11-13].

Hope to future is also affecting educational motivation, as hopeless students to future are generally unmotivated for learning. Insurance about future, continuing the course and reaching economic and social status, appropriate for the course that student is passing, affects student's motivation. Ghamarie introduced hopelessness as the essential factor in behavioral disorders[14].

In our study the most affecting factor on educational motivation was also hope to future.

There was a meaningful correlation between educational factor in educational space and educational motivation. This indicated that teacher's interest and ability in teaching, encouragement, regarding individual differences and appropriateness of lesson schedule, considerance of university responsibles of problems and educational aids affect student's motivation in learning.

These results accord with Brcher, Derakhshani, Atai and Mirhadi. They showed that active teaching methods, teacher's interest in teaching and utilizing educational aids boost student's motivation in learning[15-18].

Our results showed that self-regulation is higher in motivated students than in unmotivated students, in other words motivation students in learning, more believe in their own ability and self-eddiciency.Bohrani and Sahraee showed that educational progress is correlated with increase in self-eddiciency, positively and a change in selfefficiency may rapidly affect student's educational motivation[19,20]. Therefore, more self-efficiency correlated with educational progress and motivation, positively.

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