
MOTIVATION OF STUDENTS FOR ACTIVE PARTICIPATION IN PRACTICAL TRAINING

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Abstract: The training of students of the specialty "Medical rehabilitator - ergotherapist" (educational and qualification degree "bachelor") and "Rehabilitator" (educational and qualification degree "Professional Bachelor") requires continuous improvement of teaching, theoretical and practical training, in accordance with the European requirements for quality health care of the patient and his family. The proper and appropriate organization of the learning process favors building a positive motivation for learning activity, stimulates the development of cognitive interests, which once formed, are becoming effective internal factors for improving the quality and efficiency of learning activity. Motivation is one of the important factors that teachers should use to improve the quality of education. The five key elements of student motivation are extremely important. These include: students; lecturers; content of the study material; methods of teaching and approach to students; influence of the enveloping environment. With this paper, we set our goal to explore students' motivation for active participation in practical training the specialists in "Medical rehabilitation and ergotherapy" and "Rehabilitator". An extensive anonymous survey of 228 respondents was conducted for the period 2016-2018. Respondents are divided into three groups. The first group of students is specialty "Rehabilitator" at the Medical College of the Thracian University - Stara Zagora, second group of students - "Medical rehabilitation and ergotherapy" from the Thracian University - Stara Zagora and a third group of students from the Medical University - Pleven also specialty "Medical rehabilitation and ergotherapy". To conduct the survey a questionnaire was prepared, including 4 questions, and the answers to the questions were determined by a 5-degree scale. The mathematical and statistical processing of the obtained data was performed in the analysis of the results. The summaries of the results indicate the high degree of motivation and satisfaction of the conducted training in all the students surveyed and their desire for professional realization. It is essential for the quality of training in medical rehabilitation to apply the acquired knowledge, practical skills and competences in the training and practical bases, for this purpose, a specific material base (apparatus, instruments and consumables) is required, which is the duty of the medical institutions. The application of innovative elements in training further stimulates students to participate actively in academic education and clinical practice. According to the majority of the students surveyed the level of training is high and fully corresponds to their ideas for quality education.

Keywords: motivation, professional training, clinical practice.

1. INTRODUCTION

The training of students from specialty "Medical rehabilitator - ergotherapist" and "Rehabilitator" (educational and qualification degree "Professional Bachelor") requires a continuous improvement of tuition, theoretical and practical training in line with European standards of high-quality health care for patients and their family. This has set the main priorities of training:

- Good theoretical and practical training;
- Formation of practical skills and professional competence;
- Critical thinking development in students;
- Formation of a novel attitude to the patient as a personality with specific needs;
- Continuous improvement of curricula in line with the current practices of the health care system;
- Providing long-life learning for practicing rehabilitation specialists and encouragement of the specific motivation, i.e. motivation for learning;
- Improvement of functions of the rehabilitation team and ethics in relationships in the health care system;
- Providing stimuli to the academic motivation of students as a primary factor for formation of professional skills and competence.

The appropriate organisation of training promotes the positive attitudes to learning, stimulates the cognitive development so that once formed, the interest to learning turns to be a real intrinsic factor for improvement of the quality and efficiency of training [7].

At different stages of the training of healthcare professionals and in different situations, leading and accompanying motives are formed, as various factors influence them. They can be grouped into three separate groups [8]:

The first group of factors includes the individual characteristics of students associated to their personal features, educational needs and learning determination;

the second group of factors reflects the influence of the educational environment on the behaviour of students in relation to didactic technologies and the connection teacher-student, and the socio-psychic climate in the educational establishment;

the third group of factors deals with effects of social and economic environment on students, with the social status of practicing rehabilitation specialists and their status in society.

Motivation is one of the important factors that teachers should use to improve the quality of training [3].

Numerous interdisciplinary theories have been postulated to explain motivation. Although each of these theories has some truth, there is no unified theory that adequately explains all human motivation. The fact is that human beings in general and students in particular are complex beings with complex needs and desires. The five key elements of student motivation are extremely important. These include: students; lecturers; content of the study material; methods of teaching and approach to students; influence of the enveloping medium [4].

All these elements are in constant interaction:

- *First element:* The role of the student in education is essential and it should go beyond the framework of the traditional idea about the student as a client or recipient of knowledge.
- *Second element:* The role of the teacher is to use innovative training techniques; to encourage students using innovative technologies; to offer interesting and amusing training. The communication with students requires a lot of efforts both within and out of the academic environment; every student should feel himself special.
- *Third element:* The content should be developed and adapted to educational goals: students should succeed and make choices, the formation of professional competence, creativity and critical thinking, introduction of innovative and modern learning methods should be promoted.
- *Fourth element:* This is the method of content presentation i.e. the used training approach. Two principal strategies for increasing of student's motivation are known: providing conditions within the academic environment for optimum learning and engagement; and helping the students to develop tools for self-regulation and self-preparation.
- *Fifth element:* The environment includes the role of the family and society in motivating students and in encouraging their desire not only to learn, but also for volunteering and mutual aid [1, 2].

2. OBJECTIVE

With the present study, we aimed to study the students' motivation for active participation in the practical training of the future specialists in "Medical Rehabilitation and Ergotherapy" and "Rehabilitator" from two different Universities: Medical Faculty -Stara Zagora and Medical University - Pleven.

3. MATERIAL AND METHODS

A large anonymous survey of 228 respondents (only the number of filled-in questionnaires) is divided into three groups. The first group includes students of specialty "Rehabilitator" of the Trakia University - St. Zagora, second group of students - "Medical Rehabilitation and Ergotherapy" from the Trakia University - Zagora and third group of students from the Medical University - Pleven also specialty "Medical Rehabilitation and Ergotherapy". The study period covered two academic years, which required the data to be collected in two stages.

• First stage - academic year 2016 - 2017. A total of 146 students (34 "Rehabilitator", 43 "MR and ET" - TrU - Stara Zagora and 69 "MR and ET" - MU - Pleven) and 57 mentors (31 from St. Zagora and 26 from Pleven) during the clinical practice in the 2nd and 3rd courses and the pre-graduate clinical practice in 4th course. The study does not include 1st year students due to the very early stage of their education (mainly theoretic training in the study rooms and not in the clinical bases).

• Second stage - academic year 2017 - 2018. In the study are included additional students, who in this year pass in the second year(82), respectively 24 in the specialty "Rehabilitator", 20 in the specialty "MR and ET" –TrU-Zagora and 38 of the specialty "MR and ET" - Medical University - Pleven. The distribution of the respondents by groups (majors and educational institutions) is presented in Table 1.

Table 1. Distribution of respondents (students) by specialties and educational institutions

Respondents Category	Number Stage I	Number Stage II	Total
Students in the specialty "Rehabilitation" from Trakia University - Stara Zagora	34	24	58
Students in the specialty "Medical Rehabilitation and Ergotherapy" from Trakia University - Stara Zagora	43	20	63
Students in the specialty "Medical Rehabilitation and Ergotherapy" from Medical University - Pleven	69	38	107
Total:	146	82	228

Inquiries were made to conduct the survey, and mathematical and statistical processing of the results was performed for the analysis of the results. Answers to the questions are determined by a 5 grades scale (depending on the essence of the question) as follows: 1 - NOT (very negative answer); 2 - rather NO (negative response); 3 - I can not estimate; 4 - rather YES (positive response); 5 - YES (markedly positive response).

4. RESULTS AND DISCUSSION

The level of training and respectively the satisfaction of the trainees is essential for validating the students as future specialists. Therefore, we consider that among the most important data of the study is the level of satisfaction of the students from the training and their desire for realization in the practice. Analyzing the answers to the question "Are you satisfied with the content of the curriculum and the training in the relevant specialty?" we find that the positive answers of the respondents (all interviewed students) predominate, which are over 70% (Figure 1).

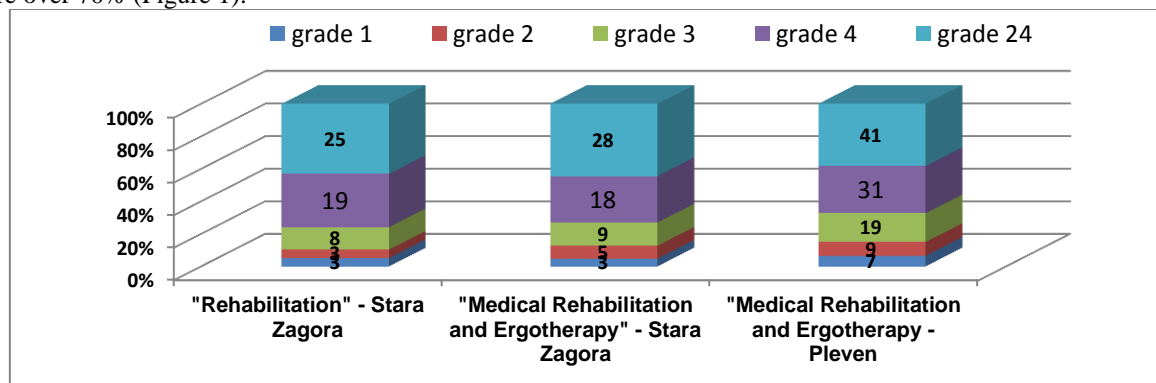


Fig. 1 Students satisfaction from the education

It is clear from the graph that the differences are insignificant in all grades of the surveyed groups. On average, about 11% of the surveyed students in the three groups reported negative opinions (dissatisfaction), and the answer "can not estimate" was about 16%. These are a total of ¼ of respondents and an appeal to improve the quality of education at all levels of education and specialty. By showing partial dissatisfaction with the learning system, these results are important as they reflect the potential of an education system to improve and become increasingly relevant and useful to students. This dissatisfaction is also associated with specific student recommendations for improving the level of training, paying particular attention to the lecturer-student relationship with a greater emphasis on practical work with patients during clinical and clinical practice. The summary of the results of the answers to this question is sufficiently clear proof that the training of the students in the two specialties in the Trakia University - Stara Zagora and MU - Pleven is identical and is carried out at a high level - prerequisite not only for theoretical knowledge but also practical skills that enable development and professional realization. The teaching programs of the two higher schools are similar and in line with the requirements for good professional training of specialists in the field of medical rehabilitation. This also determines the level of training that, according to the majority of respondents, is high and fully corresponds to their ideas for quality education. The correlation between the motivation and the satisfaction of the students with the quality of the training is positively significant ($R = 0.71$; $p < 0.05$). The good motivation of the students for training in these specialties is a factor determining the quality of the training and active participation in the practical work.

A new feature in the training of students in both specialties is the inclusion of ART therapy in the Kinesitherapy and Ergotherapy program. Art therapy serves to mobilize the creative potential, to distract the patient's

attention and to engage him actively in the restoration process through art in his various forms [5]. In recent years, art therapy has been increasingly established and used in functional disorders of the nervous system (depression or aggression in behavior) in children with manifestations of easy irritability, fears, etc. [6]. The results of the answers to the question "How do you assess the quality of Ergotherapy / Art therapy training?" are identical to those of student satisfaction and are reflected in Figure 2.

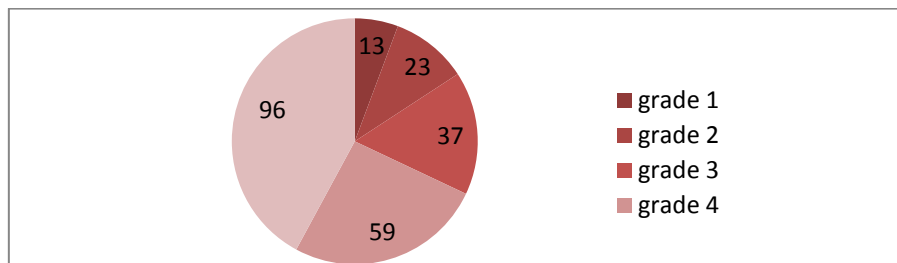


Fig. 2 Quality of training in Ergotherapy / Art therapy" of all respondents

Welcoming the innovations in their training, students support this endeavor, and on average about 70% of the three study groups believe that Art therapy is used in the treatment and recovery of children and elderly patients. The other 25% hesitate or do not have an opinion on the matter, and about 5% categorically deny the need for inclusion in the curriculum and the study of this discipline. The theoretical knowledge of Art therapy is a guarantee of quality practical training. Their importance for clinical rehabilitation practice is to stimulate recovery processes in children and adults. For the correct analysis of the results of the study, the correlation between the application of Art therapy in KT and Ergotherapy training and the significance of Art therapy for clinical practice, which is positively significant in the three studied groups of students ($R = 0,65$; $p < 0,05$). It is essential for the quality of training in medical rehabilitation to apply the acquired knowledge, practical skills and competences in the practical and practical bases, but for this purpose specific material base, tools and consumables are needed, which requires the respective financial expenses of the medical establishments. This issue is related to the next question from the survey (No. 3). It is noteworthy that the differences in the results of the question "Does the material base/facilities/ reflect on your motivation for active involvement in the healing process?" in all studied groups are not significant (Figure 3).

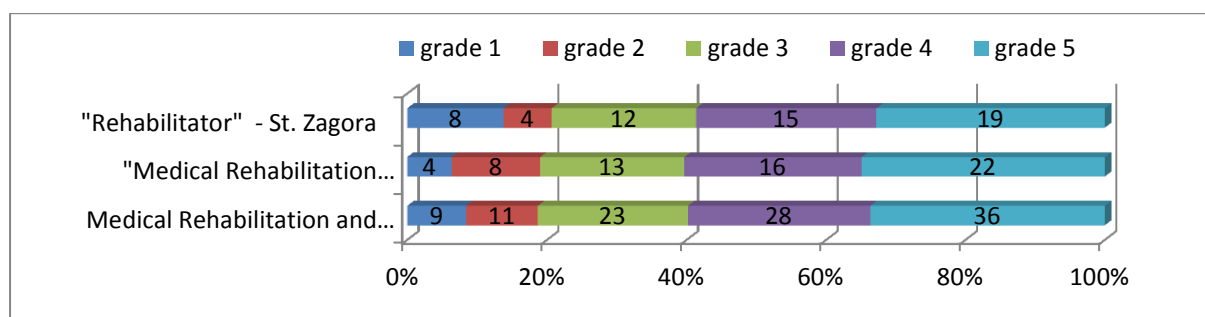


Fig. 3 Role of the material base/facilities on the motivation of the students

About 19% of each group report negative grades (Grade 1 and Grade 2), which is interpreted as deprecating the type and variety of the material base in motivating students to actively engage in the learning process. But most of the students (about 60%) are critical of the existing facilities in the healing structures and would be influenced by their motivation for active involvement in practical training and practical implementation. Most of the respondents from all groups (about 2/3) indicate that modern electrotherapy equipment or aids and devices for conducting innovative kinesotherapy methods are not available in all clinical facilities, but for the use of ergo-therapeutic methods and treatment with labor the necessary premises and production materials are not provided. Interpretation and accurate assessment of the study results necessitates a study of the correlation between the quality of the available material base and the motivation of the students for active participation in the clinical practice, which is ($R = 0.75$, $p < 0.05$) positive.

The latter question is related to the role of the mentor and his personal qualities in the formation of positive motivation of the students for active inclusion in the educational and practical process. The results of the question "Do the personal qualities of the mentor influence your motivation for active inclusion in the clinical practice?" are reflected in Figure 4.

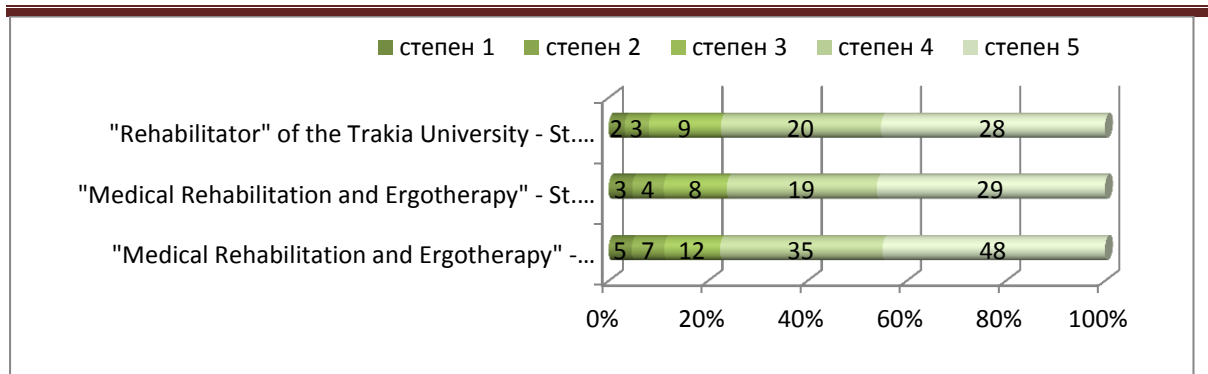


Fig. 4 Role of the mentor on student motivation

It is clear from the graph that among the groups surveyed there is no significant difference in the role of the mentor for the active inclusion of the students in the educational-clinical training. More than ¾ of the respondents (78%) responded to the positive grades of the scale, which categorically demonstrated the importance of the mentor as a leading figure during clinical practice and especially the pre-clinical clinical internship practice. The personal qualities of the mentor as: theoretical knowledge; practical skills; collegial attitude towards students; commitment and commitment to patient problems; concern for their relatives; ethical interaction with other members of the workforce, have an irreplaceable influence on the motivation of students for future professional realization. Interpreting and accurately evaluating the results of the study requires a study of the correlation between the individual's mental qualities and the motivation of the students to actively engage in practical training, which is positive ($R = 0.78$; $p < 0.05$).

5. FINDINGS AND CONCLUSIONS

Students' motivation is a very important factor in shaping future specialists in a particular profession. Good motivation is a guarantor of quality training and the application of acquired theoretical knowledge and practical skills in the training and practical bases under the co-ordination of teachers and mentors. High quality education depends on increasing the satisfaction of the students with the knowledge they have gained and the approach to their expectations in choosing a profession. The application of innovative elements in training further stimulates students to participate actively in the educational process. The results of the survey show that students and all groups (specialties and educational institutions) are satisfied with the co-operation with mentors and appreciate their efforts to reveal the essence of the profession.

- Confirming and improving the professional competencies of future rehabilitators ensures their application in the real work environment.
- Good professional training and positive personal qualities of students are achieved through active participation in practical training of future specialists from the two specialties in the healthcare system.

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