

IDENTIFICATION OF MOTIVATIONAL LOGISTICS IN CHOOSING THE SPECIALIZATION “MILITARY MEDICINE” BY THE STUDENT

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***Abstract:** Being a student at the specialty “Military medicine” represents for most of us a standard of human value quality but also a big university responsibility concerning professional training and not only. This individuality relates from the fact that the logistics and methodological strategy applied to the student from an educational perspective but also from a military one, prepares the future military doctor to face the professional challenges, starting from the consulting room, saloon, surgery room and ending through his presence on the battle field/ war. From a psychological point of view, the military medicine student develops specific moral and human qualities which in its own opinion lead to success. This study shows this kind of logistical perception from the side of the actual military medicine students which complete their studies among their “civil” colleagues, being able to catch, starting from the motivation of their choice and up to qualities, a very developed spectrum of professional and military training spectrum, having as a result the success, they giving in time, honesty and honor to the Romanian army.*

***Keywords:** student, motivation, military medicine, logistics, attitude, qualities, professionalism.*

1. INTRODUCTION

For many of the high school graduates, being a medicine student represents a real challenge where the verbs: to learn, to be aware of and to be responsible of, are conjugating together with: to work. In this context semantically delimited, the student at medicine, military medicine specialty involve moral value and quality but also applying a logistic and a methodological strategy meant to prepare the latter one from an educational perspective but also from a military one. Tries and succeeds to respond to the motivational items of the student who chooses this specialty of the medicine because the whole approach it is based on determinations and attitudinal components which from psychological perspectives, number indubitable specific identities.

Thus, starting from the desiderates that in the UNESCO report view – 1996 are fundamental for the 21st century, at university level in forming the student, those have to start from: learning to know = to know the past,

present or virtual reality, learning to learn permanently, bringing close to you the cultural values that exist at a certain time; learning to make = learning to act getting to a pragmatic competence in a certain activity area; learning to face the many and complex social situations that you tend to integrate in; learning to live together = to be permissive and attentive towards the other, to perceive the alteration in an optimum way and to become soldiery with it regarding the circumstances; realizing projects in group and being ready to handle the eventual conflicts in the respect of pluralistic values, of mutual understanding and of peace; learning to be = to value your personality, to become capable of own judgment, responsible, to create yourself constantly, to live the values, to promulgate them, and to amplify them through your own deeds.

Takes shape in this way the necessity of a constructive-valuable approach in motivational identification of choosing the military medicine underlining the fact that his psycho – social profile has to correspond to some conceptual standards. We can see thus, at this

age (18/19 – 24/25 years) some adolescence lintels fact that denotes identifications like: apparition of a new thinking type: logical, dialectical, causal, dominating the problems and the abstract world; new abilities are gained; the need of knowledge systematization appears; superior feeling appear, sensibility becoming more equilibrate; it is shaped in its structure the element of stability; the role of creativity increases, being a superior valorization modality of the personality; the personality structures are already established; fact that determines after Schiopu U, Verza E (1995) three age dominants through: consolidation of self conscience (where we can identify the body, spiritual and social self); vocational identity (point when the person is aware of its own qualities and defects); independence debut (coming of age).

Same authors underline the fact that "prolonged adolescence it is expressed as a period of transition when there manifest characteristics of adolescence and new characteristics that belong to youth, of the young adult with a virtual social status as an adult" (1981).

Starting from all those psychological identity marks, we end that in our structural demarche, to decode motivational the logistics of choosing military medicine, starting from the request (R0 and getting to the offer (O), fact exemplified by the psycho – social factors that influence the deciding step made by the student.

It is the moment when we can enumerate among the choosing facilities, the usual elements that the University of Medicine gives to the student (good informational source, study programs at an academic level, opportunities of doctoral studies and post-doctoral) and also the specific ones to the military university environment (free study, military career, opportunities to practice military medicine in the system, scholarships and training abroad) this making the student to be aware of the tasks that he has to accomplish.

In this context, taking into account the very good results that the students have, of a continuous challenge and of an accessible number of entry places (those doubled in the

university year 2010 – 2011), we considered it is necessary to approach the study through which the motivational identity made by the student to obtain viability and validity for its future making believable the investment in time.

Thus, we elaborated an instrument to measure those that we suggested, the questionnaire proving its opportunity in registering in a given time; evolutions, values, qualities, opinions, sketching: an age, an identity and practically a spiritual state and a fact one. The pattern was formed by all the students from M.M. from the university year 2010 – 2011 at the University of medicine and Pharmacy from Targu Mures, a number of 56, boys and girls, that in the first decade of the first semester answered to the items of the following questionnaire

2. QUESTIONNAIRE

Please answer by marking one or more of the variants of the following questions, remembering just:

age ___ sex: M ___ F ___ year of study ___

1. Did you graduate the military high school?
yes ___ no ___

2. You got the information about the specialty Military Medicine from (you may choose 1-3 variants):

family ___ Internet ___
high school/school ___ military centers ___
friends ___ university ___
media ___ other source ___

3. What motivates your choice (you may choose 1-2 variants):

military career ___ money ___
medical career ___ abroad ___
social position ___ fulfilling a dream ___

4. Do you think that this specialty fits to you?
yes ___ no ___

I don't know ___ I'm not interested ___

5. Choosing this specialty will give you a state of safeness and stability to the future?

yes ___ no ___
I don't know ___ I'm not interested ___

6. Did the entry exam correspond to you exigencies?

yes ___ no ___
I don't know ___ I'm not interested ___

7. Do the classes from the university correspond with the standards imposed by this specialty? (you may choose 1-2 variants)

yes ___ no ___
 I don't know ___ I'm not interested ___
 slightly ___ mainly ___
 not at all ___ not necessary ___

8. Does the Faculty (University) give you the logistic base for an exceptional training (scholarships, abroad trainings, internship, PhD)

9. Are you going to practice the specialty that you have chosen? (military medicine)

yes ___ no ___
 I don't know ___ I'm not interested ___

10. What qualities you think that a student at military medicine should have? Give at least three _____

and which responded to the objectives and also to the aim that we proposed at the beginning of this logistic investigation.

3. RESULTS

Going practically to psycho – statistic interpretation of the registered data, we will code and than decode the answers to the items, obtaining first identities of the sample group like:

a) – age = this included the ages 18-24 of the 56 students split into the segments: 18 – 20 years – 43% - 1st – 2nd study years, - 21 – 22 years – 34% - 3rd – 4th years of study, - 23 – 24 year – 23% - 5th – 6th years of study. The statistical weight observation is represented by the first period due to the enlarged number of students from the 1st year.

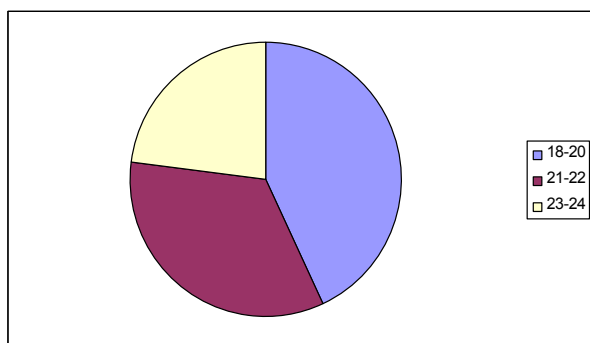


Fig.1 Results

b) – sex = shows that the girls are once more those who prefer the “military cloth”, implicit military medicine, the motivation coming from the qualities that they consider absolutely necessary for this specialty, that’s why they represent 64% (32) from the sample group, and the boys 36% (24) percentage that demonstrates that the “weapon” does not totally belong to them. We have in this context:

Table 1. Results

girls	boys
64%	36%

Related to the years of study we have to mention that the group sample included: 1st, 3rd, 4th, 5th, 6th years of study – 2nd years didn’t exist in the structure of this specialty in the university year 2010 – 2011.

Going on with our psycho-statistic investigation, we start by decoding the first item, where they were asked to point if they graduated or not the military high school. It came out that: 34% graduated such a high school (18 subjects) and 66% not (38 subjects) the first year making the weight as from the 20 students 19 of them didn’t graduate a military high school and only one did, first ones (10 girls and 9 boys) being from “civil” high schools. Does it consist as a mirage for those from “civil” high schools the military career? The students from the actual first year confirm this remark, the information coming in this case through military centers, family and school, being built for sure on the safeness for future of a social viability given by such a medical specialty. More balanced is the 3rd year, where from the 10 students, 6 of them graduated a military high school (4 girls + 2 boys) and 4 didn’t (3 girls + 1 boy). At the 4th year we have equality from ten students five did graduate a military high school (3 girls + 2 boys) and five didn’t (4 girls + 1 boy).

The information regarding the specialty military medicine from the faculty of medicine was taken from: family – 34%; friends – 16%; media – 2%; Internet – 20%; military centers – 55%, the subject having the possibility of choosing from 1-3 possibilities of answer

variants. Military Centers remain the main informational source, followed by high school, family, internet coming up closely, and not at all encouraging being the fact the besides the usual information that came from University, military medicine did not have specificity and with all this all offers for study were completed (double this year). We think that a benefic co-operation between military centers and the faculty of medicine is welcomed because the results show that this is needed. Statistically:

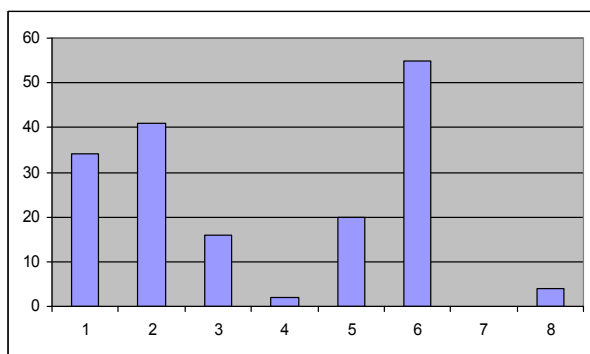


Fig.2 2nd item results

The motivation of the made choice which may contain 1-2 answering variants, has the certitude of connection between the two careers military / 61% and medical 71%, social position coming up naturally / 20%.

If going abroad means 2% (the mirage for the first year and the solution for the 6th year), fulfilling a dream or a wish 8%, is the prerogative of the "freshman", money making the link between dream and reality 20%. military career 61%; medical career 71%; social status 20%; money 16%; fulfilling a dream/ a wish 14%.

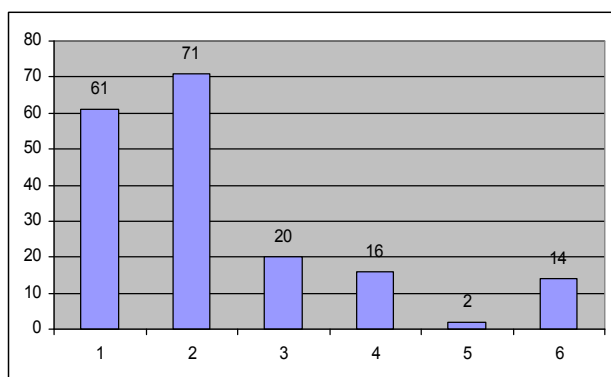


Fig.3 3rd item results

In this context of motivation, compete for success: a) medical career + social status + fulfilling a dream + going abroad, results the whole, close being the triad: b) military career + social status + money being sustainable thinking at the idea that money make you whole c) military career + social status + fulfilling a dream + going abroad, where the wish the dream became reality. Concluding to this item, intrinsic motivation precedes the extrinsic one, the future being thus plausible.

If this specialty fits to them or not, the subjects that made our sample group, considered that 80% of them are determined and knew what they wanted, 18% don't know and has to be remarked the fact that the ponderosity goes to the third year, deciding year in medical school in what concerns the chosen road, and 2% representing an extreme from the first year and other from 4th year – for whom only medical school matters. Statistically we can talk about:

Table 2. 7th item results

yes	don't know	not interested
80%	18%	2%

We wanted to know from the applied questionnaire if this specialty will create for them a state of stability and safety. Our expectations were confirmed 66% giving an affirmative answer, but surprisingly and also explicable from the point of view of socio – humane conditions which we make close to "equilibrium" being situated against – 21% - I don't know and 11 % - no = 34%, which determines a reevaluation of the state of fact bringing into sight the rigors of the program and the hope of professional fulfillment.

It is the moment when in the mind of our subjects appear the saying "Ubi bene, ubi patriae" – fact that doesn't do any good not to the subject nor to the society.

A new social politics concerning education and population health maintaining, under all its aspects, we would like to think that it would give stability and safety for the future to the today's student, mostly for the one who chose from the start this kind of specialty which

itself starts from those two desiderates of value and evolution.

It is the moment when in the internal structure of the proposed and applied questionnaire to the sample group, an important weight in choosing the specialty of military medicine, goes to the faculty, university, practically to the entire staff for complex training, instructive – educative and military of the student that represents in this moment the subject of our study.

Thus, to the item concerning the exigencies at the admission exam, 82% of the subjects considered that yes, 12% showed themselves more exigent saying that no, and 6% didn't give any importance to this thing. We could remark that the 4% are from the first year and don't come from military high schools, and the wish of becoming a student at medicine was first before exigencies, and the exam itself consisting no interest for it.

In the same order of involving the faculty, a special place was given to the quality of classes, the subject being able to choose from 1-2 answering variants: yes 68%; no 4%; I don't know 0%; I'm not interested 2%; not very much 10%; very much 27%; not at all 0%; it's not the case 2%, being interesting here to follow the: yes + very much = 68% + 27% = 95% unlike: no + I'm not interested + not very much + it's not the case = 4% + 2% + 10% + 2% = 18%, which may come into attention when the class does not reach its maximum formative, instructive – educative value, interactivity, cooperation and student focusing, remaining inflexible, closed and only "for be taught".

Our university being an exceptional one, and the logistical base offered to the students being of same standard. Thus, we start from: quality classes, stages, internships and getting to PHD degree remarking that 89% are interested of all the logistic, 6% already were the beneficiaries of a stage or scholarship abroad, only 5% being those who are not interested and have no idea about those possibilities. Can we call them ignorant? Surely not, just a little superficial, this thing happening to the first year and being still based on the period of adaptability of the student to the new and complex requirements of

the faculty. Statistically we can exemplify through: 6% scholarships, stages; 3% don't know; 2% not interested; 89% yes.

The following item concerns the involvement and responsibility of the student from military medicine (M.M.) putting him to practice or not in the chosen specialty. 78% represents a percentage that motivates our study, thinking mostly that from 44 subjects 17 of them are in the first year of study, those who are not decided appearing with 20%, fact that show that psychological training is still necessary, but mostly inserting motivation in permanent and future professional education. Statistically:

Table 2. 9th item results

yes	don't know	no
78%	20%	2%

As we said at the beginning of the study the motivational logistics may and it is necessary to identify with those moral qualities which come before the result and not only in this kind of vocational situation. We didn't propose to make a "scale of values" but came into evidence very clear qualities like (being aware that they are the reports of the students from military medicine and not others): 1. intelligence 39%, 2. ambition 34%, 3. sobriety 30%, 4. perseverance 30%, 5. responsibility 21%, 6. discipline 19%, 7. courage 14%, 8. honesty 14%, 9. competence 14%, 10. passion 14%, 11. team spirit 12%.

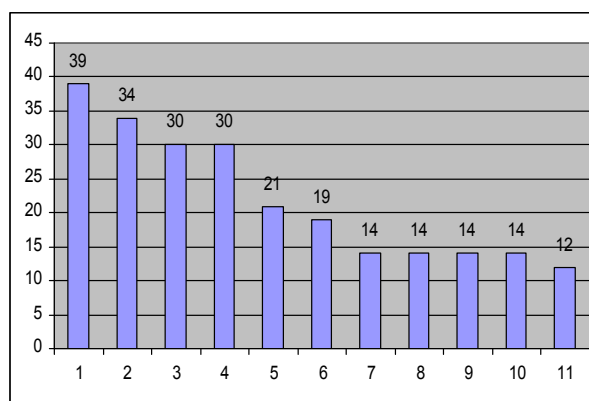


Fig.4 10th item results

to which we can add a special counting of some qualities because that in an evolutive

way they can be found at certain years of study decoding them somehow:

- patience	}	1 st year
- motivation		
- stubbornness	}	3 rd year
- self esteem		
- punctuality	}	4 th year
- empathy		
- affirmation	}	4 th year
- sociability		
- morality	}	5 th year
- talent		
- discernment	}	5 th year
- altruism		
- devotement	}	6 th year
- involvement		
- cooperation	}	6 th year
- interest		
- vision		

In this context: the searching, hopes and gainings are gradually found into the items of motivational logistics concerning the option for "military medicine" Practically making the "profile – portrait" of this student, we observe that we find those constructive sequences which define an attitude, determine a behavior and precede a reaction. It combines intelligence with ambition, seriousness with perseverance adding to those: responsibility, discipline and courage, based on honesty, competence and even passion, being able to decide that, the team spirit marking out the structural qualities that have its print.

Thus, the questionnaire, through its identity and than processing and interpretation of data, brought into attention the fact that the student from military medicine is motivated in his choice, being more than others aware of their choice wishing always to be "seen", meaning: appreciated, encouraged, esteemed, and knowing that "serving my country with my weapon means the stethoscope" – this is an honor and why not the privilege of saying "present" when it will be needed and required.

4. CONCLUSIONS

We would like to appreciate the fact that the University of medicine and Pharmacy that has them at students is always proud for the

results that they have/had those being part of the stamp of this place of Romanian culture and medical education. All the things mentioned above are found in the exceptional print that the student at military medicine and pharmacy (especially the one from where come the students that formed our sample group).

Why this logistic – motivational demarche? The answer for the above interrogation contains that in Ey's conception" student's personality is a history; it is built through chaining from a series of events and through the way of being of the inner self, being truly the most important actor of the university range.

He is what he is, because he wants to be a student – better saying we add – at military medicine specialty (M.M.). And thus we wanted to underline in a conceptual, structural and constructive way this fact, because, military medicine has its chosen who never forget this thing. Who are they? For sure it is the exception that strengthens the rule, concerning medicine generally and military medicine especially.

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