

## THE VALUES THAT MOTIVATE MEDICAL STUDENTS

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**Abstract.** *Using the modification of R. Inglehart's methodology for studying the values of the structure of mass consciousness, 196 Indian and 161 Russian students were surveyed. It is found that the Indian students value of "socialization" is of primary importance, and for Russian students the primary importance is the value of "adaptation" for motivation. The data found in the studies can be used as motivation to study, to increase productivity, focus and to achieve their goals in the subject.*

**Keywords:** *medical university students, value orientation, adaptation, socialization, individualization, value system.*

Motivation is an energy that is focused for short period. Motivated activities are just an attempt for primary deficiencies like hunger [1]. Whereas some people believe it as goal directed process that help us to initiate and sustain. For example, we can say that in educational situation that is based on achieving, self- efficacy creates a great impact on student's motivation [2]. Motivation plays an important role in students learning and there are some theories explaining the reason and cause of that, one of them says that motivation is not affected that much by single factor but is more affected by multi layered factors that includes their own personal past experiences, gender, identity, cultural roots, perception about their abilities, etc. [3].

Whereas, for others motivation is just an internal condition that arises directly and influences people learning behavior [4]. In terms of motivation persons self-efficacy also plays an important role, self-efficacy of the person helps to determine his choices as a student, the mental efforts they will put and how long they will persist in any task [5].

The environment of the student and his/her personality also influence motivation. So to analyze person's motivation we have to assess his/her personal characteristic, individuals personality and external environment and situation the student have to face [6].

**Material and methods.** We conducted the study among medical university students of India and Russia to find out the values important to them and use these values to try to motivate the students to study. A total of 357 students participated in the study (196 from India and 161 from Russia). The average age is 19.7 years.

Method used for the assessment is modification of R. Inglehart's methodology for studying the values of the structure of mass consciousness. Its sociological research methodology that allows us to identify an orientation towards the values of adaptation (survival and safety), socialization (social approval) or individualization (independence and self-development).

Respondents were presented with a card containing 9 items, representing three blocks of three items each: 1 - lack of need, material wealth; 2 - family well-being; 3 - opportunity for intellectual and creative self-realization; 4 - maintaining strength and health; 5 - good, prestigious job; 6 - the opportunity to enjoy democratic rights and freedoms; 7 - maintaining order and stability in society; 8 - respect from others, public recognition; 9 - building a more humane and tolerant society.

Items 1, 4, 7 are indicators of orientation towards adaptation values; points 2, 5, 8 - on the values of socialization; points 3, 6, 9 - on the value of individualization.

Based on the majority of the choices they made, the subjects were classified into one of three value types: "Adaptable" (orientation towards order, health, and material wealth); "Socializing" (family, career, public recognition); "Individualizing" (self-realization, freedom, tolerance). The remaining subjects were classified as "intermediate" type.

The obtained results were subjected to statistical processing using an applied licensed package for statistical analysis of biomedical data "MedStat". The variational data series were checked for the normality of the distri-

bution, with further application of parametric methods of statistical processing of the results obtained.

*Results And Discussion.* Students (without division by country) preferred the values of adaptation and socialization approximately equally (reliability of differences at the level of  $p > 0.05$ , Table 1), 23% of students are undecided, underscoring the need for systems to aid the process of achieving value orientation. The least interested category (in 14.9% of cases) was the value of individualization.

Table 1. Results of students' choice of types of values divided by country of permanent residence (%)

Questionnaire block	All Students	Students – India	Students – Russia
1. Adaptation	31,9	17,9	49,1
2. Socialization	30,2	30,6	29,7
3. Individualization	14,9	20,9	7,5
4. Mixed type	23	30,6	13,7

However, when dividing students by country of residence, the values of adaptation were of much greater interest to students from Russia (the reliability of differences at the level of  $p < 0.001$ ). Socialization values, including family well being, prestigious job positions and public recognition were selected by approximately an equal number of students from both countries ( $p > 0.05$ ), and the values of individualization were largely of interest to

students from India (the reliability of differences at the level of  $p < 0.001$ ). It should be noted that the number of undecided subjects was also significantly higher among students from India (the reliability of differences at the level of  $p < 0.05$ ).

When dividing the subjects by gender, we obtained results that show intriguing insights into the value orientation of Indian and Russian students (table 2).

Table 2. Results of students' choice of types of values with gender separation (%)

Questionnaire block	Students – India			Students – Russia		
	All	Boys	Girls	All	Boys	Girls
1. Adaptation	17,9	21,7	12,3	49,1	42,1	51,2
2. Socialization	30,6	30,4	30,9	29,8	26,3	30,9
3. Individualization	20,9	15,7	28,4	7,4	13,2	5,7
4. Mixed type	30,6	32,2	28,4	13,7	18,4	12,2

It is noteworthy that male Indian students tend to lean towards adaptation values while female students tend towards individualization. In contrast, Russian student prioritize adaptation values such as strength, health, material wealth and societal order stability. To a greater extent, this applies to Russian girls: their number, who have chosen the val-

ues of adaptation, exceeds the number of such girls from India by more than three times.

Socialization values come in a close second suggesting that Russian students developed the value orientation at an early age influenced by socio-economic systems and upbringing. This is in line with studies of factors

[7] that can become the basis for depressive states and social anxiety.

The information obtained can be used to motivate students to study. If a student is focused on the values of adaptation, then talking about the high salary of a doctor and the lack of problems with finding a job can motivate them to study more successfully. For students whose attention is focused on socialization issues, a good reason for getting a profession may be the thought of a huge circle of acquaintances of a doctor, respect for them and good prospects for building a career. For students who are prone to individualization, the motive for studying at a medical higher

educational institution may be the high social significance of the future profession and the constant opportunity for self-improvement in the chosen direction.

**Conclusion.** We conducted a study among students of a medical university from India and Russia to find out what values are important to them. It has been established that for students from India, the values of socialization are of primary importance, and for students from Russia - the values of adaptation. The information obtained can be used to motivate students to study, choosing arguments that resonate with them.

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## ЦЕННОСТИ, КОТОРЫЕ МОТИВИРУЮТ СТУДЕНТОВ-МЕДИКОВ

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**Аннотация.** Используя модификацию методики Р. Инглхарта для изучения ценностной структуры массового сознания, нами были опрошены 196 индийских и 161 российских студентов. Установлено, что для мотивации индийских студентов первостепенное значение имеют ценности «социализация», а для российских студентов – ценности «адаптация». Данные, полученные в ходе исследования, могут быть использованы для мотивации студентов к учебе. Правильный подбор аргументов может повысить результативность учебы, поможет студентам сосредоточиться и достичь своих целей при изучении предмета.

**Ключевые слова:** студенты медицинского ВУЗа, ценностные ориентации, адаптация, социализация, индивидуализация, система ценностей.