

ORIGINAL ARTICLE

The Role of Factors Related to Lecturer Teaching in Predicting Achievement Motivation and Academic Satisfaction of Medical Students

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ABSTRACT

This study proposed to investigate the factors related to the lecturer teaching in predicting the achievement motivation and academic satisfaction of medical students. The research method was descriptive-correlational and a sample of 193 medical students studying medicine at the Islamic Azad University of Kerman was selected using the convenience sampling method, and they answered the Achievement Motivation Questionnaire (AMS) by Vallerand et al. (1992), Ahmadi Academic Satisfaction Questionnaire (2009), and a researcher-made questionnaire that factors related to lecturers teaching. The results showed that access to the lecturer is a positive predictor of students' satisfaction with the university and satisfaction with lecturer behavior. Lecturer behavior is a positive predictor of students' satisfaction with the university, attitude towards education, and satisfaction with lecturer behavior. The lecturer's ability to express the material is a positive predictor of students' attitude towards education. The results showed that factors related to the lecturer teaching have a greater role in predicting academic satisfaction than the achievement motivation of medical students.

KEYWORDS

Achievement Motivation, Academic Satisfaction, Access to the Lecturer, Lecturer Behavior, Lecturer's Ability to Express the Material.



Introduction

In universities, student learning outcomes are an important element in educational activities, and through student learning outcomes, the national qualification framework and the level of institutional quality can be recognized. Learning outcomes are characterized by a value scale that is expressed as student achievement to measure the ability of the cognitive aspect. Student achievement is used as one of the measurement tools to recognize the success of educational implementation. Achievement can be interpreted as students' mastery of the subject matter. Learning achievement is the result of the interaction of various internal and external factors that affect it (Tambunan, 2018). Based on internal factors, numerous studies show that interest and motivation simultaneously affect students' academic achievement (Sukada et al., 2013), and motivation has a positive effect on interest in learning and, to some extent, interest is important for improving academic achievement. To encourage and increase students' interest and motivation, instructors play an important role in influencing students' interest in learning, and the role of the instructor as a motivator affects students' learning motivation. Research results show that the instructor as a motivator is a tool for influencing students' interest and achievement motivation (Tambunan, 2018).

Method

The present study was a descriptive correlational study conducted to identify factors related to professors' teaching on achievement motivation and academic satisfaction of medical students at Islamic Azad University, Kerman Branch, in the academic year 1401-1402. Medical students in basic sciences, physiopathology, internship, and internship who met the inclusion criteria were selected through convenience sampling, with 193 people selected. After providing the necessary explanations regarding the objectives of the study, the researcher provided the students with questionnaires related to measuring academic satisfaction and achievement motivation, a form for recording demographic information, and questions related to factors related to professors' teaching. The results were analyzed using the multivariate regression statistical method. In this study, the Ahmadi Educational Satisfaction Questionnaire (2009), Valerand et al.'s Achievement Motivation Scale (1992), and some questions on the level of satisfaction with access to experienced professors, the professor's ability to express the material, and professors' behavior with students from Vali et al.'s (2014) questionnaire were used.

Results

The results showed that access to experienced professors was a positive and significant predictor of satisfaction with the university and satisfaction with the professor's behavior with students, but it did not play a significant role in predicting intrinsic motivation, extrinsic motivation, amotivation, satisfaction with the field of study, and attitude toward students' education.

The results showed that the teacher's behavior with students was a positive and significant predictor of satisfaction with the university, attitude towards education, and satisfaction with the teacher's behavior with students, but it did not play a significant role in predicting intrinsic motivation, extrinsic motivation, amotivation, and satisfaction with the field of study.

The results showed that the teacher's ability to express content was a positive and significant predictor of students' attitude towards the field of study, but it did not play a significant role in predicting intrinsic motivation, extrinsic motivation, amotivation, satisfaction with the field of study, or satisfaction with the teacher's behavior.

Discussion and conclusion

The present study proposed to investigate the role of factors related to professors' teaching in predicting academic motivation and academic satisfaction of medical students. The results showed that the level of access to the professor and the professor's behavior are positive predictors of students' satisfaction with the university. The results showed that the level of access to the professor and the professor's behavior are positive predictors of students' satisfaction with the professor's behavior. The results showed that the professor's behavior and the professor's ability to express the material are positive predictors of students' attitude towards the field of study. The results show that students' perceptions of the quality of teacher-related factors in teaching for learning are one of the most important components that affect their satisfaction with various aspects of their education. In learning environments, students' perceptions of timely and constructive feedback, clear instructions and explanations, and various supportive strategies from instructors affect their academic satisfaction (Lee et al., 2011). Also, the positive relationships between students' perceptions of teacher access, teacher behavior, and teacher ability to articulate content on perceived learning outcomes and student satisfaction with learning indicate the important role of instructors in facilitating desired outcomes in learning environments. In learning environments, instructors should be encouraged to use appropriate teaching tools during course design, assessment, and facilitation to provide further instructional support for students' learning process. Specific strategies include timely response and feedback, increased instructor availability and presence, timely communication with students, and innovation in course design and teaching methods. Such methods support collaborative learning by creating a more conducive learning environment with improved learning outcomes that align with instructional goals. The positive relationship between students' perceived instructional support and learning outcomes suggests that during course design, assessment, and evaluation, instructors should consider providing various forms of support to meet students' needs and facilitate their learning. This may enable students to access a learning experience that is tailored to their learning styles. Furthermore, the potentially detrimental impact of students' perceptions of instructor performance on perceived learning outcomes and student satisfaction with learning should not be overlooked. This emphasizes the need to allocate appropriate learning workloads and be aware of the difficulties students face. In addition, course designers should consider students' needs, and instructors should use a variety of assessment methods such as rubrics, peer review, and learning analytics to assess students and ensure that their workload is reasonable (Martin et al., 2019).

The results showed that access to the teacher, the teacher's teaching ability, and the teacher's behavior with the student did not affect intrinsic motivation, extrinsic motivation, and amotivation, which is inconsistent with the predicted results. From a competence perspective, when learners feel that their teacher is competent, organized, and helpful, they feel motivated and confident in learning (Chen et al., 2025). Lauermann and Ten Hagen (2021) suggest that teachers who are perceived as highly competent by learners can increase learners' motivation and academic interest or self-regulation. Effective teaching by teachers also meets learners' psychological needs for competence, and thus, enhances intrinsic motivation. Chen et al. (2025) also suggest that when learners perceive the teacher as competent, knowledgeable, and helpful, learners' intrinsic motivation and persistence increase.

This study provided several insights into the relationships between students' perceptions of the role of instructors and their own academic satisfaction. Some limitations, which indicate directions for future research, should be noted. Since the design of this study was cross-sectional, a complementary longitudinal study may be needed to better confirm causal relationships between variables or to conduct structural studies to examine the role of mediating factors. The results of this study were based on self-reports from university students, who may

have exaggerated or underreported their perceptions for various reasons. Using multiple methods, such as a mixed methods design, could provide more objective data.

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Authors' Contribution

The sole author was responsible for the study's conceptualization, methodology, data collection, analysis, writing, and final approval of the manuscript.

Conflict of Interest

The author declares no conflict of interest regarding the publication of this article.

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