Research Paper

Motivational value in students Admission into the Department of Biomedical and Medical Health Sciences of the Faculty of Science, University of Ngaoundere

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ABSTRACT

This study is an humble contribution to the knowledge of the motivational factors in the choice of the University of Ngaoundere and the sections by our students, given that the University of Ngaoundere is situated in the Northern part of Cameroon (where medical teaching is mostly observed in the Southern part of the country) at almost 1000 km from Yaounde, with few lecturers for an increasing number of students and an irregular internet network. Our prospective and transversal study was based on the experience and the decoding of the afferent questionnaire. 68% of the students are from the Southern part of the country, in 85% of the cases, the intrinsic factors were the motivations in the training of the students for these sections, and in 75% of the cases, the choice of the UN was motivated by academic reasons rather than social and economical reasons. All these elements lead to believe that there should be a real motivational dynamics of the new comer students, responsible for the teaching practice and therefore the investment, perseverance and in the actions they undertake. The reasons for our students’ commitment can mostly be explained by the intrinsic motivational factors and therefore by the intrinsically motivating teaching that encourages the learning paradigm method. However, this requires material and human means that our countries do not always have, we thus think of the organization of partnerships through international cooperation to build capacities and competences.

Key words: Teaching, motivation, biomedical section, UN, prospects.

INTRODUCTION

Motivation which is defined as the whole conscious and unconscious is responsible for the behavior of an individual, it generally appeals to intrinsic and extrinsic factors (Pelassia et al., 2008). These factors at the origin of the commitment within the training of the students and their investments in the learning and their success has already been studied in developed countries, but it has never been studied, and notably in the domain of health sciences in our milieu where the university academic governance invites everybody to promote active student-centered pedagogic methods [2, 3]. Furthermore, today many young Cameroonians upon the completion of the high school with a ‘Baccalaureate’ or a G.C.E. Advanced Level certificate suddenly find themselves faced with the problem of choice of career or area of education to pursue, one that is both economically and personally rewarding and satisfactory. Recent years have witnessed an increasing number of young people in pursuit of quality training, from diverse nationalities, social and cultural background, expressing strong desires to study Bio-medical and Health Care Science. However, to meet up with their demands, several factors need to be given greater attention. The greatest
challenge being the ever-increasing applications received, inadequate training centers, inadequate health personnel in Cameroon given the increase of the population recently, and lack of modern infrastructures to accommodate such as Higher Medical schools in Cameroon. Besides, being a promising domain of scientific research and development in modern society, the policy of professionalization for Cameroonian youths can only be realized when many of them receive adequate training in specialized fields as each year thousands of young Cameroonians get more interested in the domain of medical and health sciences. Unfortunately, in this particular context, there is no one-to-one corresponding of trainee/trainer ratio; especially in some of specialized fields, thus the need for more permanently trained lecturers to assure quality and effective training.

Reflections should be directed on the motivational factors necessary in the concept of learning paradigm (Pelassia et al., 2008) Yet these factors are particularly important in our geographic, social, economic, and academic contexts. Indeed, the University of Ngaoundere is situated in the Northern part of the country which, overall less provided with schools than the Southern part of the country which is provided with more schools (Atangana, 1996). The conditions of life are very difficult in Ngaoundere which is almost 1000 km from Yaounde, which is presented as the medical teaching reference in Cameroon. Traffic is rough between the two towns. Moreover, there is a lack of a worthy and functional library because of the financial difficulties of the country. Lecturers and class rooms are not enough for a total number of students which is constantly in the increase and an irregular internet network or even absent. Looking from that angle, what are the motivations of the students when they are going into the biomedical and medical health sections at the University of Ngaoundere?

The purpose of the study was to determine and examine the motivational factors that could explain the teaching strategies and their usefulness in the ‘motivational dynamics’ and the success at a time one talks more and more of the learning paradigm by the competence approach in this world of globalization (Demeester and Gagnayre, 2005; Pelassia et al., 2008).

**MATERIALS AND METHODS**

The work was carried out at the Department of Biomedical Sciences in the faculty of sciences at the University of Ngaoundere. Different scientific methods were used in this study in order to obtain authentic information as the data mostly consists of:

(i) The direct observation and personal experience of the practice of teaching pedagogic methods in our milieu.
(ii) The interview with 115 students has already been done. The elaboration and the analysis of the questionnaire on the relevant motivational factors of the students when going into the biomedical and medical health sections in the University of Ngaoundere.
(iii) The results were analyzed by some little elements of statistic approach

**RESULTS AND DISCUSSION**

In 85% of the cases, (Table 1, Figure 1) the intrinsic factors constituted the motivations in the training of the students, in addition, the geographic situation of UN, its academic radiance and the need of auto-development or performance. According to Sobral (2004), the intrinsic factors made up of the need of auto-development, with the

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**Table 1. Distribution of students’ answers to questions 4 and 5.**

<table>
<thead>
<tr>
<th>Question 4</th>
<th>What factors motivate you to present this exam entrance?</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Réponse 1</td>
<td>Intrinsic Motivation factors (auto development desire) and/or (accomplishment desire)</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Réponse 2</td>
<td>Extrinsic Motivation factors - advices (tutor, parent, others) and/or professional advantages</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

**Question 4: Result:** in 85% of the cases, the intrinsic factors were the motivations in the training of the students. **Question 5: Result:** in 75% of the cases, the choice of the University of Ngaoundere was motivated by academic reasons rather than social and economic reasons.
Figure 1. Distribution of students’ answers to questions 4, 5. Question 4: Result: in 85% of the cases, the intrinsic factors were the motivations in the training of the students. Question 5: Result: in 75% of the cases, the choice of the University of Ngaoundere was motivated by academic reasons rather than social and economic reasons.

dream of the child or the need of auto- performance with the burning desire to give assistance play an important role in the relation that exists between the level of auto-determination and the pedagogic strategies of learning used. In the same way, the extrinsic factors which are advices from relatives, the search of certain prestige and other advantages related to the medical profession generally have a less representativeness in all the motivations in the training.

Barker and Olson (1999) who studied the evolution of the motivational profile of the students who once going in to training, came with the conclusion that all these factors (intrinsic and extrinsic) are the basis of the motivational dynamics which according to Pelassia et al., (2010) is influenced by three components: the perception of the value of the task, the perception of the efficiency and the perception of the autonomy and the control.

From what precedes, our study thus suggests in one hand, a well understandable introduction of active alternative pedagogic methods during lectures. On the other hand, once they are in the training, our students will show a good evolution as far as this motivational dynamics is concerned. In addition, it should also permit to determine the different behaviours and approaches vis a vis learnings by the learner and would constitute a major source for the conception of training’s mechanisms for lecturer as Pelassia et al., (2010) says. This is in accordance with Gilles (2010) in one hand and Deci and Ryan (2002) on the other hand, in their theory of auto-determination that it constitutes an approach whose principles are largely accepted within the scientific community and whose operational character has largely contributed to its appropriation and its usage in the domain of training and the work world and the practice of leisure.

Our context which is situated in the UN and which belongs to Ngaoundere 3 subdivision at 15 km from the regional headquarter, where there is almost no place of leisure and attractions, leads to think that these factors, far from constituting an obstacle for the academic blossoming, rather than offers the conscientious students a favorable environment to study, positive consequence for the UN to be a good destination, more attractive in the country and this is because the area offers a good academic care as recognize by 75% of the students.

Moreover, these sections are said to be professional because they almost lead to an employment, a profession, a job that permits to be auto- determined and to auto-accomplish by oneself. It is probably the reason why 33% of level 1, 2, or even 3 students take part in this common entrance examination (Table 2, Figure 2).

However, Cameroon through the new university governance based on BMD (Bachelor, Master, Doctorate) (Ministère de l’Enseignement Supérieur du Cameroun, 2007) gradually respects the international standards as far as higher education is concerned, notably in the domain of health professional training by the approach of competence as Boucher (2009) mentions. This restructuration is irreversible despite the constraints due to the system and
Table 2. Distribution of students’ answers to questions 1, 2 and 3.

<table>
<thead>
<tr>
<th>Question 1: From which region of Cameroon are you?</th>
<th>Numbers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Réponse 1 North and East</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Réponse 2 South</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>115</td>
<td>100</td>
</tr>
</tbody>
</table>

| Question 2 From which region of Cameroon did you have your GCE, A/L? |
|-------------------------------------------------------------|---------|
| Réponse 1 North and East                                      | 53      |
| Réponse 2 South                                              | 47      |

| Question 3 What is your academic level for this competitive exam? |
|---------------------------------------------------------------|---------|
| Answer 1 Baccalaureat level                                   | 67      |
| Answer 2 Level above baccalaureat L1, L2, L3                 | 33      |
| **Total**                                                    | 115     | 100       |

Figure 2: Distribution of student responses to questions 1, 2, 3

- Question 1: Result: 68% of students come from the Deep South of the country.
- Question 2: Result: 53% of students have had their bachelor's degrees in the Far North.
- Question 3: Result: 33% of students had an academic level higher than the terminal (L1, L2, L3).

Number of students surveyed: 115 students were subjected to the questionnaire, 65 were male and 50 female.

Despite some restrictions formulated by Segouin et al. (2007) and Hodges et al. (2009) who thinks that it would be necessary to clarify the notion of competence by enlightening in terms of values, differences and practices that
deal with this notion in different countries, at the same time it is necessary to make a critical analysis of the promises (realized or not) that convey the policy on globalization in the domain of medical education.

Moreover the learning paradigm appeals more on personal works and in small groups of students alternatively under the guidance of facilitators who are tutors and mostly lecturers whence the important place of the motivation of the students for better results. In addition, the learning paradigm requires several human and material means as new technology of information and communication, books, and other didactic tools that developing countries do not usually have. Considering what precedes, we thus believe in the organization of partnerships through international cooperation for capacity building and competences.

Conclusion

The motivations in the training of our students were mostly made up of intrinsic motivational factors (no need for auto-development or accomplishment), the academic blossoming and the geographic situation of the UN. All these elements, far from turning us away from the learning paradigm, contribute to foster it and consequently to an easy introduction of motivating pedagogic methods that would be based on referentials competences with adapted training programmes for a given employment profile.

This would permit an efficient improvement of the educational system rendering it reliable and able to answer to the needs of the yet medical pedagogy and could explore the motivation elements on the angle of multiple conceptual frames which model the training through successive paradigms of sciences and learnings.

The paradigm of learning requires material and human means that our countries do not usually have, we thus believe in the organization of partnerships through international cooperation for capacity building and competences.

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(iii) NGOUNOUNO I. University of Ngaoundere, the Dean of Faculty of Science, member of the entrance examination jury.

REFERENCES


