

STUDENTS' VIEWS ON MOTIVATION AND REFLECTIVE TENDENCIES FOR FURTHER EDUCATION IN THE FIELD OF NURSING

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Abstract: Nursing is a professional activity that requires continuous development, monitoring and constant adaptation based on scientific observation. By defining nursing as an integral and independent profession within the healthcare system, a whole series of professional, educational and social challenges have been set before the modern nurse. The main goal of this paper is to examine the motivation of the respondents for further education. The assumption that students have a positive view of lifelong learning has been confirmed. Understanding these attitudes is essential for creating a realistic picture of existing problems related to motivation in the learning process, with the aim of helping students achieve the desired learning outcomes and to be adequately motivated by educators. As education systems develop, it is also important for educators to take into account all attitudes and aspirations in order to adequately and meaningfully stimulate motivation for further education.

Key words: nurses, education, learning, students, motivation

1. INTRODUCTION

The role assigned to nurses by the World Health Organization requires greater knowledge and a higher level of education, which has been set as a task for every member country of the World Health Organization. Contemporary nursing favors education as a priority in the professional life of nurses and gives special importance to education, continuing education through practice and scientific research work of nurses. The development of nursing in Serbia follows the development and achievements of contemporary nursing in the world and in the European Union

Healthcare in Serbia, as well as the future of nursing, depend most on the education of nurses. Nurses in Serbia will join the nursing community of Europe through the education of personnel, the creation of independent health policies and research in the field of nursing. The higher education program for nurses in Serbia should be continuously developed, in accordance with international and EU standards.

We are witnessing the development and expansion of education in our country, where schools, as a significant segment of society, have an obligation to follow the latest achievements and reforms in education. Accordingly, the education system is faced with new challenges and European requirements as an imperative.

Reflection is a lifelong learning process that involves reflecting on one's own experiences. It enables professionals to examine their actions in practice and, by changing them, create opportunities for personal and continuous professional development. Various studies have shown that respondents who are guided by reflective competencies and reflection are more likely to use a strategic approach to problem solving and to accept continuing education as an integral part of their profession.

The concept of motivation in the context of the educational process states that motivation is everything that leads to learning and determines its direction, intensity and duration. Individuals direct their activities towards the goals they have set for themselves and in this way a person chooses the educational program that is most suitable for achieving the goal. Motivation is a state that leads a person to undertake an activity, determines the direction and intensity of that activity and influences perseverance in performing the activity. When satisfaction factors are present, motivation is also present.

Motivation is divided into internal, intrinsic and external, extrinsic.

Deci and Ryan in their theory define intrinsic motivation as performing tasks in order to achieve rewards inherent to that task, such as interest and pleasure. Intrinsic motivation tends to seek novelty and challenge, all for the purpose of progress. The goal is to explore, expand and use one's abilities, as well as to learn something new. A person feels intrinsically motivated when they satisfy their needs for autonomy, competence and relatedness. Extrinsic motivation is defined as a task that a person has received from another person, and it is this extrinsic motivation that drives them to complete the task. It involves the use of learning incentives such as praise, criticism, reward, punishment, competition. Examples show us that both motivations equally affect students in the educational process. For this reason, it is necessary to encourage both intrinsic and extrinsic motivation during teaching.

Motivation primarily affects the quality of work and learning, the amount of material learned, the understanding of the content, and the final outcome of solving tasks. People learn for various reasons, some for work, some for family, some for society, and some for themselves and their personal interest and desire for progress.

Frequent and unpredictable changes in all spheres of personal, social and professional life are just some of the characteristics of the modern world that present education with serious challenges and influence the need for it to constantly adapt and change. In this sense, education must monitor and find new solutions in preparing young people to competently, efficiently and constructively lead their own life and participate in social and professional life. An important requirement in this preparation is the imperative of lifelong learning, active participation in a learning society, as well as a creative contribution to the knowledge society. New requirements require a reassessment of existing ones and the development of new content, methods and forms of learning, and thus a different approach to teaching and learning.

Key actors that influence the motivation and attitudes of future students are secondary schools, higher education institutions, the Ministry of Education and the Ministry of Health, as well as professional associations that mutually contribute to the improvement of educational programs and standards, with the aim of training qualified healthcare professionals.

Nursing education in Serbia over the past decade has followed the recommendations of relevant international organizations and the practice of developed countries, as the education and healthcare systems need qualified nurses.

The highest title that could be obtained in our country for decades was senior nurse. Although the senior nurses education has a long tradition, modern treatment requires a new approach. A nurse in certain positions must be able to make independent decisions, stand behind their professional knowledge, and in some cases, oppose their opinion to the opinions of other team members.

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2. RESULTS WITH DISCUSSION

Table 1 - Students' views on motivation and reflective tendencies in the learning process

Statements	N	1	2	3	4	5
Effective teamwork is key to adequate learning mastery	74		5 0.07		20 0.27	49 0.66
Support and balance between private and professional life significantly affect motivation	74		2 0.03	5 0.07	15 0.2	52 0.7
Using different teaching methods increases students' motivation to work.	74	3 0.04	4 0.05	25 0.34	20 0.27	22 0.3
Higher education is required to perform the job of head nurse.	74			1 0.01	5 0.07	68 0.92
The subject professor has the greatest influence on student motivation.	74	1 0,01			19 0.26	54 0.73
Motivation can be increased if students are rewarded for their achievements.	74				25 0,34	49 0,66
Social support and support from colleagues contribute most to motivation at work	74	4 0,05	4 0,05	20 0,27	21 0.28	25 0,34
Specific challenges in nursing education, stress and emotional strain, affect motivational levels	74		7 0.09	48 0.65	16 0.22	3 0,04
Motivation changes during different stages of education	74	2 0,03	2 0,03	19 0.26	24 0.32	27 0.36
Career empowerment and motivation to advance in the profession help overcome obstacles	74		10 0.14	37 0.5	15 0.2	12 0.16
Students who are aware of the social and health importance of their profession are more motivated	74	5 0,07	10 0,14	22 0,3	25 0,34	12 0,16
Motivated healthcare workers perform their tasks more effectively	74				20 0,27	54 0,73
There is a positive connotation of the connection between motivation and success in learning.	74		3 0,04	39 0.53	20 0,27	12 0,16
The impact of a personalized approach to learning affects the level of motivation among students	74	6 0.08	4 0,05	37 0,5	16 0,22	11 0.15
Students who feel supported by their mentors are more motivated to achieve success.	74			2 0,03	15 0,2	57 0.77
Through hands-on teaching, VN students can develop a deeper understanding of their calling, which can increase their commitment to learning.	74	1 0,01	10 0,14	10 0,14	38 0.51	15 0,2
Self-awareness and personal achievements instill in students a greater desire for personal and professional development.	74	3 0,04	10 0,14	46 0.62	10 0,14	5 0,07
Analysis of previous educational experiences and the	74		9	55	10	

ability to identify areas that require additional attention influence motivation in learning.			0.12	0.74	0,14	
Setting specific educational goals that will lead to further improvement influences the will to learn.	74		11 0,15	49 0,66	14 0.19	
The support of the education system allows the individual to proactively approach their education and find new opportunities for advancement.	74		11 0,15	52 0,7	10 0,14	1 0,01

3. CONCLUSION

All statements from the questionnaire indicate the importance of a holistic approach to motivating students, which includes support, challenges and rewards, as well as reflective tendencies towards further development.

When asked about motivation in relation to the work and living environment, the majority of students answered that their motivation when it comes to the living environment is most influenced by their family, while at work they perceive their professor as the greatest motivator. Students are highly motivated to learn new things, which is consistent with research conducted in Mostar in 2018. where it was shown that the motivation of adults to acquire new knowledge is most influenced by the andragogue, but also that in any case adults choose to learn and acquire knowledge, while we came to the conclusion that students are motivated to learn despite the various obstacles they encounter.

Therefore, the key factor for successful motivation is, in addition to the students and the teaching process, the professor who will influence the motivation of the students who have shown a satisfactory level of motivation when it comes to work and advancement in the profession, through his teaching work. Motivation in nursing education is crucial for the quality of professional development and their academic success. When asked whether they believe that training is necessary throughout their working life, the majority of students answered that they agree with this statement, as well as that they are satisfied with their choice of profession and believe that higher education is necessary to perform the work of a head nurse. Specific challenges in nursing education, stress and emotional strain, affect the motivational level as well as the different phases of education. Students who are aware of the social and health significance of their profession are more motivated to perform their work tasks more effectively. There is a positive connotation of the connection between motivation and learning success, as well as a personalized approach to learning. Students feel supported by their mentors and have greater motivation to achieve success. Nurses' motivation for professional development can be driven by a combination of intrinsic factors, such as personal interest and professional goals, as well as extrinsic factors, such as institutional support, opportunities for professional development and advancement.

4. REFERENCES

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