

Motivation towards learning and associated factors among medical students of the Faculty of Medicine University of Jaffna

Karavita DMN¹, Abirami B¹, Elamaran T¹, Dissanayake SI¹, Abirami J¹, Surenthirakumaran R², Sathiadas MG³

¹*Faculty of Medicine, University of Jaffna*

²*Department of Community and Family Medicine, University of Jaffna*

³*Department of Paediatrics, University of Jaffna and Teaching Hospital Jaffna*

Background and Objective: Motivation towards learning is crucial in medical education. This study aims to assess students' motivation towards learning and associated personnel, academic factors, and availability of resources at the Faculty of Medicine, University of Jaffna.

Methods: This was an institutional-based descriptive cross-sectional study carried out among medical students from five batches registered in the MBBS course at the Jaffna Medical Faculty. Proportionate stratified random sampling was used and the data were collected with a self-administered online questionnaire developed by the research team. Motivation towards learning was categorized into good (>120), satisfactory (90-120), and poor (<90). Frequencies, proportions, and the chi-squared test was used in the analysis with SPSS (v23).

Results: A total of 439 medical students participated (response rate 97.1%). Females made up 60.2% of the sample. Majority were between the ages 23 to 25 years (56.1%). Over three-quarters (79.7%) had a satisfactory level of motivation, with 12.7% and 7.6% having a good and poor level of motivation, respectively. Over half (60.3%) of the sample were involved in more than two case-based discussion (CBD) sessions during the two months prior to data collection. Majority used sources from seniors (74.5%) and YouTube (79.5%) as their learning sources in addition to books and lecture notes, and had a proper electricity connection (97.4%) and used smartphones (93.2%). In the sample, 80.9% used mobile data as their network mode. Hours of studying per day ($p=0.004$), phase (pre-clinical or clinical) ($p=0.046$), and number of CBD, SGD, and tutorial sessions were associated with the motivation level.

Conclusions: The greater proportion of students had a satisfactory level of motivation. Majority relied on their seniors and YouTube videos as learning resources. Students in the clinical phases were more motivated than pre-clinical batches. Participation in tutorials, CBD, and SGD improved the motivation of the participants.

Keywords: Motivation towards learning, Medical students, Jaffna