Medical Students' Motivation and Study Strategies in Shahed University

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Introduction: According to the role of student’s study skills to increase motivation, decrease fatigue and anxiety, save time and improve academic status, this study was performed to determine medical students' motivation and study strategies.

Methods: The present study was a cross-sectional study, carried out in 2011 at Shahed Medical University. Ninety medical students in different levels of study were selected randomly. A valid and reliable Farsi translation of Learning and Study Strategies (LASSI, 2nd edition) questionnaire was used for data gathering.

Results: Out of 90 responding students, 71.4% were females; and 80.2% were single. The mean age of students was 21.88 ± 2.7 years. The levels of study were: 42.9% first and second years, 13.2% third year and 17.8% clerkship and 26.4% internship. The highest score achieved by the strategies of study (30.31) and the lowest average (20.02) was related to “self-regulation”. Male and female students had significantly different motivation scores. A significant correlation was observed between motivation scores and anxiety.

Conclusion: Given the importance of strategies in improving student learning, reducing anxiety and increasing motivation. Students should be assessed at the beginning and receive regular feedbacks to improve study methods and enhance the status of mental health and education.

Key words: student - study - learning – motivation