



Reflection of Motivation Sources and Problems of Students Studying Health Management on Their Expectations of Professional Practices

Sağlık Yönetimi Bölümünde Okuyan Öğrencilerin Motivasyon Kaynaklarının ve Sorunlarının Mesleki Uygulama Beklentilerine Yansımaları

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Abstract

The present study was conducted to determine the effects of motivation level on students' professional practices expectations. The population of this descriptive cross-sectional type study consists of 224 students at the department of the health management of a state university in the 2017-2018 academic year. In the study, the purposive sampling method was used and the whole population was reached. The study data were collected with the Personal Information Form and the Motivation Sources and Problems Questionnaire. The data obtained from the study were analyzed using the SPSS for Windows 22.0 package program. For the analysis of the data frequency, percentages, student t and Mann Whitney U test were used. It was noteworthy that the participating students had high levels of extrinsic, intrinsic motivation and low levels of negative motivation. As a result of their education, health management students considered the physical and social variables in their educational process as the most important source of motivation. The level of negative motivation was also high in those whose opinions regarding health management department changed negatively. While intrinsic motivation levels were low in those who thought that skill related professional practices were inadequate extrinsic and general motivation levels were low in those who thought that skill related professional practices did not meet their expectations. It appears that the students had positive motivation sources which made them feel they were successful and competent enough in their profession. It is possible to increase students' motivation levels by focusing on application studies that increase students' professional success and by determining the factors that cause negative motivation in students and by taking the measures to eliminate these factors.

Keywords: Health management, Students, Motivation, Motivation Source, Professional Practices

Özet

Araştırma, sağlık yönetiminde okuyan öğrencilerin sorunları ve güdülenme kaynaklarının mesleki uygulama beklentisine yansımalarını belirlemek amacıyla yapılmıştır. Tanımlayıcı-kesitsel tipte planlanan bu araştırmanın evrenini 2018 eğitim-öğretim yılında bir devlet üniversitesinin sağlık yönetimi bölümünde öğrenim gören 224 öğrenci oluşturmuştur. Araştırmada amaçsal örnekleme yöntemi kullanılarak tüm evrene ulaşılmıştır. Araştırmanın verileri Kişisel Bilgi Formu ve Güdülenme Kaynakları ve Sorunları Ölçeği ile toplanmıştır. Çalışmadan elde edilen veriler SPSS for Windows 22.0 paket programı kullanılarak analiz edilmiştir. Verilerin analizi için yüzde, frekans, Mann Whitney U testi ve Student t testi kullanılmıştır. Öğrencilerinin içsel ve dışsal güdülenmenin yüksek olduğu, olumsuz güdülenmenin düşük olduğu dikkati çekmektedir. Öğrenciler gördükleri eğitimin sonucunda eğitim sürecindeki fiziksel ve sosyal değişkenlerin en önemli güdülenme kaynağı olduğunu kabul etmektedir. Bölümü ile ilgili düşüncelerde olumsuz değişim yaşayanlarda olumsuz güdülenme düzeyi yüksek saptanmıştır. Mesleki uygulama alanlarını yetersiz bulanlarda içsel güdülenme, bu alanların beklentiyi karşılamadığını düşünenlerde içsel, dışsal ve genel güdülenme düşük bulunmuştur. Öğrencilerin meslekte başarılı ve kendi yeterliliklerinin olduğuna ilişkin olumlu güdülenme kaynaklarına sahip oldukları görülmektedir. Öğrencilerin mesleki başarılarını artıracak uygulamaların artırılması ve onların olumsuz güdülenmelerine sebep olan faktörlerin belirlenerek, bu olumsuzlukları bertaraf edecek önlemlerin alınması ile güdülenme düzeyleri artırılabilir.

Anahtar Kelimeler: Sağlık Yönetimi, Öğrenci, Motivasyon, Motivasyon Kaynakları, Mesleki Uygulama Alanları

1. Introduction

The most important source that affects human behaviors and determines the behaviors' course and severity is motivation. Motivation is a prerequisite in an individual's learning process since it is the force that activates, maintains and guides behaviors to achieve a goal (Bengtsson and Ohlsson, 2010; Benedetti et al., 2015). Motivation is an important factor which contributes to an individual's learning, regulates the learning environment and meets expectations (Acat and Köşgeroğlu 2006; Bilgin et al., 2016).

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A significant part of the problems that affect students' willingness to learn effectively and to improve themselves or their academic achievement can be explained by motivation. Motivation consists of three elements: intrinsic motivation, extrinsic motivation and negative motivation. Intrinsic motivation refers to a person's desire to be successful which arises from within the person (Oliveira et al., 2017). Extrinsic motivation stems from factors from outside the person or his/her working environment and is generally fulfilled by another person by using a number of tools. Negative motivation is the lack of motivation in situations where individuals cannot establish association between their activities and the consequences of the outcomes (Çelik et al., 2014; Ryan and Deci, 2000; Wong et al. 2014). Of these three motivations, the most important one is the intrinsic motivation. To achieve better motivation and performance, extrinsic motivation should be transformed into intrinsic motivation. Extrinsic motivation may result in reluctance, indifference and resistance in students when they perform learning activity); thus, intrinsic motivation is preferred by educators because it ensures creative and high-quality learning and integrates a person's knowledge and beliefs with successful behaviors (Çelik et al, 2014; Kızıgüt and Ergöl 2011).

Health management education is carried out with professional practices in parallel with theoretical lessons. Professional practices significantly contribute to the improvement of students' theoretical knowledge and professional skills. Students' occupational motivation levels in the theory and practice courses, willingness to learn, expectation of professional practices and fulfillment of their expectations affect the development of their professional skills, psychological vitality and job satisfaction (Benedetti et al. 2015; Şanlı and Saraçlı, 2015). The present study was designed on the assumption that students with high levels of motivation and professional commitment have high levels of expectations of professional practices. The present study was conducted to determine the effects of motivation level on students' professional practices expectations.

In the literature review, the motivation levels of different groups were examined. In the study conducted by Zeytinlioğlu (2012), Öztürk ve İliman (2015), it was found out that the students are of high-level motivations. There has been numerous studies conducted by Şahin et al. (2011), Şanlı and Saraç (2011), Naralan and Kaleli (2012), Dursun and Aytaç (2012), to determine only the expectation levels of university students, and by Acat and Demiral (2006), Gürdoğan (2012), Özkan et al. (2015), Balantekin and Bilgin (2017) to determine their motivation levels. However, there has not been much work about examining the level of expectations and motivation levels of health management department students. Therefore, it is thought that this study will contribute to the literature.

2. Research Method

2.1. Sample

The population of this descriptive cross-sectional type study comprised 224 student attending the health management of a state university in the 2017-2018 academic year. In the study, the purposive sampling method was used and the whole population was reached. The distribution of the sociodemographic characteristics of the students participating in the study is given in Table 1. The participants' mean age was 22.34 ± 1.35 years. Of them, 78.4% were female, 61.2% resided in a city center and 78.4% had income equal to expenses (Table 1).

Table 1: Distribution of the sociodemographic characteristics of the participating students.

Characteristics	Test
	X±SD
Age	22.34±1.35
	Number (%)
Gender	
Male	57(25.4)
Female	167 (74.6)
Place of residence	
City	115(51.3)
District	72(32.1)
Village - Small Town	37(16.5)
Economic Status	
Income higher than expenses	31(13.8)
Income equal to expenses	181 (80.8)
Income lower than expenses	12(5.4)
Total	224

2.2. Data Collection Tools

The study data were collected with the Personal Information Form and the Motivation Sources and Problems Questionnaire.

2.2.1. Personal Information Form

Form questions students' sociodemographic characteristics, occupational motivation and expectations of professional practices. The items included in the Form question students' year at school, the place of health management department in the preference list (in Turkey, a student to start university makes a list of schools he/she wants to go by giving priority to the one(s) he/she prefers most), their opinions on motivation level and expectations of professional practices, etc.

2.2.2. Motivation Sources and Problems Questionnaire (MSPQ)

In the present study, the Motivation Sources and Problems Questionnaire developed by Acat and Köşgeroğlu (2006) to determine motivation-related issues was used. The questionnaire consists of 24 items. Of them, 11 are in the intrinsic motivation subscale (items 1, 2, 3, 4, 6, 7, 8, 9, 10, 23, 24), 5 are in the extrinsic motivation subscale (items 13, 14, 15, 17, 20) and 8 are in the negative motivation subscale (items 5, 11, 12, 16, 18, 19, 21, 22). The minimum and maximum possible scores to be obtained from the Motivation Sources and Problems Questionnaire and its three subscales were as follows: 24 and 120 from the overall questionnaire, 11 and 55 from the intrinsic motivation subscale, 5 and 25 from the extrinsic motivation subscale, and 8 and 40 from the negative motivation subscale. The higher the score obtained is, the greater the motivation level is. The score for each subscale is calculated by taking the arithmetic mean of the scores for the items of the relevant subscale. While the Cronbach's alpha coefficient of the questionnaire was 0.82 in Acat and Köşgeroğlu's study who developed the questionnaire (2006), it was 0.81 in the present study.

2.3. Administration of Data Collection Tools

After the ethical approval was obtained, written permission was obtained from the school management where the study was to be conducted. After the participants who agreed to participate in the study were informed about the study, their written and verbal consent was obtained. Then the study was conducted in the classroom environment.

2.4. Ethical Issues

The study was carried out in accordance with the principles of the Helsinki Declaration. The ethical approval to conduct the study was obtained from the Social and Human Sciences Ethics Committee of Cumhuriyet University (No: 60263016-0.50.06.04). In order to carry out the study, written permission was obtained from the school management where the study was to be conducted. Before the study was conducted, the students were told that only those volunteering to participate in the study will be registered in the study, that the data obtained from them would only be used within the scope of the study and that credentials shared with the researcher would be kept confidential. Then they were informed about the purpose and length of the study. Finally, the participating students' written, and verbal consent was obtained.

2.5. Analysis of the Study Data

The data obtained from the study were analyzed using the SPSS for Windows 22.0 package program. For the analysis of the data; frequency, percentages, student t test and Mann Whitney U test were used. P Values < 0.05 were considered statistically significant.

3. Results

The distribution of the participating students' preference list and their opinions on professional practices given in Table 2 shows that of them, 56.7% preferred in the first 5, 47.3% chose due to economic reasons, 63.8% adapted to health management department immediately, 42.9% stated that their opinions regarding occupational changed negatively, 47.8% thought that the professional practices did not contribute to their skills adequately and 38.4% thought that skill related professional practices did not meet their expectations (Table 2).

Table 2: Distribution of the participating students regarding their preference and their opinions on practices.

Opinions	Number (%)
The place of health management in the preference list	
In the first 5	127 (56.7)
Between 6 th and 10 th	48(21.4)
In the 11 th place or over	49 (21.9)
The reason for preferring health management	
Economic reasons	18(9.0)
Ease of finding a job	106(47.3)
Family's guidance	33(14.7)
Favorite profession	67(29.9)
Having difficulty in adapting health management	
Yes	81(36.2)
No	143(63.8)
Changes in opinions about health management	
No changes	63(28.1)
Positive changes	65(29.0)
Negative changes	96(42.9)
Professional practices contribute environment to put theoretical knowledge into practice	
Yes	37(16.5)
Partly yes	80(35.7)
No	107(47.8)
Skills taught meet students' expectations	
No	83(37.1)
Partly no	86(38.4)
Yes	55(24.6)
Total	224

The mean scores the participants obtained from the Motivation Sources and Problems Questionnaire and its intrinsic motivation, extrinsic motivation and negative motivation subscales were 76.89 ± 10.62 , 38.62 ± 7.57 , 19.53 ± 3.63 and 18.74 ± 5.09 respectively (Table 3).

Table 3: The mean scores the participants obtained from the Motivation Sources and Problems Questionnaire and its subscales.

Scales	Minimum-maximum possible scores	X \pm SD
Intrinsic motivation	11-55	38,62 \pm 7,57
Extrinsic motivation	5-25	19,53 \pm 3,63
Negative motivation	8-40	18,74 \pm 5,09
Motivation Sources and Problems Questionnaire	24-120	76,89 \pm 10,62

In Table 4, the comparison of the mean scores the participants obtained from the Motivation Sources and Problems Questionnaire and its subscales is given. The mean scores obtained from the intrinsic subscale by the male and female students were 36.14 ± 8.10 and 39.46 ± 7.22 respectively, and the difference was statistically significant ($p < 0.05$). There was no statistically significant difference between the male and female students in terms of the mean scores they obtained from the extrinsic and negative motivation subscales ($p > 0.05$). The mean scores obtained from the Motivation Sources and Problems Questionnaire by the male and female students were 74.24 ± 11.10 and 77.79 ± 10.33 respectively, and the difference was statistically significant ($p < 0.05$). According to the place of residence variable, there was no statistically significant difference between the mean scores the students obtained from the Motivation Sources and Problems Questionnaire and its subscales ($p > 0.05$). The mean scores the male students obtained from the negative motivation subscale in terms of their income status were as follows: 16.22 ± 4.85 in those whose income was greater than their expenses, 19.16 ± 5.04 in those whose income was equal to their expenses 20.41 ± 4.87 in those whose income was lower than their expenses, and the difference was statistically significant ($p < 0.05$). There was no statistically significant difference between the mean scores the students obtained the Motivation Sources and Problems Questionnaire and its intrinsic and extrinsic motivation subscales in terms of their income status ($p > 0.05$).

Table 4: Comparison of the mean scores obtained from the Motivation Sources and Problems Questionnaire and its subscales by the participants.

Motivation Sources and Problems Questionnaire and its subscales		X \pm SD	Test
Gender			
Intrinsic motivation	Male	36.14 \pm 8.10	t=2.909
	Female	39.46 \pm 7.22	p=0.004
Extrinsic motivation	Male	19.15 \pm 4.02	t=0.897
	Female	19.65 \pm 3.50	p=0.371
Negative motivation	Male	18.94 \pm 5.56	t=0.732
	Female	18.67 \pm 4.94	p=0.724
MSPQ	Male	74.24 \pm 11.10	t=2.198
	Female	77.79 \pm 10.33	p=0.029
Place of residence			
Intrinsic motivation	City	39.62 \pm 7.76	F=2.103
	District	37.52 \pm 7.28	p=0.124
	Village	37.62 \pm 7.30	
Extrinsic motivation	City	19.76 \pm 3.33	F=1.076
	District	19.01 \pm 4.22	p=0.343
	Village	19.81 \pm 3.28	
Negative motivation	City	18.60 \pm 5.39	F=2.006
	District	18.20 \pm 4.89	p=0.343
	Village	20.21 \pm 4.29	
MSPQ	City	79.99 \pm 9.85	F=2.197
	District	74.75 \pm 11.74	p=0.114
	Village	77.64 \pm 10.28	
Economic Status			
Intrinsic motivation	Good*	38.12 \pm 9.94	F=0.257
	Moderate**	38.78 \pm 7.10	p=0.773
	Bad***	37.41 \pm 8.15	
Extrinsic motivation	Good	18.83 \pm 3.77	F=0.760
	Moderate	19.16 \pm 5.04	p=0.469
	Bad	20.41 \pm 4.87	
Negative motivation	Good	16.22 \pm 4.85	F=4.952
	Moderate	19.06 \pm 5.04	p=0.008
	Bad	20.41 \pm 4.87	
MSPQ	Good	73.19 \pm 12.01	F=2.219
	Moderate	77.51 \pm 10.22	p=0.111
	Bad	77.00 \pm 11.69	

* Income greater than expenses

** Income equal to expenses

*** Income lower than expenses

In Table 5, the comparison of occupational motivation scores in terms of the students' preference, adaptation and opinions regarding professional is presented. There was no statistically significant difference between the mean scores the students obtained from the MSPQ and its subscales in terms of such variables as 'the place of professional in the preference list' and 'the reason for preferring professional' ($p > 0.05$). The mean scores obtained by the students having difficulty adapting professional were 34.85 ± 8.06 for the intrinsic motivation, 18.53 ± 4.27 for the extrinsic motivation, 73.00 ± 12.79 for the negative motivation subscales and 19.11 ± 4.84 for the overall MSPQ. The mean scores obtained by the students having no difficulty adapting professional were 40.75 ± 6.38 for the intrinsic motivation, 20.09 ± 3.09 for the extrinsic motivation, 18.24 ± 5.18 for the negative motivation subscales and 79.09 ± 8.45 for the overall MSPQ. Given the variable 'having difficulty in adapting professional', there were statistically significant differences between the mean scores the students obtained from the MSPQ and its intrinsic motivation and extrinsic motivation subscales ($p > 0.05$); however, the difference between the mean scores obtained from the negative motivation was not statistically significant ($p > 0.05$).

Table 5: Comparison of occupational motivation scores in terms of the students' preference, adaptation and opinions regarding health management.

Motivation Sources and Problems Variables	X±SD	Test
The place of health management in the preference list		
Intrinsic motivation	In the first 5	39.04±7.67
	Between 6 th and 10 th	39.25±6.93
	In the 11 th place or over	36.89±7.81
Extrinsic motivation	In the first 5	19.61±3.41
	Between 6 th and 10 th	19.85±3.69
	In the 11 th place or over	19.53±3.63
Negative motivation	In the first 5	19.11±4.88
	Between 6 th and 10 th	17.79±5.42
	In the 11 th place or over	18.74±5.09
MSPQ	In the first 5	77.77±10.14
	Between 6 th and 10 th	76.89±9.08
	In the 11 th place or over	74.61±12.88
The reason for preferring health management		
Intrinsic motivation	Economic reasons	39.44±7.49
	Ease of finding a job	38.92±7.20
	Family's guidance	39.06±7.64
	Favorite profession	37.70±8.20
Extrinsic motivation	Economic reasons	18.88 ±3.14
	Ease of finding a job	19.63±3.68
	Family's guidance	20.09±3.04
	Favorite profession	19.26±3.96
Negative motivation	Economic reasons	18.16±5.02
	Ease of finding a job	18.40±4.83
	Family's guidance	19.48±5.80
	Favorite profession	19.05±5.19
MSPQ	Economic reasons	76.50 ±10.52
	Ease of finding a job	76.96±11.07
	Family's guidance	78.63±9.46
	Favorite profession	76.02±10.57
Having difficulty in adapting health management		
Intrinsic motivation	Yes	34.85±8.06
	No	40.75±6.38
Extrinsic motivation	Yes	18.53±4.27
	No	20.09±3.09
Negative motivation	Yes	19.11±4.84
	No	18.24±5.18
MSPQ	Yes	73.00±12.79
	No	79.09±8.45
Changes in opinions about health management		

Intrinsic motivation	No changes	39.44±7.34	F=13.911 p=0.000
	Positive changes	41.84±7.08	
	Negative changes	35.89±7.11	
Extrinsic motivation	No changes	19.68±3.25	F=7.228 p=0.001
	Positive changes	20.75±3.08	
	Negative changes	18.60±3.97	
Negative motivation	No changes	18.09±4.66	F=2.692 p=0.070
	Positive changes	18.03±5.88	
	Negative changes	19.64±4.67	
MSPQ	No changes	77.22±10.24	F=7.701 p=0.001
	Positive changes	80.63±10.00	
	Negative changes	74.14±10.56	

Table 6 gives the comparison of occupational motivation scores in terms of the students' opinions about whether professional area provide appropriate environment to put theoretical knowledge into practice and whether skills taught meet the students' expectations. The mean scores obtained by the students thinking that the professional areas did not provide appropriate environment to put theoretical knowledge into practice were 37.34±7.42 for the intrinsic motivation, 19.15±4.12 for the extrinsic motivation, 18.35±5.06 for the negative motivation subscales and 74.85±11.15 for the overall MSPQ. The results demonstrated that the differences between their scores for the intrinsic motivation subscale and between their scores for the overall MSPQ were statistically significant ($p<0.05$) but between their scores for the extrinsic motivation subscale and between their scores for the negative motivation subscale were not ($p>0.05$). The mean scores obtained by the students thinking that skills taught did not meet their expectations were 35.62±7.48 for the intrinsic motivation, 18.78±4.16 for the extrinsic motivation, 18.83±5.00 for the negative motivation subscales and 73.24±11.43 for the overall MSPQ. The results demonstrated that the differences between their scores for the intrinsic motivation subscale, between their scores for the extrinsic motivation subscale and between their scores for the overall MSPQ were statistically significant ($p<0.05$) but between their scores for the negative motivation subscale were not ($p>0.05$).

Table 6: Comparison of occupational motivation scores in terms of the students' opinions about whether professional practices provide appropriate environment to put theoretical knowledge into practice and whether skills taught meet students' expectations.

Motivation Sources and Questionnaire and its subscales	Problems	Variables	X±SD	Test
Professional practices provide appropriate environment to put theoretical knowledge into practice				
Intrinsic motivation	Yes		40.54±8.57	F=3.230 p=0.041
	Partly yes		39.43±7.07	
	No		37.34±7.42	
Extrinsic motivation	Yes		19.59±3.69	F=1.233 p=0.293
	Partly yes		20.00±2.81	
	No		19.15±4.12	
Negative motivation	Yes		18.24±5.42	F=1.346 p=0.262
	Partly yes		19.48±4.95	
	No		18.35±5.06	
MSPQ	Yes		78.37±11.71	F=3.883 p=0.022
	Partly yes		78.92±8.84	
	No		74.85±11.15	
Skills taught meet students' expectations				
Intrinsic motivation	No		35.62±7.48	F=14.700 p=0.000
	Partly yes		39.17±7.22	
	Yes		42.27±6.48	
Extrinsic motivation	No		18.78±4.16	F=3.159 p=0.044
	Partly yes		19.77±3.01	
	Yes		20.27±3.53	
Negative motivation	No		18.83±5.00	F=0.496 p=0.610
	Partly yes		19.02±4.88	
	Yes		18.16±5.57	
MSPQ	No		73.24±11.43	F=9.587 p=0.000
	Partly yes		77.97±10.14	
	Yes		81.70±8.24	

4. Discussion

Students begin to have occupation-related expectations as soon as they start to receive education on the profession they have chosen. Given that health management education is mainly based on professional practices from the first year on, determining students' motivation level, the factors affecting their expectations and whether their expectations are met is of

importance for the restructuring of learning environments to improve students' professional competences and for the development of solution suggestion (Bilgin et al. 2016).

It was noteworthy that the participating students had high levels of extrinsic and intrinsic motivation and low levels of negative motivation. Of the motivations, the most important one is the intrinsic motivation. The high level of intrinsic motivation to achieve better motivation and performance was at the desired level for the participating students. The high level of external motivation of the students may cause reluctance, indifference and resistance when they perform the learning activity. In the study conducted by Öztürk and İlman (2015) on health management students, it was observed that the expectations and motivation levels of the students were high. In the study carried out by Soysal et al. (2017), health management students' expectations and motivation levels were found to be low.

In their study, Karaman Özlü et al. (2014), found that students' negative motivation levels were higher than their other motivation levels. On the other hand, Civci and Şener (2012) found that internal motivation levels were high whereas external motivation levels were low. In their study conducted to determine nursing students' motivation levels related to nursing profession (Osakwe Regina, 2015), Acat and Köşgeroğlu (2006) reached the conclusion that nursing students took intrinsic and extrinsic sources of motivation into account. It is thought that the different results in the studies may be related to many factors.

It is noteworthy that the score obtained from the negative motivation subscale by the students whose economic status was bad and whose opinions about professional changed negatively was high. It can be said that external factors negatively affected motivation. The scores obtained by the female students from the overall MSPQ and especially from the intrinsic motivation subscale were high. Of the students, those who had difficulty adapting health management department obtained low scores from the intrinsic and extrinsic motivation subscales. The students whose opinions about this department changed negatively obtained low scores from the intrinsic, extrinsic and negative motivation subscales, which suggests that their academic achievement would be low and that they might be unhappy in their professional lives (Osakwe Regina, 2015; Watson et al. 2008; Akıllı and Keskin, 2016; Korkmaz and İpekçi, 2015). Students' being satisfied with health management department increases their motivation for their professional education. Being satisfied with the profession during school years is thought to positively contribute to their success in the professional life, to their professional commitment and to the improvement of their professional knowledge and skills. Students' motivation levels might cause changes in their expectations of professional practices. In the present study, while intrinsic motivation levels were low in those who thought that skill related professional practices were inadequate, extrinsic and general motivation levels were low in those who thought that skill related professional practices did not meet their expectations.

According to the study conducted by Bilgin (2016), very few of the students thought that the professional skills settings were sufficient for the development of their professional skills, while about one out of four students stated that their expectations regarding professional practices were met. Aydın and Argun (2010) found that most of the students did not derive pleasure or peace while performing professional practices or did not find the opportunity to put all their theoretical knowledge into practice. The results of the present study were also quite consistent with the results of other studies. The students' expectations' not being met adequately, and the inadequacy of skill areas suggest that the future of the profession is at risk. If students are to provide health care at a professional level in the future, they should develop their knowledge and skills both theoretically and practically. In line with these results, it can be proposed that the problems related to professional practices in the education of the students should take the first place among the issues to be solved.

5. Conclusion

As a result of their education, health management students considered the physical and social variables in their educational process as the most important source of motivation. It appears that the students had positive motivation sources which made them feel they were successful and competent enough in their profession. It is recommended that greater emphasis should be placed on the creation of physical and social environments to enhance students' ambition. It is possible to increase students' motivation levels by focusing on application studies that increase students' professional success and make them aware of their qualifications, and by determining the factors that cause negative motivation in students and by taking the measures to eliminate these factors.

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Genişletilmiş Özet

İnsan davranışlarını etkileyen, davranışın yönünü, şiddetini belirleyen en önemli güç kaynağı güdülenmedir. Güdülenme, bir hedefe dönük olarak davranışı harekete geçiren, sürdüren ve yönlendiren bir güç olması nedeni ile bireyin öğrenme sürecinde bir ön koşuldur (Bengtssona and Ohlssonb, 2010; Benedetto et al. 2015). Ayrıca güdülenme bireyin öğrenme ortamının düzenlenmesinde ve beklentilerin karşılanmasında önemli bir etkidir (Acat and Köşgeroğlu, 2006; Bilgin et al., 2016).

Sağlık yönetimi eğitimi, teorik ve mesleki uygulamalarla paralel yürütülür. Mesleki uygulamalar öğrencilerin teorik bilgilerini pekiştirme ve mesleki becerilerini geliştirmede önemli katkı sağlar. Öğrencilerin teorik ve uygulamalı derslerdeki mesleki güdülenme düzeyi, öğrenme yönündeki istekliliği, ders uygulama beklentileri ve beklentilerinin karşılanma düzeyi mesleki becerilerinin gelişimini ve iş doyumunu etkiler (Şanlı and Saraçlı, 2015; Benedetto et al.2015).

Bu araştırma, sağlık yönetimi bölümünde okuyan öğrencilerin sorunları ve güdülenme kaynaklarının mesleki uygulama beklentisine yansımalarını belirlemek amacıyla yapılmıştır. Tanımlayıcı-kesitsel tipte planlanan bu araştırmanın evrenini 2017-2018 eğitim-öğretim yılında bir devlet üniversitesinin sağlık yönetimi bölümünde öğrenim gören 224 öğrenci oluşturmuştur. Araştırmada amaçsal örnekleme yöntemi kullanılarak tüm evrene ulaşılmıştır. Araştırmanın uygulaması başlamadan önce Sivas Cumhuriyet Üniversitesi Bilimsel Araştırma ve Yayın Etiği Sosyal ve Beşerî Bilimler Etik Kurul onayı (No:60263016-0.50.06.04) ve uygulama yapılacak birimden yazılı izin alınmıştır. Araştırmaya katılması için davet edilen her öğrenciye yalnızca çalışmaya katılmayı kabul eden öğrencilerin alınacağı, alınan bilgilerin sadece araştırma için kullanılacağı, bireysel bilgilerin araştırmacı ile paylaşıldıktan sonra korunacağı, araştırmanın amacı, süresi konusunda açıklama yapılmıştır. Araştırmanın verileri Kişisel Bilgi Formu ve Güdülenme Kaynakları ve Sorunları Ölçeği ile toplanmıştır. Çalışmamızdan elde edilen veriler SPSS for Windows 22.0 paket programı kullanılarak analiz edilmiştir.

Verilerin analizi için frekans, yüzde, student t testi ve Mann Whitney U testi kullanılmış ve anlamlılık $p < 0,05$ düzeyinde değerlendirilmiştir.

Öğrencilerin yaş ortalaması 22.34 ± 1.35 , %78,4'ü kadındır. Öğrencilerin %63,8'inin seçtiği bölüme hemen uyum sağladığı, %47,8'inin bu bölümle ilgili düşüncelerinde olumsuz yönde değişim olduğu ve %47,8'i mesleki uygulama alanlarını yetersiz bulduğu belirlenmiştir. Öğrencilerin içsel güdülenme puan ortalaması 38.62 ± 7.57 , dışsal güdülenme puan ortalaması 19.53 ± 3.63 , olumsuz güdülenme puan ortalaması 18.74 ± 5.09 ve Güdülenme Kaynakları ve Sorunları Ölçeği puan ortalaması 76.89 ± 10.62 olarak saptanmıştır. Öğrencilerin bölüme uyumda sorun yaşama durumlarına göre içsel güdülenme, dışsal güdülenme ve toplam ölçek puan ortalamaları arasında istatistiksel olarak anlamlı bir fark bulunmuştur ($p < 0.05$). Öğrencilerin mesleki uygulama alanları uygun bulma durumlarına göre içsel güdülenme ve toplam ölçek puan ortalamaları arasında istatistiksel olarak anlamlı bir fark olduğu saptanmıştır ($p < 0.05$). Öğrencilerin cinsiyet durumlarına göre dışsal ve olumsuz güdülenme puanları arasındaki fark anlamsız bulunmuştur ($p > 0.05$).

Öğrencilerinin içsel ve dışsal güdülenmenin yüksek olduğu, olumsuz güdülenmenin düşük olduğu dikkati çekmektedir. Seçtiği bölüme uyum sağlamada sorun yaşayanlarda ve seçtiği bölümle ilgili düşüncelerde olumsuz değişim yaşayanlarda içsel ve dışsal güdülenme düşük bulunmuştur. Sağlık Yönetimi bölümü ile ilgili düşüncelerde olumsuz değişim yaşayanlarda olumsuz güdülenme düzeyi de yüksek saptanmıştır. Mesleki alanlarını yetersiz bulanlarda içsel güdülenme, bu alanların beklentiyi karşılamadığını düşünenlerde içsel, dışsal ve genel güdülenme düşük bulunmuştur.

İyi güdülenme ve performans sağlamak için içsel güdülenmenin yüksek olması öğrenciler için istenilen düzeydedir. Öğrencilerin dışsal güdülenmesinin yüksek olması öğrenme eylemini gerçekleştirirken isteksizlik, ilgisizlik ve direnç göstermesine neden olabilir. Bu sonuçlar doğrultusunda öğrencilerin eğitimlerinde uygulama ile ilgili sorunların çözüm bekleyen konular arasında öncelikle ele alınması gerektiği söylenebilir.