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Increasing the Learning Motivation of Health Field Students in Higher Education

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Abstract

It is defined as the process of changing educational behavior in the desired direction. Qualified manpower is needed for a developed society. In order to raise qualified people, countries should give the necessary importance to education. Learning is constantly changing and renewing itself. Motivation is at the center of human life and it is argued that it is the most important factor for learning to take place. Motivation is the art of training students to achieve the intended goal. Motivation is decisive for learning and student success. Motivation in education is related to self-esteem. It is known that intrinsic and extrinsic factors affect students' motivation. The key to increasing permanent learning is student motivation. Defining the role of teachers in modern health sciences education has changed. It can be defined as a "transformer" that can transform into various roles with speed and agility according to student needs. It is very important that students studying in the field of health are motivated for education. Motivation is becoming an increasingly important area of interest in the education of health-related professions, as it plays a crucial role for students' academic success and patient satisfaction. In this review, methods to increase the learning motivation of health field students in higher education are discussed.

Key Words: Student, Motivation, Health

Education and Learning

According to the behavioral approach, education is defined as the process of changing the behavior in the desired direction (1). Education is regular activities applied to develop knowledge, and skills and gain new ones (2).

Education, which constitutes the basic point of the needs of the individual and society, aims to raise individuals with the qualifications that societies need. Individuals try to improve themselves to meet this need of societies (3).

Qualified manpower is needed for a developed society. It is seen that education has an important place in all development plans in our country. In addition, as the needs and conditions



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of each period change, the definition of qualified manpower that is tried to be provided through education also changes over time. The definition of educated person used for people with literacy skills and basic arithmetic knowledge has been affected by this change. Today, an educated person is defined as a person who actively uses information and communication technologies, is aware of developments, follows, questions, and is prone to self-development (4).

Learning is the continuous changes that occur in an individual's behavior through repetition or experience. Learning is individual, changing, developing, and renewing itself. Learning occurs when the individual wants and is ready for change (5). Many talents and habits cannot simply be explained as part of maturation. The individual also learns to feel, think and behave differently through observations he made. He also learns through interactions and events with important people in his life. Learning is the change of one's behavior over time and the formation of adaptation to the environment (6).

Motivation

Motivation is defined as an "individual's desire to act" and "individuals' reasons for behaving in a certain way in a particular situation" (7). The word motivation means to direct, motivate and encourage. The word motivation is derived from the Latin word "movere." It means to act, make someone act. Motivation is the power that arises from internal and external characteristics to determine the path, intensity, and process that a person will proceed in initiating a behavior related to any task (8). Motivation is at the center of human life and affects one's life (9).

Education and Motivation

The quality of education is very important for raising successful individuals with motivation. The success of teaching cannot be achieved only by improving the physical environment of the schools. Knowing people and knowing their motivation levels is an important factor in the success of teaching activities. Motivation has special importance for students in the field of education. For this reason, researchers attach importance to interests, behaviors, goals, and values to determine students' individual differences regarding motivation. It is not enough for educators to focus only on cognitive skills in schools. Affective domain skills also play an important role in success. One of the affective domain skills is motivation. Motivation is the art of educating students to reach the intended goal in education (10).

Motivation in education is associated with self-esteem. It is known that internal and external factors affect students' motivation. The key to promoting persistent learning is student motivation. It is necessary to use motivating and entertaining approaches to ensure the participation of students (11).

High motivation of trainers and students in terms of study is necessary for education and learning effectiveness. Students' willingness to participate in learning activities is the most important indicator of their motivation (8). If the student's motivation is high, his learning



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progresses higher. The interest, attention, and effort of the unmotivated student are not enough, he does not spend the necessary time and does not focus on the subject. A successful and motivated student, on the other hand, effectively balances the social and academic aspects of the school and is goal-oriented and internally motivated (10).

Learning and Motivation of University Students

For university students, learning is the main task. Learning motivation plays an important role in learning behaviors and activities. If the students' motivation is sufficient, they will learn well, which will lead to continuous learning. However, a lack of motivation is becoming more common for university students (12).

If the students' interest in the lesson is not sufficient, the lesson becomes boring for the students, and the subjects and concepts related to the subjects take on an incomprehensible form. In order for the learning process not to be like this, students should be motivated toward the lesson before the learning-teaching process.

Studies have shown that motivation is an important factor in the learning process. Ignoring the individual's motivation in the learning process will make the learning process unsuccessful. For this reason, the responsibility of motivating the student toward learning mostly belongs to the educator. The quality of the teacher's communication with his students and readiness for effective participation is important for motivation. Acquiring the student's prerequisite behaviors, especially in learning, is one of the basic conditions for learning new things. However, even if the student is cognitively ready to learn, he may not want to attend the lesson. Due to their previous school experiences, the student may have developed negative feelings towards the school, the teacher, or the lesson. These feelings will reduce the student's motivation to learn. Various factors such as teacher behaviors, physical environment, tools, and communication style in the learning environment constantly affect the motivation level of the learners (13).

If students receive positive feedback during their learning process, they will be motivated for future learning. Discourses, rewards, and activities that motivate the individual lead the individual to behave, and the behavior leads to the realization of educational goals. Learning content should be arranged in a way that students can enjoy. This planning will increase students' desire to learn (13).

Motivation for Students Studying in the Field of Health

Motivation is becoming an increasingly important area of interest in the education of health-related professions, as it plays a very important role in students' academic success and patient satisfaction. Especially, health educators can plan and implement strategies that encourage students to participate in activities more decisively by examining different determinants and motivation results, which can positively affect students and their patients (14). In the literature, it has been stated that the higher the motivation of medical students, the higher their learning quality, the rate of using learning strategies, the permanence of knowledge, and



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their performance (15).

In addition, emotional intelligence-based education can contribute to teaching professionalism and communication skills in medicine. There are benefits for people to having a high level of emotional intelligence. For example, emotional intelligence affects their ability to better manage their positive moods and have more adaptive social interactions under stress, be more flexible in interpersonal relationships, emotional expressions of others, and identify people. Emotional intelligence is also a feature of good leaders and team workers (16).

How Can Educators Increase Students' Motivation to Learn?

The definition of the "teacher" role in modern health science education has changed. A successful academic career is no longer just about the title of educator, researcher, or clinician. Integrated curricula, new instructional design approaches, technology, mobile, virtual, and self-learning are some of the changes that academics need to adapt to. According to student needs, it can be defined as a "transformer" that can transform into various roles with speed and agility. Today's students, who question the importance of memorizing a large amount of information necessary to be a successful health professional, contradict their previous generations. Likewise, time is an important criterion for success for teachers and students (17). Recommendations to increase learning motivation are summarized below.

Developing the value perception of the activity

Students value a particular activity more if it is compatible with their own goals, expectations, and projects. To achieve this goal, you can start your training session with a round table. For example, you can ask participants, "What do you expect from this lesson" and give them enough time to formulate and write down their answers before talking about it. It will be important to associate learning goals with students' expectations and lessons by making connections (15).

Taking the time to explain the usefulness and benefits of the course material, and defining the learning objectives enables students to value a particular learning activity. Learning objectives should begin students' future professional knowledge by emphasizing, for example, the medical practice of a topic discussed in anatomy, physiology, or embryology course. Many teachers believe that starting instruction with easily attainable goals can increase students' motivation to learn more.

The fact of turning a subject into problem-solving gives students the opportunity to make connections between health courses and clinical disciplines by understanding or even solving problems according to their future professional activity. The links of education between initial or continuing theory and practice are important. Students who had taken theoretical education before and then learned the material form connections more easily. Therefore, teachers should also explain the connections between the material taught during their classes and the clinical environment(15).

Increasing perceived self-efficacy



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Successes increase perceived self-efficacy, while failures decrease it. Success and failure in higher education are generally evaluated according to students' grades during the exams. For this reason, it is important not to be content with punishing learning by giving low grades and to help students understand where they went wrong (18).

Bandura states that human performance results from the interactions between three factors; personal factors (for example, beliefs, expectations, attitudes, and biology), behavioral factors, and environmental factors (both social and physical environment) (19). An Educator knowing this should try to manage the results as soon as he or she thinks that a learning experience could have such negative effects. In this context, the role of feedback is decisive (15).

Well-intentioned feedback is not limited to just giving a final note. Verbal persuasion is actually one of the possible levers that will enable a student to develop their perceived self-efficacy. To motivate such feedback, it is important to include the positive elements of a student's presentation while remaining realistic about performance. This often takes conscious effort because, per se, teachers often tend to focus only on student mistakes. Motivational feedback should be constructive; it should target learning questions and focus on how it will help the student in the later stages of his education, not himself (15).

Developing a sense of controllability

The strategy used to act positively on your students' perception of controllability is to give them the opportunity to make choices. However, not all options are motivating. Motivating choices are choices that seem relevant, interesting, or important to students (i.e., provide opportunities for self-actualization) that align with students' abilities and provide them with the control that will give them confidence and encourage important learning. For example, these students often have to choose their clinical rotation from a list or specific modules. Students' perception of controllability can also be improved by defining their own learning goals, choosing the tasks to be performed by the group to solve the problem set, and choosing information sources to consult on this issue (15).

Educators should prefer innovative education methods to increase student motivation. The effects of the Jigsaw Technique, Augmented Reality, and Gamification methods on student motivation are explained below.

Jigsaw (Joining) Technique

It is a type of cooperative learning designed by Elliot Aronson in 1970. Elliot Aronson stated that groups should not be large or small, each group should have five members and a group leader, and there should be a recorder(20). The jigsaw technique has four main stages: introduction, expert research, report preparation and reformulation, completion, and evaluation. In the first stage, the introduction stage, the students are divided into homogeneous groups and



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heterogeneously within groups. The educator first explains the study material or topics to the students. Students in the main groups are given some part of the study material or asked to choose one of these parts. Secondly, students in the main groups who have the same subject are brought together. These groups are called experts, that is, jigsaw groups. In these groups, students do in-depth research on their subjects. Students become experts in their subject by working in expert groups. Students prepare their expert reports and return to their original groups. The expert student teaches the subject of expertise to other group members. The learning process ends with preparing group reports (21).

In this technique, students have the role of teacher and student. Everyone contributes to learning (22). Students working collaboratively develop high self-esteem, and this technique helps students segment learning topics and teach what they have learned. Thus, students actively participate in the learning process. Studies have shown that this technique improves skills such as critical thinking, social relations, communication, and problem-solving, that students can resolve conflicts better within a team, and that it has a positive effect on students' interaction and academic success. The jigsaw technique has positive effects such as increasing learning motivation and learning responsibilities. Cardiopulmonary resuscitation skill performance in medical faculty students was compared with the jigsaw technique and traditional learning method. It was found that the chest massage skill score was significantly higher in the group in which the jigsaw technique was applied, and the jigsaw technique directly affects academic achievement and improves students' academic self-concept (24).

Augmented Reality (AG)

Interaction with the world is important in the learning process, and AR is one of the best ways to facilitate this interaction (25). Working in 3D with augmented reality applications increases student motivation and participation (26). Studies have shown that teaching with augmented reality positively affects students' motivation and success and improves academic success (27).

AR is an immersive application that combines real and virtual objects. It creates different learning environments and enables students to experience events that are not possible in the real world. In addition, knowledge and skills can be developed more effectively with AR technology, stimulate thinking skills, and increase understanding of abstract concepts (25, 26).

The disadvantages are that some students may experience technical problems and may find this technology complex (25). Using AR technology in a learning environment requires multitasking as students must interact with large amounts of information and multiple technological devices to perform complex tasks. This can cause cognitive overload and a sense of bewilderment. Educators may be reluctant to use AR because this technology often requires the application of innovative teaching approaches (28). Content available through AR applications is often inflexible, limiting teacher control over the content and preventing adaptation from meeting student needs. Users may also need time to become familiar with AR technology (25).



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Gamification

In order to increase motivation, it is recommended to create a positive emotional environment to make the teaching-learning process more attractive. Gamification is important in creating this positive emotional environment and increasing motivation (29, 30). Gamification in education is generally seen in the field of e-learning (31). Gamification is defined as the use of game elements and game design techniques to engage people and solve problems. In other saying, gamification is the process of turning information into a game to present it. Using gamification and increasing students' motivation allows students to develop interesting skills (29, 30). Allowing students to make mistakes allows them to experiment without fear in the learning process. This situation also increases the motivation of students (32).

Game-based learning is not new in the educational setting, and it is known that gamebased learning offers opportunities for active learning, creativity, problem-solving, selfcriticism, fun, and social interaction. Such opportunities and benefits from game-based learning highlighted that game-based approaches to teaching and learning could appeal to students' diverse learning styles (33).

Solving problems in educational practices, commitment to the task to be performed, interest in learning to achieve goals, improving social skills, and student behavior and attitude can be counted as its benefits (34). With gamification, learners will experience an active learning environment, and the permanence of knowledge will increase. In addition, it is suggested that students can control their learning environments by combining teamwork, critical thinking, time management, and creativity (35).

Gamification will also contribute to the development of nursing education. Studies have found that gamification results in increased student participation, knowledge retention, and academic performance (29).

Conclusion

One of the duties of education is to train qualified manpower for the country. Motivation, which has a very important role in students' learning process, is an important factor for learning. For university students, learning is their main task. Health educators in higher education institutions should find different solutions to increase students' motivation. The knowledge level of health students with high motivation will increase, and they will be more efficient in inpatient care.

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